

Student's Book

ENGLISH

Secondary Schools - Year Three - Term **1**

2026 - 2027

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" تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب، بكل الحب إلى الطلاب والأسر في جمهورية مصر العربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE STUDENTS AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education

New Administrative Capital

Cairo, Egypt

Name: .....

Class: .....

School: .....

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A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

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

Our Vision for English Language Education:

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

Key Features of the Textbook:

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

Commitment to Excellence:

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

Join Us in Shaping the Future:

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

Best Regards,

The Ministry of Education and Technical Education

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Scope and Sequence

Unit	Topic	Target Skills	Grammar Focus	Life Skills	Core Values
1	**Inside the World of Care**	• Reading comprehension • Listening for details • Speaking in role-plays • Writing analyzing models, peer review	Present Perfect and Present Perfect Continuous	• Adaptability: being open to continuous learning and updating skills in a changing world • Critical Thinking: analyzing the impact of AI on jobs and discussing future skills • Problem-Solving: participating in workshops and finding new solutions	Compassion, responsibility, teamwork, professional dedication, well-being, gratitude, imagination
2	**The Power of Machines**	• Reading comprehension • Listening for details • Speaking in discussions and role-plays • Vocabulary development, narrative and descriptive	Reported statements and commands	• Creativity: using imagination to design new ideas, stories, or solutions • Collaboration: working with peers to complete tasks and share perspectives • Self-Expression: confidently presenting ideas through writing, speaking, or role-paly • Flexibility: adjusting to different roles and viewpoints in interactive activities	Lifelong learning, growth mindset, human connection, balancing technology and humanity, cultural identity
3	**Protect Nature, Protect Future**	Reading comprehension, descriptive writing, speaking for description, listening for detail, organizing information, vocabulary building Writing persuasive essay	Modal verbs for (deduction, regret and blame)	• Global Awareness: understanding how climate change affects vulnerable communities and recognizing issues of climate justice • Collaboration: engaging in discussions and debates to share ideas on climate activism and solutions • Empathy: appreciating the struggles of marginalized groups and supporting fairness in global decisions • Communication: expressing opinions clearly through debates, essays, and persuasive writing about environmental issues • Resilience: staying committed to positive action despite challenges posed by global problems	National pride, appreciation of history, respect for cultural heritage

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4	**Marine Life**	• **Reading comprehension:** short texts, conversations, and articles about coral reefs and whales • **Listening for details:** a podcast clip about ocean animals • **Speaking for discussion:** advantages and disadvantages of tourism in the Red Sea • **Descriptive writing:** a paragraph using adjectives and compound adjectives	Adjectives and Compound Adjectives	• **Critical Thinking:** analyzing the importance of coral reefs, whales, and other marine life and evaluating human impact on ecosystems • **Problem-Solving:** suggesting solutions for protecting the environment while supporting tourism and conservation • **Collaboration:** working in pairs and groups to groups to discuss environmental issues, agree on solutions, and practice dialog • **Social Responsibility:** developing awareness of marine conservation, eco-friendly tourism, and global citizenship • **Adaptability:** learning new vocabulary and grammar in different contexts (tourism, medicine, legends) and applying them flexibly in writing and speaking	Environmental Responsibility: recognizing the importance of protecting coral reefs and whales for a healthier ocean
5	**From Muscles to Mindset**	• **Reading comprehension:** passages about the modern workplace and the role of technology and AI • **Listening for details:** an audio script about the future workforce. • **Speaking for debate:** pros and cons of AI in the workplace • **Grammar practice in writing:** completing and rewriting sentences using correct forms	Use causative verbs (have and get) in various tenses to talk about having someone else perform a task or having a task done by someone	• **Adaptability:** being open to continuous learning and updating skills in a changing world. • **Critical Thinking:** analyzing the impact of AI on jobs and discussing future skills. • **Problem-Solving:** participating in workshops and finding new solutions	Growth Mindset: embracing a mindset of continuous learning and improvement Innovation: investing in new solutions and ideas. Collaboration: working together in a team setting

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6	**Let's Hang Out!**	• **Reading comprehension:** a story about an embarrassing moment and a passage on the benefits of socializing • **Listening for detail:** a podcast on the benefits of socializing • **Speaking for interaction:** making and responding to invitations • **Writing practice:** writing an online review	Reported Questions	**Social Skills:** making and responding to invitations and understanding friendship **Self-Awareness:** discussing feelings after an embarrassing moment and how to react under pressure **Emotional Intelligence:** recognizing and responding to the emotions of others, such as when friends show kindness and forgiveness	Friendship: valuing true friendship, forgiveness, and support Well-being: understanding the importance of socializing for physical and mental health Kindness: acting with affection

Lesson COMPONENTS

Before you start

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

Think and discuss in pairs

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

LESSON 1

My Day in the Hospital



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you think a typical day looks like for a hospital nurse?
2. What qualities make a good nurse?
3. Do you think we will see robot nurses in hospitals soon? Why / Why not?

Reading

2 **Read the following article. What makes a nurse successful in her career?**

"A Day in the Life of a Hospital Nurse"

Every morning, Nurse Sarah **kicks off** her day with a strong cup of coffee before her 12-hour **shift** begins. She is always preparing herself mentally for the challenges ahead. As soon as she arrives, she checks patients' charts and reviews updates from the night shift. The hospital is **buzzing** with activity—doctors rushing, monitors **beeping**, and patients waiting.

Sarah's first task is **administering** medication to her patients. Some have been waiting anxiously, while others are resting quietly. She has cared for many patients over the years, but each day brings new surprises. One elderly patient, Mr. Ramy, has been recovering from surgery and needs extra **attention**. Sarah makes sure he is comfortable before moving on.



By midday, **emergencies** arise—a car accident **victim** is rushed in, and the team springs into action. Sarah assists the doctors, ensuring everything runs smoothly. Despite the **chaos**, she remains calm and focuses on her duties. "**Teamwork makes the dream work**," she often says, relying on her colleagues for support.

By evening, Sarah has checked on all her patients and has documented their progress. She feels exhausted but fulfilled. As she heads home, she reflects on the day—some moments were **heartbreaking**, but many were **rewarding**. Nursing is a never-ending **rollercoaster**, but Sarah wouldn't trade it for anything.

Think about this

3 **Answer the following questions.**

1. How does Nurse Sarah start her day, and why is preparation important?
2. Describe two tasks Sarah performs during her shift.
3. How does the team handle emergencies in the hospital?
4. Why do you think Sarah finds her job "rewarding" despite the challenges?

Idiom Tip

An idiom is a fixed, multi-word expression whose meaning can't be deduced from the literal meanings of its individual words.
e.g.: "spring into action"
Meaning: To suddenly begin working or responding quickly.
e.g.:
The victim arrived and the team sprang into action.

4 **Read the text again. Find the meanings of the words in bold. Share your answers with the class.**

5 **Match the words to in column (A) their meanings in column (B) as used in the text.**

A	B
1. shift	☐ to give medicine or treatment to someone
2. buzz	☐ the sound of many people talking or machines working
3. administer	☐ a situation or experience with many ups and downs, often emotional
4. attention	☐ very sad or upsetting
5. victim	☐ a state of complete confusion and disorder
6. chaos	☐ giving a feeling of satisfaction or pleasure because you helped someone or achieved something good
7. heartbreaking	☐ a set period of time that a person works (especially in hospitals, factories, etc.)
8. rewarding	☐ a person who has been hurt, killed, or affected by something bad like an accident or a crime
9. rollercoaster	☐ care or notice given to someone or something

6 **Fill in the spaces with a word from the box.**

buzz - beep - victim - kick off - chaos - medication

1. The loud ..... from the car alarm woke up the entire neighborhood.
2. The football match will ..... at exactly 7 p.m.
3. The nurse gave the patient the correct ..... to help relieve the pain.
4. A sudden ..... broke out in the market when people started running randomly.
5. The rescue team worked quickly to help the accident ..... before the ambulance arrived.
6. There was an exciting ..... in the classroom when the students heard about the school trip.

Reading

Stimulating topics that capture students' interest.

Think about this

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

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Listening

Students listen to the audio texts and answer the questions.

Language in Context

Turn grammar rules into real communication skills.

LESSON 2 Emergency Call

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever witnessed someone suddenly become very ill? What happened?
2. What number should you call for an ambulance?
3. What important details should you give the emergency operator about the patient?



Listening

2 **Listen to the audio and match the words in column A with their meanings in column B.**

Listen

A	B

LESSON 3 Tired Hands, Caring Hearts



Listening

1 **Listen to the audio, then answer the following questions.**

Listen

ⓐ **Write (T) True or (F) False:**

1. Hospitals have become less busy in recent years. ◯
2. Doctors have worked long hours to care for patients. ◯
3. Nurses have been supporting the same patients for months. ◯
4. Staff have been learning new skills and attending training sessions. ◯
5. Patients have received slower treatment in hospitals. ◯

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

1. Many doctors ..... long hours to care for patients over the years.
   a. have worked **b.** has worked **c.** are working **d.** will work
2. Some nurses ..... the same patients for weeks.

Language in Context

Present Perfect Simple
(Active & passive)

Active form:
Have/Has + Past Participle

Focuses on:
- Completed actions with a present result
- Life experiences
- How many times/how much
- Actions that started in the past and continue or still related

Writing

How to expand your vocabulary.

Reading

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

1. How long ..... (**you / learn**) English?
2. I ..... (**never / see**) such a beautiful sunset.
3. My hands are dirty because I ..... (**work**) in the garden.
4. Hospitals ..... (**introduce**) new technology.
5. Staff ..... (**learn**) new skills and attending training sessions.

- Actions that started in the past and are still continuing now
- Actions that have recently finished, with a visible result in the present
- Emphasis on the duration of an action
- Temporary habits or situations

e.g., I'm tired because I **have been studying** all night.

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

1. The doctors ..... many patients today.
   a. treated **b.** have treated **c.** are treating **d.** will treat
2. I ..... never ..... a surgery before.
   a. am/seeing **b.** have/seen **c.** has/seen **d.** will /see
3. The patient has just ..... to the recovery room.
   a. gone **b.** going **c.** goes **d.** went
4. Nurses ..... in the emergency room since early morning.
   a. had worked **b.** has worked **c.** is working **d.** have been working
5. He ..... medical English for three months.
   a. had studied **b.** studies **c.** has been studied **d.** has been studying

Writing

6 **Write a short "shift note".**

Imagine you are a nurse working the morning shift. You are leaving a written note for the nurse who will take over during the night shift. In your note, describe what happened with one patient today.

Include in your note:
- The patient's condition
- Important events or changes
- Any treatment or medication given
- How the situation made you feel

LESSON 4 Beyond the White Coat

Before you start

1 **Ask and answer the following questions:**

1. What problems do doctors and nurses face when helping many sick people at the same time?
2. What would you do if someone near you had a medical emergency?
3. Do you think doctors and nurses are happy in spite of their hard jobs? Why / Why not?

Idioms in the lesson

1. **It rained cats and dogs**
   Meaning: It rained very heavily.
2. **Soaked to the skin**
   Meaning: Completely wet from head to toe.
3. **Jump into action**
   Meaning: Start doing something quickly and with energy.
4. **Pale *as a ghost***
   Meaning: Extremely pale, usually because of fear, shock, or illness.

Reading

2 **Read the following passage, and then guess the meanings of the following words:**

stitch – forehead – groaning – moaned – clutched – swallow – scope – urgency

Last night, paramedics rushed in with a man injured in a car crash. He had broken his leg before arrival, and his face was covered in blood. Nurses quickly took him for X-rays while Dr. Maha prepared to **stitch** a deep cut on his **forehead**. "Teamwork saved him," said the emergency room"ER" director proudly.

Outside, it was **raining cats and dogs** as Dr. Basem



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Start Smart



Reading

1 **Read the passage and answer the questions.**

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.

• **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

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Listening



2 **Listen and choose the correct answer from a, b, c, or d:**

1. The woman is at a/an .....

a. bus stop **b.** train station **c.** airport **d.** café

2. She is going to .....

a. Suez **b.** Alexandria **c.** Aswan **d.** Cairo

3. The next train leaves at .....

a. 9:45 **b.** 10:15 **c.** 10:45 **d.** 11:00

4. She wants to book a ..... ticket.

a. single **b.** student **c.** double **d.** return

5. She wants to ..... before the train arrives.

a. buy a book **b.** call her friend **c.** get some water **d.** get a coffee

Speaking

3 **Ask and answer questions about: Morning Routine**

1. What do you do to start your day healthily?

2. Do you exercise or eat a specific breakfast?

Writing

4 **Write a short essay of (180-200) words about 3 activities you do every morning.**

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Language

5 **Complete with the correct form of the words in brackets:**

1. She ..... (**work**) in an office, but this week she ..... (**work**) from home.

2. When I ..... (**walk**) to school, it started to rain.

3. They ..... (**watch**) a movie when the lights ..... (**go**) out.

4. This time next week, I ..... (**lie**) on the beach!

5. My phone is ..... (**expensive**) than yours, but hers is the ..... (**expensive**) of all.

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UNIT 1

Inside the World of Care



Learning Outcomes

Reading

- Read short texts, articles, and conversations about healthcare roles, emergencies, and personal experiences with illness
- Extract key details, understand idioms, and answer comprehension questions

Language

- Use and differentiate between the Present Perfect Simple and Present Perfect Continuous

Listening

- Understand and extract key information from an audio conversation, specifically an emergency call

Writing

- Write a blog post about a personal experience, following a specified structure

Speaking

- Understand the importance of interprofessional communication and teamwork in healthcare settings, recognizing how clear reporting contributes to patient safety and coordinated care

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LESSON 1 My Day in the Hospital



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you think a typical day looks like for a hospital nurse?
2. What qualities make a good nurse?
3. Do you think we will see robot nurses in hospitals soon? Why / Why not?

Reading

2 **Read the following article. What makes a nurse successful in her career?**

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Every morning, Nurse Sarah **kicks off** her day with a strong cup of coffee before her 12-hour **shift** begins. She is always preparing herself mentally for the challenges ahead. As soon as she arrives, she checks patients' charts and reviews updates from the night shift. The hospital is **buzzing** with activity—doctors rushing, monitors **beeping**, and patients waiting.

Sarah's first task is **administering** medication to her patients. Some have been waiting anxiously, while others are resting quietly. She has cared for many patients over the years, but each day brings new surprises. One elderly patient, Mr. Ramy, has been recovering from surgery and needs extra **attention**. Sarah makes sure he is comfortable before moving on.



By midday, **emergencies** arise—a car accident **victim** is rushed in, and the team springs into action. Sarah assists the doctors, ensuring everything runs smoothly. Despite the **chaos**, she remains calm and focuses on her duties. "**Teamwork makes the dream work**," she often says, relying on her colleagues for support.

By evening, Sarah has checked on all her patients and has documented their progress. She feels exhausted but fulfilled. As she heads home, she reflects on the day—some moments were **heartbreaking**, but many were **rewarding**. Nursing is a never-ending **rollercoaster**, but Sarah wouldn't trade it for anything.

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Think about this

3 **Answer the following questions.**

1. How does Nurse Sarah start her day, and why is preparation important?
2. Describe two tasks Sarah performs during her shift.
3. How does the team handle emergencies in the hospital?
4. Why do you think Sarah finds her job "rewarding" despite the challenges?

Idiom Tip

An idiom is a fixed, multi-word expression whose meaning can't be deduced from the literal meanings of its individual words.
e.g.: "spring into action"
Meaning: To suddenly begin working or responding quickly.
e.g.:
The victim arrived and the team sprang into action.

4 **Read the text again. Find the meanings of the words in bold. Share your answers with the class.**

5 **Match the words in column (A) to their meanings in column (B) as used in the text.**

A	B
1. shift	☐ to give medicine or treatment to someone
2. buzz	☐ the sound of many people talking or machines working
3. administer	☐ a situation or experience with many ups and downs, often emotional
4. attention	☐ very sad or upsetting
5. victim	☐ a state of complete confusion and disorder
6. chaos	☐ giving a feeling of satisfaction or pleasure because you helped someone or achieved something good
7. heartbreaking	☐ a set period of time that a person works (especially in hospitals, factories, etc.)
8. rewarding	☐ a person who has been hurt, killed, or affected by something bad like an accident or a crime
9. rollercoaster	☐ care or notice given to someone or something

6 **Fill in the spaces with a word from the box.**

buzz - beep - victim - kick off - chaos - medication

1. The loud ..... from the car alarm woke up the entire neighborhood.
2. The football match will ..... at exactly 7 p.m.
3. The nurse gave the patient the correct ..... to help relieve the pain.
4. A sudden ..... broke out in the market when people started running randomly.
5. The rescue team worked quickly to help the accident ..... before the ambulance arrived.
6. There was an exciting ..... in the classroom when the students heard about the school trip.

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7 **In pairs, read the text again and guess the meaning of the idiom "Teamwork makes the dream work".**

8 **Work in pairs. Use the internet to find (5) English idioms related to "hard work" write each idiom, its meaning and an example sentence. Then share with the class.**

e.g. 1. Go the extra mile
2. No pain, no gain

.....

.....

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Role-Play

9 **Work in pairs. One student acts as the nurse, and the other is the patient. Practice the conversation about "The Nurse's Work"using the questions below, then switch roles.**

1. What should a nurse ask about when a patient arrives?

2. What information is important to collect?

3. How can the nurse make the patient feel comfortable?



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LESSON 2 Emergency Call



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever witnessed someone suddenly become very ill? What happened?

2. What number should you call for an ambulance?

3. What important details should you give the emergency operator about the patient?

Listening

2 **Listen to the audio and match the words in column A with their meanings in column B.**

Listen

A	B
1. collapse	☐ an emergency procedure that uses chest compressions to help someone whose heart has stopped
2. grab	☐ the state of being awake and aware of what is happening around you
3. chest	☐ fall down suddenly, usually because of illness or weakness
4. pulse	☐ take or hold something quickly and strongly
5. CPR (Cardiopulmonary Resuscitation	☐ medical professionals who give emergency care and take people to hospital by ambulance
6. consciousness	☐ the front part of the body between the neck and the stomach
7. paramedics	☐ the regular beating of the heart that you can feel on your wrist or neck

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Vocabulary

3 **Listen again and decide whether the following sentences are True (T) or False (F).**

	True	False
1. The neighbor fell while he was walking upstairs.	☐	☐
2. The caller has already seen the neighbor in this critical condition many times.	☐	☐
3. The neighbor's medication wasn't taken.	☐	☐
4. CPR has not been started yet.	☐	☐

4 **Choose the correct word from the box to complete each sentence.**

grab - pulse - collapsed - CPR - chest - paramedics

1. The lifeguard tried to check the man's ..... before starting first aid.

2. You must start ..... immediately if the person is not breathing.

3. The firefighter had to ..... the child's arm and pull her to safety.

4. After running up the stairs, he felt dizzy and nearly ..... .

5. The nurse pressed gently on the patient's ..... to check for pain.

6. The ..... arrived within minutes to give emergency first aid to the patient.

Role-Play

5 – In pairs, students reenact the 123 call, adding more details (e.g. Has he eaten anything unusual?)

– Focus on using present tenses for back ground (the doctor says the patient is suffering from a severe stomach pain due to having contaminated food.)



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LESSON 3 Tired Hands, Caring Hearts



Listening



1 **Listen to the audio, then write (T) True or (F) False.**

1. Doctors have worked long hours to care for patients. ( )
2. Hospitals have become less busy in recent years. ( )
3. Nurses have been supporting the same patients for months. ( )
4. Doctor and nurses suffer emotionally. ( )
5. Doctor and nurses don't inspire young people to choose medicine as a career. ( )

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

1. Many doctors ..... long hours to care for patients over the years.
   a. have worked **b.** has worked
   c. are working **d.** will work
2. Some nurses ..... the same patients for weeks.
   a. support **b.** have been supporting
   c. supported **d.** will support
3. Hospitals ..... their emergency systems recently.
   a. are improving **b.** have improved
   c. improve **d.** will improve
4. Patients have ..... better care and faster treatment.
   a. received **b.** are receiving
   c. will receive **d.** have received

Language in Context

Present Perfect Simple
(Active & passive)

Active form:

Have/Has + Past Participle

Focuses on:

- Completed actions with a present result
- Life experiences
- How many times/how much
- Actions that started in the past and continue or still related to the present

e.g., She **has visited** Paris three times.

Passive voice:

Object + have/has + been + p.p.

- They **haven't finished** their project yet. (Active)
- Their project **hasn't been finished** yet. (Passive)

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

1. I'm really tired because I have studied all night for my exam. (.....)
2. She has know him for 10 years, so they are good friends. (.....)
3. How many times have you been seeing that movie? (.....)

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4. School have be improved with technology. (.....)

5. He's out of breath because he has run. (.....)

4 **Rewrite the following sentences in the passive voice:**

1. Someone has stolen my bicycle.

2. They have built a new hospital recently.

3. The students haven't written their essays yet.

4. People have consumed too much sugar.

5 **Complete with the correct form (Present Perfect Simple or Present Perfect Continuous):**

1. How long ..... (**you** / **learn**) English?

2. I ..... (**never** / **see**) such a beautiful sunset.

3. My hands are dirty because I ..... (**work**) in the garden.

4. Hospitals ..... (**introduce**) new technology.

5. Staff ..... (**learn**) new skills and attending training sessions.

Language in Context

Present Perfect Continuous

Form:

Have/Has + been + Present Participle

Focuses on:

- Actions that started in the past and are still continuing now
- Actions that have recently finished, with a visible result in the present
- Emphasis on the duration of an action
- Temporary habits or situations

e.g., I'm tired because I **have been studying** all night.

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

1. The doctors ..... many patients today.

a. treated **b.** have treated **c.** are treating **d.** will treat

2. I ..... never ..... a surgery before.

a. am/seeing **b.** have/seen **c.** has/seen **d.** will /see

3. The patient has just ..... to the recovery room.

a. gone **b.** going **c.** goes **d.** went

4. Nurses ..... in the emergency room since early morning.

a. had worked **b.** has worked **c.** is working **d.** have been working

5. He ..... medical English for three months.

a. had studied **b.** studies **c.** has been studied **d.** has been studying

Writing

7 **Write a short "shift note".**

Imagine you are a nurse working the morning shift. You are leaving a written note for the nurse who will take over during the night shift. In your note, describe what happened with one patient today.

Include in your note:

- The patient's condition
- Important events or changes
- What the night nurse needs to do
- Any treatment or medication given
- How the situation made you feel

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LESSON 4 Beyond the White Coat

Before you start

1 Ask and answer the following questions:

1. What problems do doctors and nurses face when helping many sick people at the same time?
2. What would you do if someone near you had a medical emergency?
3. Do you think doctors and nurses are happy in spite of their hard jobs? Why / Why not?

Idioms in the lesson

1. **It rained cats and dogs**
   Meaning: It rained very heavily.
2. **Soaked to the skin**
   Meaning: Completely wet from head to toe.
3. **Jump into action**
   Meaning: Start doing something quickly and with energy.
4. **Pale as a ghost**
   Meaning: Extremely pale, usually because of fear, shock, or illness.

Reading

2 Read the following passage, and then guess the meanings of the following words:

stitch – forehead – groaning – moaned – clutched – swallow – scope – urgency

Last night, paramedics rushed in with a man injured in a car crash. He had broken his leg before arrival, and his face was covered in blood. Nurses quickly took him for X-rays while Dr. Maha prepared to **stitch** a deep cut on his **forehead**. "Teamwork saved him," said the emergency room"ER" director proudly.



Outside, it was **raining cats and dogs** as Dr. Basem ran into the hospital, soaked to the skin. Inside, the emergency room was in full chaos—patients **groaning**, nurses hurrying, and machines beeping non-stop. In one corner, a teenager with a broken **arm moaned** quietly. A construction worker, pale as a ghost, **clutched** his bleeding hand, trying not to cry out.

Nurse Noura, calm under pressure, gave clear and confident instructions. "Prepare the sterile equipment and state its condition before use", she ordered.

Suddenly, the ER doors flew open. A panicked mother rushed in, holding her toddler. "He's not responding!", she shouted. The child had **swallowed** a coin. Without hesitation, the team jumped into action. Using a flexible **scope**, they carefully removed the coin. Moments later, the child opened his eyes. The mother wept with relief and gratitude. Around her, staff members smiled—some hiding their own tears.

As the sun began to rise, calm slowly returned. Dr. Basem sat down, exhausted. Around him, the team cleaned up and checked medical charts. Another night filled with fear, **urgency**, and life-saving teamwork had come to an end.

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3 Read the text again. Then, do the following tasks.

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

1. The construction worker was described as "pale as a ghost" because he .....

a. was afraid of the dark
b. had lost a lot of blood
c. had a broken arm
d. was feeling tired

2. When the mother arrived with her unresponsive child, the team .....

a. gave him CPR
b. called another hospital
c. removed the coin using a scope
d. sent him home

3. Nurse Noura's behavior during the emergencies was .....

a. confused and panicked
b. silent and withdrawn
c. calm and confident
d. sad and emotional

4. At the end of the night, Dr. Basem .....

a. was exhausted but felt fulfilled
b. went home immediately
c. was angry at the team
d. ignored the other staff

ⓑ Answer the following questions.

1. Suggest a title for the previous passage.

2. What does the story show about the importance of teamwork in the ER?

3. Describe the atmosphere in the emergency room during the night. How did it change by morning?

4. What emotions did the medical staff experience during the shift, and how did they deal with them?

4 Read the text again, then complete the sentences with a word from the text.

1. The nurse asked the patient to ..... the medicine slowly to avoid choking.

2. In severe pain, the man began to ..... as the doctor treated his wound.

3. She tried not to ..... , but the injury hurt badly.

4. The frightened child began to ..... his mother's hand in the emergency room.

Comprehension Tip

This is how to grasp the main idea and supporting details of a text.

- **Identify the Main Idea:** Ask yourself, "What is the author's primary message?" Look for the central theme or argument, often found in the introduction or conclusion.
- **Locate Supporting Details:** Find the facts, examples, and evidence that back up the main idea. These details clarify and prove the author's point.
- **Understand Structure:** Pay attention to how the text is organized. Is it a chronological story, a cause-and-effect explanation, or a compare-and-contrast essay? This helps you follow the flow of information.

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LESSON 5 My Blog Post



Structure of a Blog Post

1 **Read the following steps for writing a good Blog Post.**

A good blog post usually has these parts:

1. Catchy Title (Headline).

- **Purpose:** To make people want to click and read!
  - **e.g.:** 5 Amazing Places to Visit in Summer, My First Time Trying Sushi (and Why I Loved It!), Is Learning English Hard? My Opinion.

2. Introduction (1-2 paragraphs).

- **Purpose:** To introduce your topic and hook the reader.
  - **e.g.:** Have you ever dreamed of traveling the world? For me, visiting new countries has always been a passion. Today, I want to share my recent trip to Japan and some amazing discoveries I made there.

Tip for a Blog Post

A blog post is an article or a piece of writing published on a blog (an online journal or website). Blog posts are usually:

- **Informal or semi-formal:** Like talking to a friend, but maybe a bit more organized.
- **Engaging:** They want to catch the reader's attention.
- **About a specific topic:** They share information, opinions, or personal experiences.
- **Not too long:** Easy to read online.

3. Main Body (2-4 paragraphs).

- **Purpose:** To develop your ideas, provide details, and explain your points.
  - **e.g. (for a travel blog post).**
  - ♦ **Paragraph 1 (Food):** One of the best parts of my trip was the food. I tried sushi, ramen, and tempura. The ramen was especially delicious because...
  - ♦ **Paragraph 2 (Culture):** Apart from food, I was fascinated by the traditional culture. I visited several temples and saw a tea ceremony...

4. Conclusion (1-2 paragraphs).

- **Purpose:** To summarize your main points and give a final thought.
  - **e.g.:** Overall, my trip to Japan was an unforgettable experience. I highly recommend visiting this amazing country if you get the chance. Have you ever been to Japan? What was your favorite part?

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My Unwelcome Visitor



Discuss in pairs

2 **Guess who or what is "The Unwelcome Visitor."**

3 **Read this draft of the following Blog Post and label each part.**

My Unwelcome Visitor: A Recent Cold Experience	Title
The doctor gave me a prescription for some medicine to help with the symptoms. He also told me to rest a lot and drink many warm liquids like tea. I went home, took the medicine, and tried to sleep as much as possible. Slowly, after about three or four days, I started to feel much better.	
Hello everyone! I want to share something that happened to me recently. About two weeks ago, I started to feel a little tired. I also had a small cough. I didn't think it was very serious at first.	Introduction
But then, the symptoms got much worse. My throat was very sore, and my nose was running all the time. I also had a bad headache and felt very tired. It was difficult to sleep at night because of the cough. I felt really miserable and uncomfortable. After a few days, I decided I needed to see a doctor.	
Now, I am healthy again, and I feel very happy about it! This experience reminded me how important our health is. It's also good to know that doctors are there to help us when we need them. Have you ever had a very bad cold? How do you usually recover? Let me know in the comments!	
So, I called my clinic and made an appointment. When I arrived, the waiting room was full of other people who also looked sick. After a short wait, the doctor called my name. He asked me many questions about my symptoms and how long I had felt bad. Then, he checked my throat, listened to my chest with a stethoscope, and took my temperature. He said I had a severe viral cold.	



Writing Task

4 **Write your Blog Post of (180-200) words on “My Favorite Way to Relax After a Busy Day”.**

.....

.....

.....

.....

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UNIT 2

The Power of Machines



Learning Outcomes

Reading

- Read short texts, articles, and conversations about machines, technology, and their historical context in Egypt.
- Identify key details, and understand idioms.

Language

- Use and apply reported speech for statements, commands, and requests.

Listening

- Understand and extract key information from an audio conversation, specifically a technical support call.

Writing

- Write an argumentative essay with a clear opinion, supporting reasons, and a counter argument.

Speaking

- Talk about machines and their impact, present an invented machine.
- Give and follow instructions.

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LESSON 1 Machines in Egypt: Past and Present



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What ancient machines do you think were used to build the pyramids of Egypt? How might they be compared to modern machines?
2. Do you think machines help or harm traditional ways of life? Give examples from Egypt or other countries.

Reading

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

Egypt, a land rich in ancient wonders, has a long and fascinating history with machines. From the very basic tools of the early **dynasties** to the **sophisticated** devices of today, machines have played an important role in shaping the nation.

In ancient times, Egyptians relied heavily on simple machines like levers and ramps to build their monumental pyramids and temples. Historians believe that these early innovations **laid the groundwork** for future engineering marvels. One expert noted, "The Egyptians were masters of mechanics long before the modern era."

During the Industrial Revolution, Egypt began importing advanced machinery from Europe. **Cotton gins** and steam engines **revolutionized** agriculture and transportation. However, not all changes were smooth—some traditional crafts disappeared as machines took over.

Today, Egypt continues to **adopt** modern technology, from computerized factories to renewable energy systems. While some fear that machines may replace human labor, others argue they enhance productivity. As one engineer remarked, "Machines are tools, not replacements for human skills."

Now, Egypt is also working with advanced technology like artificial intelligence and robots. Government **initiatives** and private-sector **partnerships** are driving forward projects in **automation** and smart **infrastructure**. Yet, even as the country **charges full steam ahead** into the digital age, it remains deeply connected to its past—museums now use 3D scanning to preserve ancient **artifacts**, blending old and new. As one historian said, "Egypt is strong because it respects the past and looks to the future." By mixing old and new, Egypt shows how machines can connect history with modern life.

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3 **Read the text again. Then, do the following tasks in pairs.**

ⓐ Answer the following questions.

1. What simple machines did ancient Egyptians use?

2. How did the Industrial Revolution change Egypt?

3. Why do some people worry about modern machines?

4. How is Egypt blending old and new technology today?

Idioms Tip

- **lay the groundwork**
  Meaning: to make the preparations necessary for something to happen or succeed later

- **full steam ahead**
  Meaning: to proceed with as much speed and energy as possible

ⓑ Match each word in column A with the correct definition in column B

A	B
1. dynasty	☐ a ruling family that holds power for several generations
2. sophisticated	☐ the basic systems and structures a country or organization needs to operate
3. cotton gin	☐ to accept or support an idea, belief, or way of doing something
4. adopt	☐ complex or advanced in design, understanding, or technology
5. initiative	☐ a machine invented to quickly separate cotton fibers from seeds
6. infrastructure	☐ an important first step or plan to achieve a goal

Speaking

4 **Presentation:**

Imagine you've designed a machine to solve a problem in Egypt-past or present! (e.g.: A pyramid-building robot, a solar-powered irrigation tool or an AI archaeologist)



Present your invention to the class

- What does it do?
- How does it help people?
- Could it cause any problems?

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LESSON 2 Technical Support Call



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever had a problem with a printer or another device? What did you do to fix it?

2. What do you think a technician might ask when helping someone fix a computer or a printer problem?

Listening

2 **Listen to the audio track. Then, in pairs, guess the meanings of the following words.**

Listen

urgency - offline - right - click - drivers - troubleshoots

3 **Listen to the audio track again. Then, answer the following questions.**

1. What's the name of the customer?

2. What is the customer's problem?

3. Why does she urgently need to fix the problem?

4. What should the customer do to prevent the same problem in the future?

5. What does the technician suggest at the end?

4 **Listen again and decide whether the following sentences are (T) True or (F) False.**

1. The customer works for a company called Egypt Technologies. ◯

2. The printer problem was caused by a loose cable. ◯

3. The technician asked Rania to check the printer settings. ◯

4. The printer was showing as “offline.” ◯

5. The customer had to download new printer drivers to fix the problem. ◯

6. The technician gave advice on how to avoid the same issue again. ◯

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Vocabulary

5 **Match each word in column A to their definitions in column B.**

A	B
1. drivers	☐ press the right mouse button
2. version	☐ not connected to the network
3. right-click	☐ wires used to connect devices
4. troubleshoot	☐ software that helps devices work
5. urgency	☐ fix problems step by step
6. cables	☐ one form of something that is slightly different to other forms of the same thing
7. offline	☐ importance requiring rapid action

6 **Read the sentences. Listen to the audio again if necessary. Choose the correct word from the box to complete each sentence.**

updated - offline - troubleshoot - urgency - drivers - technician

1. The manager asked us to finish the report with ..... because the client was waiting.

2. The computer will not work if the correct ..... are not installed.

3. The IT team is trying to ..... the network problem.

4. The website was ..... yesterday for maintenance.

5. The software needs to be ..... to the latest version.

6. We called a ..... to repair the broken printer.

Role-Play

7 Work in pairs. One student acts as the customer. The other is the technician. Use the phrases below to guide your call. Choose a different problem (e.g., internet not working, email won't open).

Customer	Technician
Hello, I need help with...	Can you check...?
It's not working because...	Please try...
What should I do?	That should solve the issue.

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LESSON 3 The Role of machines



Listening



1 **Listen to the audio.**
Then answer the questions.

1. Answer the following questions:

1. What did nurses mention about machines?
2. What warning did the factory manager give?
3. What did the teacher say about machines in school?
4. Why can't machines replace humans completely?

2. Listen again and write True or False:

1. Machines only work in hospitals. (.....)
2. A manager explained that machines could work all day. (.....)
3. A student said machines were changing the future of jobs. (.....)
4. Machines can replace humans completely. (.....)

3. Change to Reported Speech:

1. The doctor said, "Machines help me detect illnesses more quickly".
2. The manager said, "Machines can work all day without getting tired".
3. The teacher said, "Machines might cause accidents if not used carefully".

2 **Study the Language Tip. Notice how the tense changes when we report statements. Then, do the following tasks.**

ⓐ **Change these sentences into reported speech.**

1. The engineer said, "We use solar energy."

.....

2. The teacher said, "Ancient Egyptians built the pyramids."

.....

3. The historian said, "They have made a 3D model of the temple."

.....

4. He said, "We will visit the museum tomorrow."

.....

Language in Context

Reported Speech (Statements)

When we want to tell someone what another person said, we can use reported speech.
Instead of using the exact words (direct speech), we change the sentence slightly.

E.g. :
- Dr. Ali said, "Machines help people work faster."
- Dr. Ali said that machines helped people work faster.

Don't forget:
- We often change pronouns (I → he/she, we → they)
- We often use **that** after **reporting verbs** (said, told, explained), but it's optional.
- We often change the verb according to the following :
  present → past
  past → past / past perfect

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

1. She said that they ..... a new machine.
a. builds **b.** build
c. have built **d.** had built

2. He said that their house ..... long time ago.
a. is built **b.** had been built
c. built **d.** has been built

3. The engineer said that machines ..... jobs easier.
a. makes **b.** made
c. are making **d.** has made

3 Study the Language Tip. Pay attention to how commands and requests are reported. Then, do the following tasks.

(a) Change these sentences into reported speech.

1. The teacher said, "Please, write your name."
.....

2. The guide said, "Don't touch the ancient statue."
.....

3. He said, "Turn off the lights."
.....

4. The doctor said, "Take this medicine twice a day."
.....

Language
Reported (Commands & Requests)

When someone tells or asks another person to do something, we use reported speech to share that message.

▸ **Commands (Imperatives):**

Subject + told/ordered/asked/warned + object + to/not to + infinitive

e.g.- **Direct:** "Turn off the machine!"
Reported: The supervisor told me to turn off the machine.
Direct: "Don't touch the controls!"
Reported: She warned us not to touch the controls.

▸ **Requests:**

Subject + told/ordered + object + to/not to + infinitive

e.g.- **Direct:** "Could you check the system?"
Reported: He asked me to check the system.
Direct: "Can you update the software of my computer?"
Reported: He asked me to update the software of his computer.

▸ Change pronouns and time if needed.
e.g. - **Direct :** "Please, help me with my homework".
- **Reported :** He told me to help him with his homework.

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

1. The police officer told us ..... without a seat belt.
a. not drive **b.** to not drive **c.** not to drive **d.** don't drive

2. He asked me ..... the report.
a. writing **b.** to write **c.** write **d.** wrote

3. The teacher told the students ..... their homework.
a. do **b.** to do **c.** did **d.** doing

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Writing

4 **Choose a familiar machine/device and write about (180-200) words about process description.**

Include in your note:

- Introduction: What the machine is and its purpose.
- Step-by-step process: How it works or how to use it.
- Safety considerations: Important warnings or precautions
- Conclusion: Benefits or final thoughts

Speaking

5 **In pairs:** one student gives technical instructions for "How to use a photocopier, printer, or scanner", the other follows and then reports the instructions to the class.

You can use these phrases:

"Ahmed instructed me to...

He also advised me to...

Finally, he warned me not to... "



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LESSON 4 Our Machine-Driven World



Before you start

1 **Ask and answer the following questions.**

1. What types of machines do you use every day at home, at school, or in the street?
2. How do these machines make your daily life easier or faster?
3. Can you think of a time when a machine stopped working? How did it affect your day?

Reading

2 **Read the following passage. Then in pairs guess the meanings of these words.**

household - appliances - chores - automated - track - standstill - efficiency

Nowadays, machines are a big part of our daily routines. From the moment we wake up, they influence what we do. The alarm clock rings, the kettle boils, and the bus or metro takes us to school or work - all powered by machines. It's hard to imagine life without them.

At home, we depend on **household appliances** like washing machines, microwaves, and vacuum cleaners. These devices save time and make **chores** easier. A recent study reported that most people use over five machines every single day. Even our free time is shaped by technology - smartphones, laptops, and smart TVs that keep us entertained and connected with friends and family.

In the workplace, machines help us work faster and more accurately. Office workers use computers to write emails, prepare documents, and join online meetings. In factories, robots build cars, pack products, and carry heavy items. One factory manager said, "Our production has doubled since we started using **automated** systems."

Our health is also monitored by machines. Smartwatches track our heart rate, steps, and sleep quality. Doctors use advanced scanners and machines to detect illnesses early and plan treatments.

However, some people worry that we rely too much on machines. They fear that if technology fails, our lives could **come to a standstill**. As one teacher explained, "Students struggle to write without spellcheck or grammar tools."

While machines bring comfort, speed, and **efficiency**, it's important to remember that we should control them — not the other way around. Life with machines is easier, but we must stay in charge of our choices and skills. After all, technology should serve us, not rule us.

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3 Read the text again. Then, in pairs do the following tasks.

ⓐ Answer the following questions.

1. What is the main idea of the text?

2. What is the author's viewpoint towards machines?

3. Summarize the third paragraph in one sentence.

4. In the future, do you think people will control machines, or machines will control people? Why?

5. What are the possible risks of depending too much on machines in daily life?

6. In your opinion, how can we make sure that machines serve us without replacing our own thinking and decision-making?

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

1. Which machine is **NOT** mentioned in the home section?

a. Washing machine **b.** Microwave

c. Smartwatch **d.** Vacuum cleaner

2. The underlined word **"automated"** means " done .....".

a. by machines with little human help **b.** by hand

c. without electricity **d.** only at night

3. Like office workers, factory laborers .....

a. use smart TVs for meetings **b.** rely on machines

c. avoid using computers **d.** work only outdoors

4. The underlined phrase **"come to a standstill"** suggests that life would ".....".

a. become faster **b.** stop completely

c. be more fun **d.** get healthier

Tip

Context Clues

When you encounter an unfamiliar word, don't immediately reach for a dictionary. Instead, look at the surrounding words and sentences. The context often provides clues to the word's meaning.



Vocabulary

4 Choose the correct word from the box to complete each sentence.

appliances - household - standstill - automated - track

1. The GPS app helps drivers to stay on the right ..... to their destination.

2. Modern washing machines and fridges are common ..... in most homes.

3. The company installed an ..... system to pack the products without human labor.

4. Soap and vinegar are common ..... products.

5. After the power cut, all the machines in the factory came to a complete ..... .

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LESSON 5 For or Against?



Think and discuss in pairs

1 **Read the writing tip on argumentative essays carefully. Then, review the points below to learn how to organize and write this kind of essay.**

1. Introduction
- Introduce the topic- give background- state your claim (thesis)

2. Body Paragraph 1
- Your first reason- give examples or evidence

3. Body Paragraph 2
- Your second reason- more examples or facts

4. Opposing View:
- Mention the opposite side- say why you disagree

5. Conclusion:
- Restate your claim- summarize your main points

2 **Match the sentence starters to their function.**

A	B
1. Stating your claim	☐ I believe that students should not use phones in class.
2. Giving a reason	☐ On the other hand, some people think phones are useful for learning.
3. Opposing an idea	☐ In conclusion, phones can be helpful but are often a distraction.
4. Concluding	☐ Firstly, phones can distract students from the teacher.

Writing Tip
Argumentative Essay

An **argumentative essay** is a type of writing where you give your claim on a topic and **support it with reasons and evidence**. You also **mention the opposite claim** and explain why you think your claim is stronger.
Use these phrases when:

- **Stating your claim:**
  - I believe that...
  - In my opinion...
  - I think it is clear that...
- **Supporting your claim:**
  - Firstly,...
  - Another reason is...
  - For example,...
- **Introducing the other side:**
  - Some people say that...
  - It is argued that...
  - On the other hand,...
- **Refuting the other side:**
  - However, I disagree because...
  - This may be true, but...
  - I believe this is not strong enough because...
- **Concluding:**
  - In conclusion,...
  - To sum up,...
  - That's why I believe...

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3 **Read this draft of the following essay, then label each paragraph.**

Should Students Wear School Uniforms?	Title
In conclusion, school uniforms are helpful for focus and fairness. That's why I think all schools should use them.	conclusion
Firstly, uniforms help students focus on learning, not fashion.	.....
Secondly, they make everyone feel equal, no matter how much money their family has.	.....
Many schools require students to wear uniforms. Some people agree with this rule, while others do not. I believe students should wear uniforms.	.....
Some people say uniforms limit personal expression. However, students can still show personality in other ways, such as through hobbies or how they act.	.....

4 **Fill in the blanks with the correct linking words.**

however – firstly – in conclusion – for example – because – on the other hand

Smartphones can be valuable learning tools in the classroom; ..... , their use also presents challenges. ..... , students can quickly access information ..... ,they can look up a word they don't know or find an image related to a lesson. This instant access to information can make learning more engaging and interactive. ..... , smartphones can be a major distraction ..... students may be tempted to use them for social media or games instead of focusing on the lesson. This can disrupt not only their own learning but also that of their classmates. ..... , while phones offer great educational potential, a balance must be found to maximize the benefits while minimizing the drawbacks.

Writing task

5 **Write your argumentative essay of (180 – 200) words on:**

"Should Mobile Phones be Allowed in Class?"

.....

.....

.....

.....

.....

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UNIT 3

Protect Nature, Protect Future



Learning Outcomes

Reading
- Read articles and texts on climate change, climate justice, and global environmental issues
- Extract key details, define vocabulary from context
- Understand cause-and-effect relationships

Language
- Use modal verbs for logical deduction in the present and past
- Express blame or regret

Listening
- Extract key information from an audio conversation, specifically a radio interview with a meteorologist

Writing
- Write a persuasive essay on the topic of climate change, using specific vocabulary and persuasive techniques

Speaking
- Participate in group discussions and debates about climate change, its effects, and the role of individuals and youth activists

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LESSON 1 Climate Justice and Global Activism



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. To what extent can global warming affect our world?

2. What can we do to stop global warming?

Reading

2 **Read the following article. What is climate justice about?**

Climate change must be seen not only as an environmental crisis but also as a **profound** issue of global justice. While industrialized nations are largely responsible for the majority of greenhouse gas **emissions**, it is often low-income and **marginalized communities**—particularly in the Global South—that **bear the brunt** of its consequences. These populations might face rising sea levels, long **droughts**, food shortage, and extreme weather events that threaten their health, and safety.

Climate justice emphasizes that we cannot ignore these effects. It calls for fair policies, shared decisions, and cooperation to fix the unequal burdens of climate change. People who cause the least damage must not suffer the most.

Youth around the world are actively working to stop climate change, showing great leadership and creativity. One initiative is the "Youth Climate Lab" which empowers young innovators to develop solutions for climate challenges, such as creating sustainable energy projects or designing waste reduction programs. Their efforts have resulted in **tangible** changes, like the implementation of community solar projects and successful recycling campaigns in various regions. At its core, climate justice is about **equity**, responsibility, and giving a voice to those who are often unheard in global debates. Without justice, there can be no true solution to the climate crisis.

Idioms

- **bear the brunt** – to suffer the worst part of something bad (formal)
- **take the heat** – to accept criticism or blame (informal)
- **shoulder the burden** – to take responsibility for something difficult or unpleasant (formal)
- **face the music** – to accept the unpleasant results of your actions (informal)

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3 Read the text again. Then, do the following tasks

(a) Choose the correct answer.

1. According to the text, young people are demanding ..... .

a. higher taxes on developing nations

b. a return to traditional farming methods

c. immediate and ambitious climate action

d. more international travel opportunities

2. The term "bear the brunt" in the text means ..... .

a. to create the solution

b. to suffer the worst effects

c. to support others financially

d. to avoid responsibility

Tip

Compound Nouns

A **compound noun** is made of two nouns used together to form one word.

The first noun describes the second noun.

Examples :

- climate change
- greenhouse gas
- carbon footprint
- energy efficiency
- rainfall pattern

(b) Answer the following questions.

1. Which communities suffer the most from the effects of climate change?

2. What does the term 'climate justice' emphasize?

(c) Match the words or phrases with their meanings. Then, use the new words/phrases in your own sentences.

A	B
1. bear the brunt	☐ pollution that traps heat in the Earth's atmosphere
2. greenhouse gas emissions	☐ groups with little power or resources
3. marginalized communities	☐ suffer the worst part of something
4. equity	☐ fairness or equal treatment

Reading Tip

Identify the Main Idea of Each Paragraph

As you read:

- Summarize each paragraph in one sentence. (e.g., Paragraph 1: Climate change affects poorer communities more, even though they cause less damage.)

Watch for Cause & Effect Relationships

Climate justice texts often explain:

- Who caused the problem → industrialized nations
- Who suffers the most → low-income/marginalized communities
- Look for connectors like "**while**," "**even though**," "***as a result***," "**so**,"



Speaking

4 In groups, discuss the following.

How can young people in your community take part in the global climate justice movement?

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LESSON 2 An Interview with a Meteorologist



Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What kind of weather do we usually experience in Egypt in summer?
2. Have you noticed any unusual weather this year?
3. What do you think the weather would be like if we didn't take action?

Listening

2 Listen to the radio interview, then answer the following questions.

1. What does a meteorologist do?
2. How far ahead can the weather be predicted?
3. Has Egypt's weather changed much in the last ten years?
4. What kind of future weather does Tamer expect for Egypt?
5. Is Tamer hopeful about climate change?

Listen

Weather Expressions Tips

We can use special words and phrases to describe the weather:

- **scorching hot** – very hot
- **boiling** – extremely hot
- **baking** – very sunny and hot
- **freezing cold** – very cold
- **chilly** – a little cold
- **pouring with rain** – raining heavily
- **humid** – hot and wet
- **stormy** – with strong winds and rain
- **foggy** – with thick mist in the air
- **overcast** – cloudy and grey

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Vocabulary

4 **Write the word/phrase in front of its definition. Then, in pairs make sentences of your own.**

Word	Definition
1.	a very long period of dangerously hot weather
2.	someone who studies or predicts the weather
3.	the prediction of future weather conditions
4.	a weather condition that is unusually strong, dangerous, or destructive
5.	very hot
6.	expecting a bad or negative outcome

5 **Fill in the blank with the correct word from the box.**

pessimistic - meteorologist – forecast – scorching – heat wave – extreme weather

1. The ..... predicted thunderstorms across the northern region.

2. It's absolutely ..... today — don't forget sunscreen and water!

3. The country experienced a deadly ..... that lasted for two weeks.

4. Floods, hurricanes, and sandstorms are all examples of ..... .

5. According to the five-day ....., temperatures will remain high.

6. Some scientists feel ..... about the future of our climate.

Speaking

6 **In pairs, discuss.**

- Do you agree with Tamer's view on climate change in Egypt?
- What might happen if the government doesn't act?



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LESSON 3 Climate Change and Coastal Cities



Listening



1 **Listen to the audio.**
Then answer the questions.

1. Answer the following questions:

1. Why are coastal cities like Alexandria at risk?
2. What do scientists emphasize about sea levels?
3. What problems do families and shop owners face?
4. How can the state protect coastal areas?
5. What can citizens do to help?

2. Fill in the blanks.

1. Rising sea levels can cause serious ..... in coastal cities.
2. Families in Alexandria worry about ..... .
3. Fishermen explain that the sea is ..... .
4. Governments can build stronger ..... walls.

3. True or False.

1. Coastal cities are safe from climate change. (.....)
2. Flooding can stop businesses for days. (.....)
3. Floods might never happen in the future. (.....)

2 **Read the Language Tip on deduction (present & past) and the use of should/shouldn't to express blame and regret in the past. Then, study these sentences.**

1. The waves **must be** stronger than before because they sometimes reach the streets.
2. The fishermen **might need** to change their work methods because the sea is changing.
3. The risks **can't be** completely avoided, but they can be reduced.
4. Families **should** take precautions to stay safe during storms.
5. Authorities **should** continue running awareness campaigns for citizens.
6. People **should** support renewable energy to reduce pollution.
7. Fishermen **should have prepared** earlier for the changes in the sea.
8. Citizens **should have listened** carefully to awareness campaigns in the past.
9. The state **should have invested** in sea walls many years ago.

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3 **Fill in the blanks (Present Deduction).**

1. She ..... be at home; her lights are off.

2. They ..... be tired after walking all day in the heat.

3. This ..... be the right place; the map shows we're still far away.

4 **Fill in the blanks (Past Deduction).**

1. The streets are flooded. There ..... been a heavy storm last night.

2. They ..... heard the announcement—they didn't show up.

3. She ..... forgotten about the meeting. It's likely.

5 **Complete the sentences with suitable modal verbs of deduction.**

1. Many people in poor regions ..... **(not cause)** climate change, but they suffer the most.

2. That community ..... **(experience)** serious flooding after last week hurricane.

3. Activists ..... **(feel)** frustrated when leaders ignore their demands.

6 **Fill in the blanks.**
Use "should + base verb" or "should have + past participle" in each sentence.

1. You look tired. You ..... **(go)** to bed earlier.

2. We ..... **(help)** him when he asked for support.

3. It was raining. You ..... **(take)** an umbrella.

4. She ..... **(listen)** to her teacher more carefully.

5. You ..... **(eat)** more vegetables. They're good for you.

Language in Context

Modal Verbs

We use the modal verbs below to express how sure we are about something — what we think is true or guess might be true, either in the present or past.

1. Present Deduction

Modal Verb	Meaning
must+ base verb	95–100% sure it's true
may / could + base verb	50% possibility
might + base verb	30% possibility
can't+ base verb	95–100% sure it's NOT true

2. Past Deduction

Modal	Meaning
must have + past participle	We are near certain it happened.
may have + past participle	We are uncertain it happened
might have + past participle	We are very uncertain it happened
can't have + past participle	We are certain it did not happen.

3. blame or regret

should have + past participle
shouldn't have + p.p.
e.g. You should have finished this task 3 hours ago.

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

1. You haven't eaten anything since morning, you ..... be hungry.
a. must **b.** might **c.** can't **d.** should

2. It's very cold outside, but the windows are open. He ..... have forgotten to close them.
a. must **b.** should **c.** can't **d.** shouldn't

3. The alarm didn't go off last night, so it ..... have been turned off by mistake. I'm sure.
a. must **b.** might **c.** can't **d.** should

4. There is no food in the fridge. She ..... have gone shopping this morning.
a. must **b.** might **c.** can't **d.** may

5. The garden looks wet. It ..... have rained last night.
a. must **b.** might **c.** can't **d.** should

6. He ..... be at home now because his car is not in the driveway.
a. must **b.** might **c.** can't **d.** should

7. They ..... left early because their bags are gone.
a. must have **b.** might have **c.** can't have **d.** should have

8. The lights are still on even though everyone left. Someone ..... forgotten to switch them off.
a. must have **b.** might have **c.** can't have **d.** should have



Writing

8 **Write a descriptive essay of (180 - 200) words on what could happen if countries didn't take urgent precautions to solve climate problems.**

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LESSON 4 Global Climate



Before you start

Think and discuss in pairs

1 **Ask and answer the following questions.**

1. Can you name any cities near the sea?
What problems might they face if the sea level rises?

2. What are some ways people could protect cities from flooding?

Reading

2 **Read the following article. In pairs, guess the meanings of the words in bold.**

Scientific data indicate that global sea level in 2016 was approximately 82 mm higher than the 1983 average. Projections suggest a potential rise of 0.2 to 2 meters by 2100. This trend is **accompanied** by a documented increase in the frequency of coastal flooding in numerous regions compared to mid-20th-century levels.

The **phenomenon** is primarily driven by two connected mechanisms: (1) The accelerated melting of glaciers and ice sheets due to rising global temperatures, which has become the dominant contributor to sea level rise over the past decade. (2) Thermal expansion of seawater as ocean temperatures increase. These processes are expected to **intensify** under current climate change scenarios.

The implications are severe, with an estimated 275 million people currently residing in low-lying coastal zones **exposed** to floods. Notably, the majority of the world's **megacities** are situated in coastal areas, including several major European urban centers facing significant flood risks. **Climate migration** models predict large population shift in coming decades.

While international climate agreements aim to **mitigate** greenhouse gas emissions, their potential to slow sea level rise remains uncertain. Consequently, adaptation strategies are becoming increasingly critical. Innovative engineering solutions, such as **amphibious** architecture and large-scale coastal defense systems, are being implemented in flood-prone regions. These measures demonstrate the growing recognition that both modification and adaptation will be essential to address this pressing global challenge.

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3 Read the text again. Then, do the following tasks.

ⓐ Answer the following questions.

1. What were the two primary factors contributing to global sea level rise as identified in the text?

2. How much higher was global sea level in 2016 compared to the 1983 average?

3. Why is thermal expansion of seawater a significant factor in rising sea levels?

ⓑ Write True (T) or False (F), based on the text.

1. Sea level rise projections for 2100 range from 0.2 to 2 meters. ◯

2. Thermal expansion of seawater is the only cause of rising sea levels. ◯

3. Most of the world's largest cities are far from coastal areas. ◯

4. Amphibious architecture is one example of an adaptation strategy. ◯

5. Climate migration could lead to population displacement. ◯

ⓒ Complete the following sentences with a word from the box below.

accompanied – potential – migration – large-scale – expansion – indicates – phenomenon

1. Building the bridge was a ..... project that took five years to finish.

2. The scientist explained the strange natural ..... to the students.

3. Climate change may cause the ..... of millions of people to safer areas.

4. The young athlete has the ..... to become a world champion.

5. The red light on the machine ..... that it is not working properly.

6. The teacher ..... the students on their trip.

7. The company plans an ..... of its offices to hire more employees.

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LESSON 5 How to Help Our Environment

1 **Read the following article and put the number of the characteristic.**

When we hear about worldwide issues like climate change, poverty, or hunger, it might seem impossible for one person to make a difference ( ). However, these problems can't be ignored – they must require collective action. If everyone takes small but meaningful steps, the combined impact could be huge ( ).

We should use the knowledge we gain to reflect on our global responsibilities. For instance, reducing waste, supporting ethical businesses, or advocating for fair policies may seem minor, but together, they must create significant change. The belief that individual actions don't matter couldn't be further from the truth–history shows that social shifts often begin with small, insistent efforts ( ).

Environmental ruin can't be reversed overnight, but sustainable choices might slow its progression. Rather than feeling powerless, we should recognize that every positive action contributes to a larger solution ( ). The world's problems must be addressed collectively – and that starts with individual commitment ( ).

Change may not happen immediately, but persistence could lead to a fairer, healthier planet for all.

Writing Tip

Use Persuasive Writing if you want to:

- **Convince** the reader to take action
- Share your **opinion** and support it with **reasons** and **evidence**

Key Characteristics of Persuasive Writing:

1. Clear Opinion or Point of View
   - The writer states their opinion or position clearly.
2. Strong Reasons and Evidence
   - The writer gives **reasons**, **facts**, **examples**, or **statistics** to support their opinion.
3. Emotional Appeal
   - Uses words that make the reader feel something—like fear, hope, guilt, or pride.
4. Persuasive Language
   - Includes words like: must, should, need to, important, urgent, we all know, clearly, obviously.
   - Uses **rhetorical questions**: "What will happen if we do nothing?"
5. Call to Action
   - Tells the reader what they should do after reading.

Writing task

2 **Write a persuasive essay about (180 - 200) on "Small Actions, Big Impact".**

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Review 1

A. Vocabulary

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

1. She found the work rewarding because she could see the positive impact she was making. The synonym of the underlined word **"rewarding"** is .....

a. hateful **b.** fulfilling **c.** satisfying
d. wasteful **e.** unpleasant

2. Engineers are constantly working to improve the efficiency of solar panels. The synonym of the underlined word **"efficiency"** is .....

a. productivity **b.** toughness **c.** electricity
d. effectiveness **e.** ease

3. The museum featured a sophisticated security system to protect the priceless artworks. The synonym of the underlined word **"sophisticated"** is .....

a. advanced **b.** complex **c.** simple
d. humble **e.** tolerant

4. Planting trees in cities can help mitigate the effects of air pollution. The synonym of the underlined word **"mitigate"** is .....

a. finish **b.** invest **c.** lessen
d. endanger **e.** reduce

5. "She preferred handmade tools over an automated system." The word "automated" here is an antonym of .....

a. manual **b.** mechanical **c.** hand-operated
d. robotic **e.** digital

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

6. The school year always ..... with an opening ceremony.

a. kicks at **b.** kicks off **c.** collapses **d.** clutches

7. Nurses usually work in an 8-hour .....

a. buzz **b.** shift **c.** scope **d.** household

8. The atmosphere in the office had a positive ..... after the big announcement.

a. equity **b.** urgency **c.** chaos **d.** buzz

9. Paramedics are trained to ..... first aid quickly.

a. administer **b.** moan **c.** collapse **d.** migrate

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10. Pay close ..... to the teacher's instructions.
a. migration **b.** lever **c.** attention **d.** urgency

11. The hospital received many patients after the .....
a. emergency **b.** version **c.** chores **d.** dynasty

12. The ..... of the accident was taken to the ER.
a. diver **b.** victim **c.** paramedic **d.** phenomenon

13. The fire caused complete ..... in the market.
a. scope **b.** equity **c.** migration **d.** chaos

14. Seeing children suffer is truly .....
a. sophisticated **b.** sustainable **c.** automated **d.** heartbreaking

15. The old bridge might ..... if we don't repair it.
a. collapse **b.** groan **c.** migrate **d.** shift

16. If someone stops breathing, you might need to perform .....
a. CPR **b.** chores **c.** equity **d.** urgency

17. She lost ..... during the surgery but regained it later.
a. phenomenon **b.** infrastructure **c.** consciousness **d.** automation

18. She broke her ..... while skiing.
a. collarbone **b.** lever **c.** household **d.** artifact

19. The child ..... her mother's hand tightly while crossing the road.
a. migrated **b.** kicked off **c.** grabbed **d.** administered

20. The new project's ..... is to help rural farmers.
a. scope **b.** lever **c.** equity **d.** buzz

21. The Ming ..... ruled China for centuries.
a. dynasty **b.** equity **c.** infrastructure **d.** migration

22. Workers used a ..... to lift the heavy stone.
a. lever **b.** stitch **c.** collarbone **d.** phenomenon

23. Roads and bridges are part of a country's .....
a. chaos **b.** consciousness **c.** infrastructure **d.** equity

B. Language

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

24. He said he ..... call me the next day.
a. will **b.** would **c.** can **d.** may

25. She told me ..... the door.
a. close **b.** to close **c.** closing **d.** closed

26. The teacher asked us ..... quiet.
a. to be **b.** be **c.** being **d.** is

27. He must be the new teacher. The modal "must" shows..... .
a. obligation **b.** strong deduction **c.** permission **d.** advice

28. That ..... be his bag — it's too small.
a. could **b.** must **c.** can't **d.** shouldn't

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29. She might be at the library. Here "might" expresses.....
a. possibility **b.** certainty **c.** permission **d.** obligation

30. This machine ..... the clothes automatically.
a. washes **b.** is washing **c.** washed **d.** wash

31. The project ..... by engineers at the moment.
a. is being designed **b.** designs **c.** was designed **d.** design

32. He ..... he could swim fast.
a. ordered **b.** asked **c.** told **d.** said

33. He told me ..... that button.
a. not touch **b.** not to touch **c.** to not touch **d.** no touching

34. They said they ..... going to the park.
a. are **b.** were **c.** will **d.** would

35. Which of the following sentences is structurally correct?
a. He told me that he will comes tomorrow.
b. He told me that he would come the next day.
c. He told me that he is coming the next day.
d. He told me that he has come the next day.

36. Which of the following sentences is structurally correct?
a. He said to not to be late. **b.** He said to not be late.
c. He told to not be late. **d.** He told me not to be late.

37. Which of the following sentences is structurally correct?
a. They asked us do the project. **b.** They asked us to doing the project.
c. They asked us to do the project. **d.** They asked us did the project.

38. Which of the following sentences is structurally correct?
a. She might be know the answer. **b.** She might knows the answer.
c. She might know the answer. **d.** She might to know the answer.

39. Which of the following sentences is structurally correct?
a. He asked me to help him. **b.** He asked me to helping him.
c. He asked me if I can helped him. **d.** He asked me help him.

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

40. "I am studying English now," she said. (She said…)
41. "We live in Cairo," they told me. (They told me…)
42. "I will call you tomorrow," he promised. (He promised…)
43. "Don't be late," my mother told me. (My mother told me…)
44. "We can finish this project today," they said. (They said…)
45. I'm certain he isn't at school. (can't)
46. Maybe it is raining in London. (might)
47. I'm sure this is the right bus. (must)
48. I'm certain they are not serious. (can't)
49. Perhaps he is reading in his room. (could)

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C. Translation

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

50. Machines increase efficiency and accuracy in tasks, reducing human effort and error during industrial processes and daily life activities.

(أ) تعمل الماكينات على زيادة الكفاءة والدقة في المهام، مما يزيد من الجهد البشري وعدم الخطأ أثناء الصناعات والحياة اليومية.

(ب) تعمل الآلات على تقليل الكفاءة والدقة في المهام، مما يقلل من الجهد البشري أوالخطأ أثناء تحويل الصناعات والحياة النشيطة اليومية.

(جـ) تعمل الآلات على زيادة الكفاءة والدقة في المهام، مما يقلل من الجهد البشري والخطأ أثناء العمليات الصناعية وأنشطة الحياة اليومية.

(د) تعمل الماكينات على زيادة الكفاءة والدقة في المهام، مما يزيد الجهد البشري والخطأ أثناء نقل الصناعات والحياة اليومية.

51. Modern devices are essential because they streamline communication, provide instant access to information, and automate complex tasks, significantly enhancing productivity and quality of life

(أ) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على تعقيد الاتصالات وتوفير الوصول المؤقت إلى المعلومات وإتمام المهام المعقدة، مما يعزز الإنتاجية وجودة الحياة بشكل كبير.

(ب) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على سهولة الاتصالات وتوفير الوصول الفوري إلى المعلومات وإتمام المهام المعقدة، مما يعزز الإنتاجية وجودة الحياة بشكل كبير.

(جـ) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على تسهيل الاتصالات وعدم توفير الوصول الفوري إلى المعلومات وإتمام المهام البسيطة، مما يعوق الإنتاجية وجودة الحياة بشكل كبير.

(د) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على سهولة الاتصالات وتوفير الوصول الفوري إلى المعلومات وإتمام المهام المعقدة، مما يعوق الإنتاجية وجودة الحياة بشكل كبير.

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

٥٢. بإمكاننا حماية مستقبلنا من خلال تبني الممارسات المستدامة، والحد من التلوث، والحفاظ على الموارد الطبيعية، واتخاذ إجراءات ضد تغير المناخ.

a. We can prevent our future from embracing sustainable practices, reducing pollution, conserving normal resources, and taking action against climate change.

b. We can protect our future by embracing sustainable practices, reducing pollution, conserving natural resources, and taking action against climate change.

c. We can protect our future by bracing sustainable practices, reducing pollution, conserving natural sources, and taking action against climate charge.

d. We can protect our future by embracing sustainable practices, reducing pollution, preserving natural sources, and taking action for climate change.

٥٣. تلعب الممرضات دورًا حيويًا في رعاية المرضى من خلال مراقبة الصحة، وإعطاء الأدوية، وتقديم الدعم المعنوى، والتعاون مع الأطباء لضمان العلاج الآمن والفعال.

a. Nurse plays a vital role in patients care by monitoring health, administering medications, providing emotional support, and collaborating with doctors to ensure safe and affective treatment.

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b. Nurses play a vital role in patience care by monitoring health, administering medications, providing emotional support, and collaborating with doctors to ensure safe and effective treatment.

c. Nurses play a vital role in patient care by monitoring health, demonstrating medications, providing emotional support, and collaborating with doctors to sure safe and effective treatment.

d. Nurses play a vital role in patients care by monitoring health, administering medications, providing emotional support, and collaborating with doctors to ensure safe and effective treatment.

D. Reading Comprehension

• **Read the following passage, then choose the correct answer from a, b, c, or d:**

"A friend in need is a friend indeed" Has that proverb been proven to you? Has any of your close friends ever supported you at times of sorrow, distress or times of joy? That has become a needle in a haystack at these times of struggling and climbing on the shoulders of others.

At the very beginning of their life, a child makes friends with a lot of peers who may be a mixture of good and evil. They, due to their young age, can't perfectly judge or decide who to continue keeping or losing friendship with. By the time they become older, the number of friends decreases to a number that may not exceed the number of one hand fingers. It all depends on to what extent they are faithful, selfless and honest to each other.

Friendship that all mankind always searches for, as it's mainly a human instinct and man is social by nature, has become a rare value. Friends can help you celebrate good times and provide support for you in bad ones. They prevent isolation and loneliness and increase your sense of belonging. The so-called friends on social media only limit themselves in comments or emojis to congratulate and condole instead of hastening to stand right next to you unless they have tough conditions. You'd better carefully choose your friends.

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

1. In the writer's point of view, true friends have become .....

a. widely spread **b.** available **c.** common **d.** rare

2. "Close" in the first paragraph has the same meaning as .....

a. locked **b.** best **c.** hateful **d.** selfish

3. The expression "Climbing on the shoulders of others" describes .....

a. true friends **b.** selfish friends

c. all friends on social media **d.** all friends on real life

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4. The word “decrease” in the second paragraph is an antonym of .....

a. decline **b.** shrink **c.** go down **d.** expand

5. Man always needs friends because .....

a. they need to joke others
b. they have much free time
c. this is how they were created
d. they are greedy by nature

6. “Emojis” are .....

a. games and entertainments
b. tools and equipment
c. electronic devices
d. figures and symbols

7. Friendship helps prevent us from the feelings of .....

a. loneliness and isolation
b. relief and relaxing
c. fear and horror
d. joy and excitement

8. The writer advises us to .....

a. carefully select our friends
b. text our friends at times of sorrow
c. correctly socialise online
d. reduce the number of friends

E. Writing

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

1. A blog post is usually written in..... .

a. formal, academic style
b. casual, personal style
c. legal style
d. poetic style

2. An argumentative essay should.....

a. present both sides of an issue and support one
b. tell a personal story
c. be completely one-sided without evidence
d. list daily activities

3. A persuasive essay’s main goal is to..... .

a. inform **b.** entertain **c.** convince **d.** summarize

4. Blog posts often include ..... .

a. charts and data tables only
b. personal opinions and experiences
c. only references and citations
d. none of the above

5. In an argumentative essay, evidence can include.....

a. facts, statistics, and expert opinions
b. only personal opinions
c. random examples
d. unrelated stories

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6. Which of these is a good blog title?
- **a.** “Analysis of Thermal Migration in Birds”
- b. “Why My Morning Coffee is Sacred”
- **c.** “The Effects of Lever Mechanics”
- **d.** “A Study on Urban Infrastructure”

7. A persuasive essay is different from an argumentative essay because it..... .
- **a.** focuses more on emotional appeal
- **b.** uses no evidence
- **c.** avoids taking a stance
- **d.** is always shorter

8. The introduction of an essay should..... .
- **a.** immediately give all details
- **b.** present the topic and thesis statement
- **c.** start with unrelated jokes
- **d.** list references

9. Blog posts may include hyperlinks to..... .
- **a.** sources and related content
- **b.** poems
- **c.** advertisements only
- **d.** random websites

10. In a persuasive essay, the conclusion should..... .
- **a.** restate the thesis and encourage action
- **b.** introduce new evidence
- **c.** start a new argument
- **d.** list unrelated facts

11. Which of the following sentences is correctly punctuated:
- **a.** Its going to be a long day.
- **b.** Its going to be a long day!
- **c.** It’s going to be a long day.
- **d.** It’s going to be a long day?

12. Which of the following sentences is correctly punctuated:
- **a.** However, we decided to leave early.
- **b.** However we decided to leave early.
- **c.** However we, decided to leave early.
- **d.** However! we decided to leave early.

13. Which of the following sentences is correctly punctuated:
- **a.** She spent her summer in New York, New York - Los Angeles, California - and Miami, Florida.
- **b.** She spent her summer in New York, New York; Los Angeles, California; and Miami, Florida.
- **c.** She spent her summer in New York, New York: Los Angeles, California: and Miami, Florida.
- **d.** She spent her summer in New York, New York, Los Angeles, California, and Miami, Florida.

14. Which of the following sentences is correctly punctuated:
- **a.** I love cooking my family and my pets.
- **b.** I love cooking, my family, and my pets.
- **c.** I love cooking, my family and my pets.
- **d.** I love cooking my family, and my pets.

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15. Which of the following sentences is correctly punctuated:

a. Don't forget to bring your notebook, laptop, and charger.

b. Don't forget to bring your notebook, laptop and, charger.

c. Don't forget to bring your notebook laptop and charger.

d. Don't forget, to bring your notebook, laptop, and charger.

2 Write on one of the following:

a. A persuasive essay about "Wearing a School Uniform at High Schools."

b. A blog post about "What We Can Learn from Animals About Adapting to Change."

3 Write a paragraph of Six lines on the following:

a. An introduction for an argumentative essay that claims "Social media does more harm than good for teenagers' mental health."

b. Write an engaging introductory paragraph for a blog post titled: "Why Taking Mental Health Days Should Be Normalized at Work."

F. The Novel

Answer the following questions:

1. In what ways does Edmond's return to Marseilles mark the beginning of both promising opportunities and serious threats in his life?

2. What plans did Edmond and Mercédès have for their life together before everything changed?

3. Why did Villefort destroy the letter?

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UNIT

4

Marine Life



Learning Outcomes

Reading

- Read articles and texts about marine ecosystems, including coral reefs and various ocean creatures
- Identify key details, define vocabulary from context, and understand idioms and figurative language

Language

- Use and identify different types of adjectives, including participles as adjectives and compound adjectives

Listening

- Extract key information from a podcast about whales and their conservation

Writing

- Write a short story following a specific three-part structure

Speaking

- Discuss opinions about marine life and environmental conservation
- Express complaints and how to address them persuasively

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LESSON 1 A Colorful Underwater City



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever seen a coral reef in real life or in photos or videos? What did it look like?

2. Why do you think coral reefs are often called "underwater cities"?

Idioms Tip

- ***a stitch in time saves nine*** – Fixing a small problem early prevents it from becoming a much bigger problem later.
- ***a thing of the past*** – Something that no longer exists or is no longer used.

Reading

2 **Read the following article about "Coral Reefs". What major threats are coral reefs facing today?**

Beneath the surface of the warm, crystal-clear ocean lies a **breathtaking,** world known as the coral reef. Often called a "colorful underwater city," the reef is home to thousands of marine species, from graceful sea turtles to tiny, brightly-colored fish. These ecosystems are incredibly **diverse** and provide essential shelter, food, and protection for ocean life.

Coral reefs grow slowly over thousands of years, but they are surprisingly **fragile**. Pollution, climate change, and destructive fishing practices **pose** serious threats to these natural wonders. When conditions are poor, corals **bleach**, losing their **vivid** colors, and becoming lifeless. In contrast, a healthy reef is alive with motion and brilliant colors.

Marine biologists work tirelessly to protect coral reefs. Their efforts include educating communities and promoting eco-friendly tourism. As the saying goes, "a stitch in time saves nine"—acting early can prevent long-term damage. We must act now, before the reefs become a thing of the past.

Some people may **underestimate** the importance of coral reefs, but they are priceless. They not only support marine life, but also protect coastal areas from storms and **erosion**.

With renewed effort and widespread awareness, we can help these underwater cities recover and **thrive** again. Every little action makes a difference—because in the ocean, everything is connected.

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

1. Why are coral reefs important to both marine life and humans?
2. What are the main threats to coral reefs mentioned in the text?
3. The article says, "a stitch in time saves nine." What does this idiom mean in the context of protecting coral reefs?
4. What actions can people take to help coral reefs survive and recover?

Vocabulary

4 Choose the correct word from the box to complete each one.

vivid – fragile – erosion – thrive – bleached

1. Some marine ecosystems are extremely ..... and can be damaged easily.
2. Sea turtles can only ..... in clean waters with plenty of food sources.
3. Rising sea levels and strong waves can cause severe coastal ..... over time.
4. Coral reefs are home to many fish whose ..... colours attract divers from around the world.
5. The sun ..... the old wooden fence a pale gray.

Speaking

5 Discuss the following.

- Discuss the advantages and disadvantages of tourism in the Red Sea.
- Suggest solutions to protect the environment while supporting tourism.

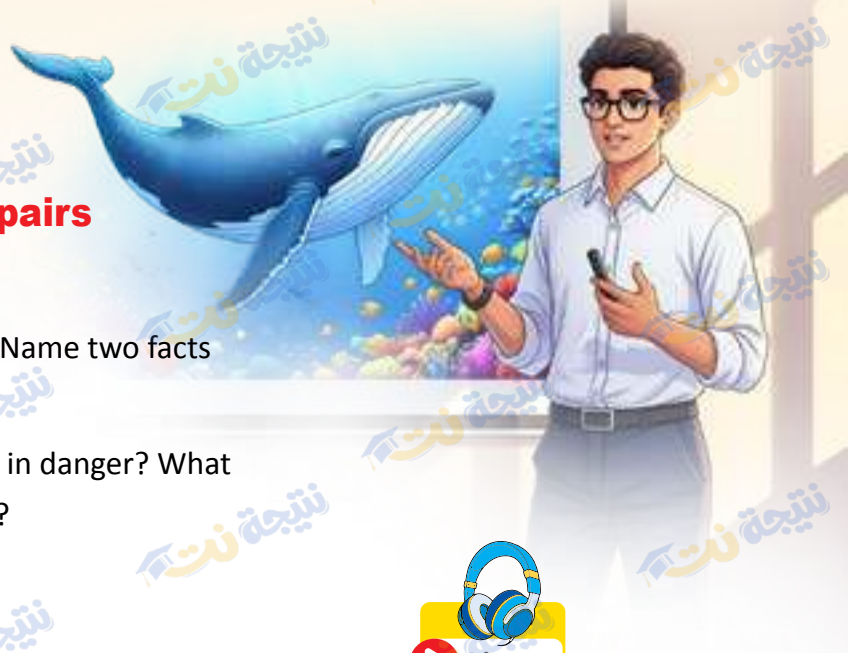
Useful phrases:

- I believe that...
- On the other hand,...
- A possible solution could be...
- What do you think about...?



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LESSON 2 The Ocean's Gentle Giants



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you know about whales? Name two facts about these ocean animals.

2. Why do you think whales might be in danger? What human activities could harm them?

Listening

2 **Listen to the Podcast Clip on "Saving the Whales". What are the human-made dangers that threaten whales?**

3 **Listen again and decide whether the following statements are True (T) or False (F).**

1. All whale species are currently safe and not facing any threats. ◯

2. Scientists use drones to study whales without disturbing them. ◯

3. Whales have no impact on the ocean ecosystem. ◯

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

A	B
1. haunting	☐ twisted or scrambled together in a complicated way
2. struggle	☐ to interrupt or break up something, causing disorder
3. disrupt	☐ very impressive, beautiful, or splendid
4. hazardous	☐ giving a lot of time and effort to something because you care about it
5. dedicated	☐ not entering the body; often used for medical procedures that don't involve cuts or instruments going inside
6. non-invasive	☐ dangerous or risky
7. entangled	☐ to try very hard to do something difficult
8. magnificent	☐ something that stays in your mind, often in a sad or memorable way

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5 Fill in the blanks with words from the text :

1. Whales are some of the ocean's most ..... creatures, known for their haunting songs and massive size.
2. Noisy ship traffic disrupts their ....., while deadly fishing nets trap them accidentally.
3. Dedicated scientists are working ..... to protect whales using non-invasive drones.
4. Whales play a ..... role in our ecosystem, and their survival ensures healthier oceans for all.



Speaking

Human-made Dangers to Whales

6 Work in pairs or small groups. Discuss the questions below.
Use the vocabulary from Lesson 2 and give reasons for your ideas.

1. What human-made dangers do whales face in the oceans today?
(e.g. plastic pollution, oil spills, ship strikes, noise pollution)
2. Which danger do you think is the most serious? Why?
3. What actions can people and governments take to reduce these dangers?
4. How can public awareness campaigns help protect whales?
5. Do you think technology can help save whales? Give an example.

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LESSON 3 The Underwater World

Listening



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

1. What makes the underwater world mysterious?
2. How do dolphins and whales communicate?
3. What dangers are affecting marine life?
4. What actions are taken to protect oceans?
5. Why is cooperation important to save the seas?

2 **Fill in the blanks.**

1. The underwater world is full of beauty and ..... .
2. Dolphins communicate with ..... .
3. Some deep-sea creatures produce their own ..... .
4. Coral reefs are in danger because of ..... .
5. People can help by reducing ..... .

3 **Put True (T) or False (F).**

1. The sea has fewer species than the land. ◯
2. Whales sing songs that travel long distances. ◯
3. Pollution and climate change harm marine life. ◯
4. Countries do nothing to protect oceans. ◯

Language in Context

Compound Adjectives

- They are adjectives made up of two or more words, often joined by a hyphen, that function as a single descriptive unit before a noun. They allow for more concise and precise descriptions.
- Hyphens are crucial. When compound adjectives appear "before" the noun they modify, to show that the words work together as one idea. When they appear after the noun (or with a linking verb), hyphens are usually not used.

Ex.: - Mohamed Salah is a **well-known** footballer.
- As a footballer, Mohamed Salah is **well known**.

Common Forms

Number + Noun (singular form)
Ex- a three-hour meeting (Not "three-hours")

Adjective + Past Participle:
Ex- a well-dressed woman
- a short-sighted man

Adjective + Present Participle (-ing):
Ex- a good-looking person

Adverb + Past Participle:
Ex- a highly-respected professional

Noun + Present Participle (-ing):
Ex- a time-saving device

Noun + Past Participle:
Ex- home-made cake

Noun + Adjective:
Ex- a world-famous landmark

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4 In pairs or small groups, study the Language Tip on adjectives. Then, work with your partner to complete the following tasks.

ⓐ Rewrite the sentences using a suitable compound adjective formed from the words in brackets. Remember to use hyphens where necessary!

1. The journey took ten hours. It was a ..... journey. (ten / hour)

2. She has a very open mind. She is a very ..... person. (open / mind)

3. They offered me a job that was full time. They offered me a ..... job. (full / time)

4. He is known all over the world. He is a ..... scientist. (world / famous)

5. My grandmother is nearly seventy years old. My ..... grandmother still loves hiking. (seventy / year / old)

ⓑ Choose the best adjective or compound adjective to complete each sentence:

1. The water was so ..... (solid / crystal clear / cloud).

2. The Red Sea is home to many ..... fish. (color / colorful / colorfully)

3. I took a photo of a ..... turtle. (slow-moving / slowly-moving / move-slowly)

4. We enjoyed a ..... sunset on the beach. (breathtaking / heart-breaking / breathless)

ⓒ Rewrite the following sentences using compound adjectives:

e.g- The man has full confidence in himself.

- He is a self-confident man.

1. The movie lasted for two hours.

.....

2. The shirt is easy to wear.

.....

3. The man is known all over the world.

.....

4. She has blue eyes.

.....

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d Complete the following sentences with the correct compound adjective from the box.

well–behaved	time–consuming
densely–populated	brand–new
old–fashioned	long–lasting

1. The children at the party were very ..... and listened to the rules.

2. My grandma loves to wear ..... dresses from 1970.

3. The city is so ..... that there's always traffic.

4. Writing a research paper is a ..... task that takes a lot of time and effort.

5. We bought a ..... car that had a unique color.

6. The battery in my phone is ....., so it rarely needs to be charged.



Speaking



Role-Play

5 Students act as a fussy customer and a persuasive waiter at a restaurant.

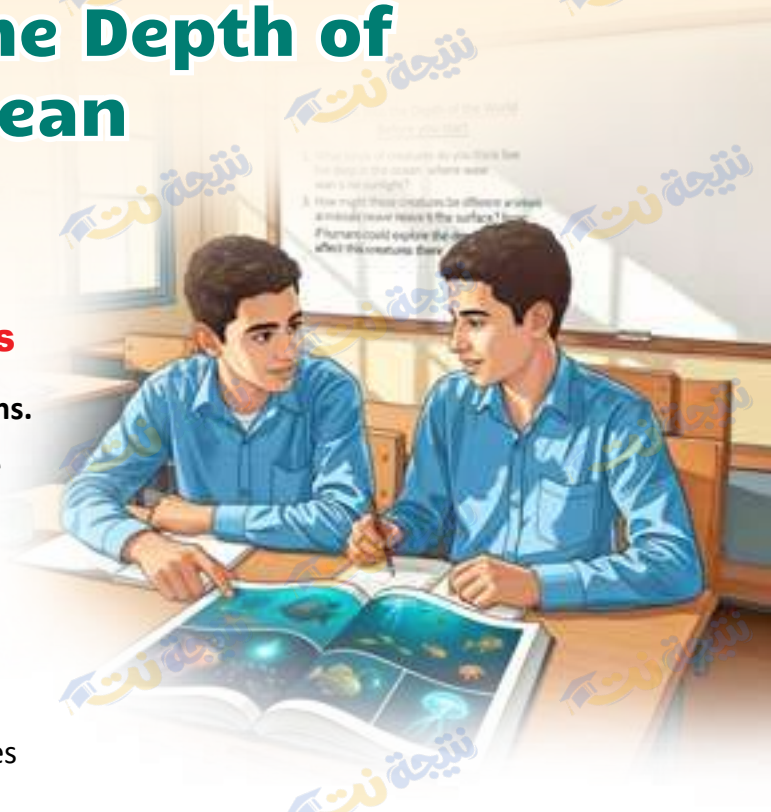
Customer: Uses adjectives to complain ("The soup is cool and tasteless!").

Waiter: Reassures with positive adjectives ("Our soup is creamy and tasty!").



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LESSON 4 Into the Depth of the Ocean



Before you start

Think and discuss in pairs

1 **Ask and answer the following questions.**

1. What kinds of creatures do you think live deep in the ocean where there is no sunlight?
2. How might these creatures be different from animals that live near the surface?
3. If humans could explore the deep ocean easily, how might this affect the creatures that live there?

Reading

2 **Read the following passage. Then, guess the meanings of the following words.**

mind-blowing	glow-producing	organized	awe-inspiring
hatching	literally	figuratively	detect

The ocean is home to a wide variety of amazing creatures. Some are deep-sea animals that live in complete darkness, using **glow-producing** organs to attract prey. Others, like dolphins, are intelligent and social, often seen diving through the waves in **coordinated** groups.

Sharks have an unbelievable sense of smell and can **detect** a single drop of blood from miles away. Despite their reputation, most sharks are not dangerous to humans. In fact, many species are endangered because of overfishing and pollution.

Coral reefs are another **awe-inspiring** part of marine life. These colorful underwater ecosystems are built by tiny animals called coral polyps. They support thousands of marine species and are often referred to as the "rainforests of the sea." Sadly, rising sea temperatures and human activities have caused coral bleaching, putting these habitats at risk.

Sea turtles are known for their long-distance migrations and their strong connection to the beach where they were born. After **hatching**, baby turtles face a hard-to-survive journey to the sea. Many do not make it.

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Marine biologists work hard to protect the ocean. They study fast-changing environments and create awareness about conservation. Protecting marine life is not just important—it's life-saving.

It's clear that we cannot afford to underestimate the value of the ocean. If we turn a blind eye to the damage being done, we might find ourselves in deep water—**literally** and **figuratively**.



(a) Answer the following questions.

1. Why are some marine animals able to produce light?

2. What is the main reason many shark species are endangered?

3. Why are coral reefs sometimes called "the rainforests of the sea"?

4. What challenge do baby turtles face after they hatch?

5. What is the main message of the last paragraph?

(b) Work in pairs, Use your electronic dictionaries to look up the meanings of the given words. Then share them with the class.

A	B
1. endangered	.....
2. glow-producing	.....
3. underestimate	.....
4. in deep water	.....

(c) Read each sentence and choose the correct word.

1. The coral reef was so beautiful, it was (**amazing** / **silly**).

2. The scientist works as a marine (**biologist** / **voter**) studying whales.

3. Baby sea turtles are (**hatched** / **released**) on sandy beaches.

4. The team will (**coordinate** / **fail**) efforts to clean the polluted bay.

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5. Her (**reputation** / **disability**) as a leading ocean researcher is well known.

6. The sonar device can (**detect** / **miss**) movement under the water.

7. We speak (**figuratively** / **really**) when we say, "the ocean is crying".

8. Coral reef (**conservation** / **losing**) is important to marine life.

9. The baby dolphins will (**thrive** / **die**) if the bay stays clean.

ⓓ Read again and find the following in the text.

– Two compound adjectives ....., ...

– Two idioms

a. .....

b. .....

– Two collocations ..... , ...

– Synonyms homes .....

animals .....

– Antonyms believable .....

light .....

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LESSON 5 Ocean Legends and Storytelling



Structure Your Story

Use this classic 3-part structure.

ⓐ Beginning – (Introduction)

- Introduce the main character(s)
- Set the time and place (Where? When?)
- Show the situation or problem

ⓑ Middle – (Development)

- Show what happens (the action or conflict)
- Describe how the character tries to solve the problem
- Add tension or surprise

ⓒ Ending – (Resolution)

- End the story clearly
- Solve the problem (happy, sad, or unexpected ending)
- Show what the character learns or feels

Writing Tip

Writing a short story

- Use short paragraphs.
- Add feelings: scared, excited, proud.
- Use compound adjectives: ice-cold rain, heart-warming ending.
- Use idioms or expressions: "She was over the moon."

Useful Tools

- Tense: Usually use past simple and past continuous
- Linking Words: Then, suddenly, after that, while, finally, in the end
- Adjectives/Adverbs: scary, exciting, slowly, angrily
- Dialog: Add characters' speech (use " " quotation marks)

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1 **Read this model of a short story "The Song of the Sea Woman". Then write down the notes in the second column**

Many years ago, in a quiet fishing village, people spoke of a strange legend. They believed a sea woman lived in the deepest part of the ocean. Her voice was so heart-stoppingly beautiful that it could calm storms—or cause them.	Beginning (Setting the scene) *(collocation)*, ... *(compound adjective)* .....
One summer evening, young Elias was out fishing alone. The sea was calm, but suddenly, dark clouds gathered. Thunder crashed, and waves crashed against his boat. Then, through the roaring wind, he heard singing. It was soft, sweet, and haunting. He followed the sound. There, sitting on a rock in the stormy sea, was a glowing figure with long silver hair. Elias stared, unable to move. "Go home," the sea woman whispered. "The sea is angry tonight." Elias turned his boat around. As he sailed away, the storm slowly faded. By the time he reached the shore, the sky was clear again.	Middle (Main events – the encounter) *(participles used as adjectives)* ....
The next day, no one believed his story. But Elias never forgot the voice. He became a wise sailor, always respectful of the ocean. They say if you listen carefully on stormy nights, you can still hear the sea woman's song—reminding people that the sea is beautiful, powerful, and full of secrets.	Ending (Resolution and theme) *Suffix* ..... *(idiom)* .....

Writing task

2 **Write a short story about your adventure in the sea.**

.....

.....

.....

.....

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UNIT 5

From Muscles to Mindset



Learning Outcomes

Reading

- Read articles and stories about the changing workplace, the impact of AI, and the importance of human skills
- Identify key details, define idioms, and answer comprehension questions

Language

- Use causative verbs (have and get) in various tenses to talk about having someone else perform a task or having a task done by someone

Listening

- Extract key information from an audio text about the skills needed for the future workforce

Writing

- Write a narrative story about a day in the future, using descriptive language and a clear plot structure

Speaking

- Express personal opinions through debates and discussions about the pros and cons of AI in the workplace, and the importance of human connection and "soft skills"

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LESSON 1 Discover Your Future!



Before you read

Think and discuss in pairs

1 Answer the following questions.

1. How have machines and digital tools already changed the way people work in your community?
2. What kinds of jobs do you think will be most common in the future, and why?
3. How can a person prepare today to be successful in the jobs of the future?

Reading

2 Read the following text. Then, guess the meaning of the words in bold.

In the past, many jobs depended on physical effort. Workers were expected to use their strength in industries like farming, manufacturing, or **construction**. Today, however, workplaces increasingly have machines perform these tasks. Companies often get advanced systems to complete **repetitive** jobs, allowing human workers to focus on tasks that require creativity and judgment.



As roles change, employers now have staff develop soft skills, including critical thinking, communication, and emotional intelligence. These abilities cannot be replaced by machines and are essential in modern work environments. For instance, many organizations get their teams to participate in problem-solving workshops or online training programs to improve **collaboration**.

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Digital transformation also means businesses frequently have employees trained in **digital literacy**, data management, and remote work tools such as "Zoom" and "Google Meet". Workers who want to **stay ahead of the curve** must be open to continuous learning and ready to **think outside the box**.

Governments and educational institutions also play a role. They get training programs designed to help students prepare for roles that technology can't fully handle. The focus is no longer on physical strength, but on mental flexibility and **human insight**. Those who want to **climb the career ladder** must build a **mindset** of growth and learning.

Idioms

- **Stay ahead of the curve** be more advanced or better prepared than others
- **Think outside the box** think in a creative and different way
- **Climb the career ladder** move up to higher positions in your job

3 Read the text again then do the following tasks.

(a) Answer the following questions.

1. What did many jobs depend on in the past?

2. Why do companies often get advanced systems today?

3. What are the soft skills mentioned in the text?

4. What does digital literacy mean?

5. What do you think a person needs to be employable in the future?

(b) Match each word in column A with its correct meaning in column B.

(A)	(B)
1. repetitive	☐ building or creating structures
2. human insight	☐ happening again and again in the same way
3. mindset	☐ ability to understand and use digital tools and technology
4. collaboration	☐ knowledge or understanding that comes from human experience
5. construction	☐ working together with other people to achieve a goal
6. digital literacy	☐ way of thinking or attitude about something

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

1. Today, many companies ..... repetitive tasks ..... by machines.

a. make /do **b.** get /done

c. get /doing **d.** have/ do

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2. Workers who want to stay ahead of the curve should ..... .

a. avoid using technology

b. learn continuously and follow new trends

c. change careers completely

d. depend only on experience

3. A person with a growth mindset is someone who ..... .

a. fears change

b. avoids responsibility

c. welcomes learning and improvement

d. relies only on physical skills

Speaking

4 **In groups, discuss the following.**

Debate: "Will AI create more jobs than it displaces?"

1. What types of new jobs are being created by AI?

2. How can AI help businesses grow and hire more workers?

3. Why is it good that AI replaces dangerous or repetitive jobs?

4. How can people prepare to work in AI-related fields?



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LESSON 2 Skills for the Future



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

Imagine your dream job in 10 years. What skills might help you stay competitive: coding, creativity or something else? Why?

Listening

2 **Listen to the following text. What is it about?**

3 **Listen to the text again. In pairs do the following tasks.**

ⓐ Answer the following questions.

1. What types of skills will be important in the future workforce?

2. Why will people need to keep learning new things?

3. Which job areas are expected to grow in the future?

4. How will technology change the way we work?

ⓑ Write (T) True or (F) False.

1. In the future, all jobs will be done by machines. ◯

2. Emotional intelligence will be a valuable skill in the future. ◯

3. Only people in the technology field need digital skills. ◯

4. Jobs in green energy will likely increase. ◯

5. Communication will not be important in future jobs. ◯

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C Match the vocabulary to the definitions.

Vocabulary	Definitions
1. flexibility	☐ the ability to manage your own and others' feelings
2. emotional intelligence	☐ being able to change and adapt easily

Role-Play

4
- Work in pairs or groups of 3–4.
- Imagine it's the year 2030. Half of the jobs have changed because of new technology.
- Choose 3 skills that people will need most to keep their jobs.
- Use ideas from the lesson and your own thoughts.
- Prepare to explain your choices to the class.



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LESSON 3 The Rapid change in Technology

Listening



1 Listen to the audio, and then answer the questions.

1. How are smartphones described in the text?
2. What did the engineer say about new machines?
3. Why must workers learn new skills?
4. What risks come with technology?
5. What does the future depend on?

2 Fill in the blank.

1. Smarphone are now ..... -sized computers.
2. Doctors explain that machines help them ..... patients.
3. A manager said robots could work all day without ..... .
4. Workers must learn new ..... to keep up with technology.
5. Scientists warn that people should use technology ..... .

3 Put True (T) or False (F).

1. Technology is changing slowly today. ◯
2. Robots can work all day without rest. ◯
3. Technology makes life easier but needs learning. ◯
4. No jobs disappear because of technology. ◯
5. Experts say technology can improve life. ◯

4 Use the correct form of words between brackets.

1. We ..... the house ..... next month. **(have/paint)**
2. He ..... his teeth ..... now. **(get/check)**
3. She ..... the gardener ..... the grass yesterday. **(have/cut)**
4. They ..... the lawyer ..... the contract for 2 days. **(get/review)**

Language in Context
The Causative

- We use the verbs have/get when we arrange for someone else to do something for us, rather than doing it ourselves. It shows that we cause the action to happen, but we are not the ones doing it.

Active Causative

have + person + inf.

- I **had** a mechanic **repair** my car yesterday.

get + person + to + inf.

- I **got** a mechanic **to repair** my car yesterday.

Passive form

have/get + object + p.p.

- She is getting her eyes checked now.
- I had my car fixed yesterday.
- **We use the verb make to say that someone or a situation forced someone else to do something.**
- My mother **makes** Sama **tidy** her room.
- We use the verbs **let** and **allow** to say that someone has permission to do something.
- Mr. Nasser sometimes **lets** Asmaa **go** for walks.
- Mr. Nasser sometimes **allows** Asmaa **to go** for walks.

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5 Choose the correct answer to complete the sentences.

1. I had the mechanic ..... my brakes yesterday.

a. fix **b.** fixed **c.** to fix **d.** fixing

2. She got her brother ..... her with her project.

a. help **b.** helped **c.** to help **d.** helping

3. We get the carpets ..... every three months.

a. clean **b.** cleaned **c.** to clean **d.** cleaning

4. They got the teacher ..... the instructions again.

a. explain **b.** explained **c.** to explain **d.** explains

5. He had his phone ..... at the service center.

a. repair **b.** repaired **c.** to repair **d.** repairing

6 Find the mistake in each sentence and correct it.

1. I had the electrician fixes the lights yesterday. (.....)

2. She got her laptop repair at the shop. (.....)

3. We will have the gardener to water the plants tomorrow. (.....)

4. He is getting the mechanic to repaired his car now. (.....)

5. They have the teacher explains the rules again. (.....)

7 Rewrite the sentences using the causative form:

1. A mechanic fixed my car.

→ I had my car fixed.

2. A technician is installing their internet.

→ They .....

3. A tailor will make her dress.

→ She .....

4. A dentist checked my teeth.

→ I .....

5. A friend is designing our website.

→ We .....

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Speaking

8 **Work in pairs. Take turns asking and answering questions using (causative structures).**

1. Did you have your phone repaired recently?

2. Who gets your school bag cleaned?

3. Have you ever got someone to help you with homework?

4. Will you get your hair cut this weekend?

5. Talk about the last time you had something repaired.

6. Would you rather do things yourself or have them done? Why?

7. What services do students often get done before exams?



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LESSON 4 The Power of Human Connection



Before you start

Think and discuss in pairs

1 **Ask and answer the following questions.**

1. What are some things machines or computers do better than humans?
2. What makes a story interesting or powerful to listen to?
3. In what ways can AI provide safe and educational entertainment for children?

Reading

2 **Read the following story, and then answer the questions.**
What is Dr. Sami's job?

We are now in the year 2045, the world had changed in ways no one expected. Technology had **advanced** so far that it could do almost everything people once did. Digital systems **diagnosed** illnesses with perfect **accuracy**, automated assistants wrote **flawless** contracts, and machines composed music that moved people to tears. As a result, many jobs in factories, offices, and even creative fields disappeared. **In response**, governments introduced basic **income**, and schools began teaching "**future-proof**" skills.

Yet in a quiet corner of Cairo, a small café remained a place of **warmth** and humanity. Every Friday afternoon, children gathered around an elderly woman named Amina, who told stories in a way no machine could match. Parents often said her stories had something special—a deep **emotion**, a human spark, and a **magic** no program could **imitate**.

One rainy afternoon, Dr. Sami, a leading engineer, visited the café. His newest creation had just won a prize for storytelling, but many readers still said something was missing. **Curious**, he asked Amina, "Let my system **analyze** your storytelling. I want to understand what makes yours so special."

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Amina agreed. She told a story about a lonely moon and a brave firefly. The system collected everything—metaphors, plot twists, emotions—but it couldn't **capture** the gasps, smiles, and wide eyes of the children.

When she finished, Dr. Sami stared at his results. "We can copy the words," he said softly, "but we can't restore the passion."



Think about this

3 **Read the story again. Then, do the following tasks.**

(a) Answer the following questions.

1. What year is the story set in?

2. How did the world try to respond to job loss caused by new technologies?

3. What made Amina's storytelling powerful even without special tools?

4. What lesson did Dr. Sami learn by the end of the story?

(b) Complete the sentences with a word from the box.

warmth – advanced – capture – emotion – curious – magic – lonely

1. The children felt a sense of ..... when they listened to Amina's stories.

2. Machines couldn't ..... the expressions on the children's faces.

3. Dr. Sami was ..... about what made Amina's stories special.

4. The moon in her story was ....., just like some people in the modern world.

5. The café was a place full of human ..... and connection.

6. The storytelling had a kind of ..... that technology couldn't explain.

7. Technology has become very ..... and replaced many jobs.

(c) Find and write from the passage the sentence that shows…

1. technology replaced many human jobs.

2. Amina's story had emotional impact.

3. machines couldn't copy true human feelings.

4. how the audience reacted to Amina's storytelling.

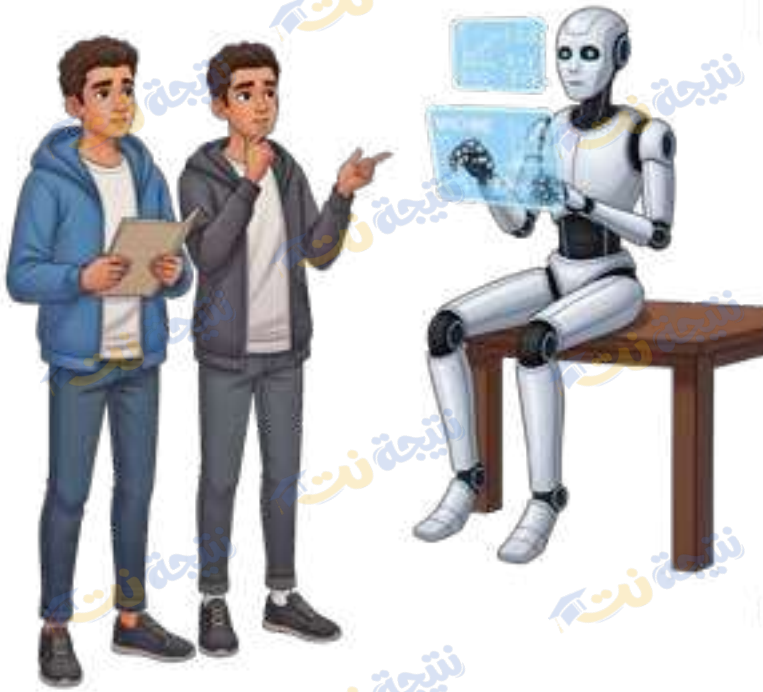
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Speaking

Think – Pair – Share

Topic: *Machines vs. Humans*

1. **Think:** Look at the list of tasks below. Think quietly for 2 minutes: Which of these tasks can be done by machines or robots? Which tasks must be done by humans? Why?
2. **Pair:** Work with your partner. Compare your ideas and explain your reasons. Add at least one extra task to the list.
3. **Share:** Share your group's ideas with the class.



Tasks to consider

- Driving a bus
- Painting a family portrait
- Cleaning streets
- Baking bread
- Repairing a computer
- Performing heart surgery
- Teaching small children
- Writing a novel
- Making a business decision
- Playing in a live orchestra

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LESSON 5 Life in the Year 2050
My AI Assistant

Before you start

Think and discuss in pairs



1 **Read the following text. What type of writing is it?**

It's the year 2050, and my life is completely different from today. I wake up, not to an alarm clock, but to a soft voice from my AI assistant, Noor, who tells me the weather and plans my day. She prepares my breakfast using a smart kitchen robot and reminds me to take my vitamins. At school, I don't use books anymore. We wear smart glasses that show us lessons in 3D. AI teachers help us study and correct our mistakes instantly. After class, Noor helps me do my homework, but she doesn't give me the answers—she asks questions to guide me. Sometimes I wonder if I'm thinking less on my own. Everything is easier, but also more controlled. Even my free time is planned by an app. I miss the feeling of doing things for myself, like cooking or getting lost in a real book. Technology helps me a lot, but I hope I don't forget how to be human.

2 **Read the Writing Tip. Then study the " Key Characteristics of Narrative Writing".**

1. Characters

- The story includes people (or animals, robots, etc.) who take part in the events

2. Setting

- The time and place where the story happens

Writing Tip

Narrative writing is a type of writing that **tells a story**. It can be real (personal experience) or imagined (fiction), and it usually follows a clear sequence of events.

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3. Plot (Events in Order)

- A sequence of events: a beginning, middle, and end
- Often includes a problem or conflict and a resolution

4. Point of View

- Usually written in first person ("I") or third person ("he," "she")

5. Dialog and Description

- May include conversations and detailed descriptions to bring the story to life



6. Theme or Message

- Deeper meaning, lesson, or reflection

7. Emotion and Voice

- The writer often shares feelings or thoughts to connect with the reader

Writing Task

3 **Now write your narrative story in about (180 to 200) words imagining your day in 2050.**

What kind of technology helps you? What do you like or dislike about it?"

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UNIT 6

Let's Hang Out!



Learning Outcomes

Reading

- Read a story about a social misfortune, extracting key details, and identifying synonyms, antonyms, and idioms
- Read and understand a passage about the health benefits of socializing

Language

- Convert direct speech questions into reported speech, correctly applying tense changes

Listening

- Listen to an audio text about benefits of socializing and answer questions
- Identify key information

Writing

- Write a short online review, following the structure and purpose of a review

Speaking

- Practice making and responding to invitations
- Discuss and debate the importance of socializing

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LESSON 1 An Embarrassing Moment

Before you read

Think and discuss in pairs



1 **Answer the following questions.**

1. Have you ever had an embarrassing moment in public? What happened?
2. How would you feel if your friends laughed at you after a mistake?
3. Do you think true friends should forgive small accidents? Why or why not?

Reading

2 **Read the following story. Does the writer appreciate his friends? Why/Why not?**

Last Saturday, I experienced the most **mortifying** situation of my life while **hanging out** with my friends. We had decided to **hit the town** and celebrate Rawan's **promotion** at a cool downtown restaurant.

Everything started perfectly. We were having a wonderful time, laughing and catching up on old times. The atmosphere was lively, and everyone seemed cheerful - quite the opposite of our usual dull **weeknight** gatherings. I was feeling confident and sociable, completely unaware of the **disaster** that was about to happen.

When the waiter brought our food, I reached for the **salt shaker**. Owing to my **clumsiness**, I knocked over not just my drink, but also Sarah's juice, which splashed all over her **brand-new** white dress. The silence that followed was unbearable. Sarah looked annoyed, and I felt absolutely helpless.



Sarah was upset, and she went to clean her dress. When she came back, she found me **pale as a ghost**. Sarah felt how embarrassed I was, and told me that such incidents happen all the time. At this time, I realized how important it is to have true friends who **stand by your side** in **thin and thick**. I also learned to be more careful.

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Think about this

Idioms

- **hit the town**
  Go out and enjoy yourself in the city.
- **pale as a ghost**
  Extremely pale due to shock
- **stand by your side**
  To support someone especially in difficult times

3 Read the story again. Then do the following tasks.

(a) Answer the following questions.

1. What was the embarrassing situation?

2. How did the author feel after the accident?

3. What did the friends do that showed their true character?

4. What lesson did the author learn from this experience?

(b) Read the text then write True (T) or False (F).

1. The group went out to celebrate Rawan's promotion. ◯

2. The narrator spilled drinks because Sarah bumped into her. ◯

3. Sarah got angry and refused to forgive the narrator. ◯

4. Sarah showed that she was a true friend. ◯

(c) Guess the meanings of the words in bold in the text.

(d) Complete the table by writing a synonym or an antonym for these words from the text word. (Use your electronic dictionary if needed). Use them in sentences of your own.

Word	Synonym	Antonym	My sentences
promotion	advancement	.....	.....
dull	boring	.....	.....
disaster	catastrophe	.....	.....
unaware	ignorant	.....	.....
mortifying	.....	.....	.....
pale	bloodless	.....	.....

(e) Choose the correct word to complete each sentence.

1. The manager congratulated Yara on her well-deserved ..... to team leader.

a. disaster **b.** promotion **c.** ignorance **d.** glamour

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2. The lecture was so ..... that several students nearly fell asleep.

a. glamorous **b.** dull **c.** mortifying **d.** cruel

3. The flood was a terrible ..... for the small village.

a. promotion **b.** disaster **c.** confidence **d.** glamor

4. He was completely ..... of the danger ahead and kept walking.

a. unaware **b.** glamorous **c.** helpless **d.** cruelty

5. The little boy dropped the plate because he was .....

a. clumsy **b.** broadened **c.** relaxed **d.** glamorous

6. The actress looked absolutely ..... in her red evening gown.

a. confidence **b.** affection **c.** glamorous **d.** unaware



Speaking

4 **Making & Responding to Invitations.**

Discuss with your partner.

- What's your favorite way to spend time with friends?

- How do you politely say 'no' to an invitation in your language?

Speaking Tip

Invitations:

- **Inviting:** Would you like to...? Do you want to join us...?
- **Accepting:** Yes, I'd love to. That sounds great.
- **Declining politely:** I'm sorry, I can't. Thanks, but maybe another time.

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LESSON 2 The Power of Socializing



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. How do you feel after spending time with your friends? Why?

2. Name some health benefits of socializing with others.

Listening

Listen

2 **Listen to the audio track and find the answer to: How does socializing help us?**

3 **Listen again and decide whether the following sentences are True (T) or False (F):**

1. Socializing only benefits our mental health. ◯

2. People with friends tend to live longer. ◯

3. Socializing makes people more confident. ◯

4. Having many superficial friends is better than having few close ones. ◯

5. Online connections cannot provide any support. ◯

6. The speaker encourages people to accept social invitations. ◯

4 **Match the words in Column A with their meanings in Column B.**

A	B
1. socializing	☐ as to the outer appearance only
2. hormones	☐ a feeling of worry, or unease about something with an uncertain outcome
3. strengthen	☐ the state of being comfortable, healthy, or happy
4. maintain	☐ to make something stronger
5. depression	☐ the action or practice of participating in social activities or mixing socially with others
6. anxiety	☐ chemical messengers that regulate various bodily functions
7. superficially	☐ to keep something in good condition
8. well-being	☐ a mood disorder characterized by sadness and loss of interest

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5 Fill in the blanks with words from the text.

1. When we socialize, our bodies release ..... that reduce stress.

2. Regular social interaction can strengthen our ..... system.

3. People with strong friendships have lower rates of ..... and anxiety.

4. Socializing helps develop better ..... skills.

5. ..... matters more than quantity in friendships.

6. ..... interaction is particularly powerful.

6 Choose the correct word to complete each sentence.

1. Doctors recommend regular exercise to help you ..... good health.

a. detain **b.** trap **c.** maintain **d.** accept

2. She seemed friendly, but I think she was only interested ..... in our problems.

a. superficially **b.** significantly **c.** socially **d.** mentally

3. Meeting new people and making friends is an important part of ..... at university.

a. personalizing **b.** socializing **c.** maintaining **d.** releasing

4. Before the exam, many students feel nervous and suffer from feelings of ..... .

a. socializing **b.** anxiety **c.** expression **d.** dependence

5. After losing his job, he experienced deep sadness and was diagnosed with ..... .

a. strength **b.** depression **c.** connection **d.** harmony



Role-Play

7 Work with a partner.

One student is unconvinced about socializing, the other uses information from the listening to convince them to be more sociable.

- **Student A (unconvinced):**
  I'm too busy to hang out with friends. It's not that important.

- **Student B (Convincing):**
  When we spend time with friends, our bodies release hormones that reduce stress.

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LESSON 3 A Beautiful Day with Friends



Listening



1 **Listen to the audio, and then answer the questions.**

1. What food did Hend and her friends bring?
2. What games did they play?
3. Where did they go in the evening?
4. Why was this day unforgettable for Hend?

2 **Fill in the blanks.**

1. Hend met her friends at the ..... in the morning.
2. They had sandwiches, ... , and juice.
3. The friends played football and took ..... photos.
4. Ducks were swimming in the ..... .

3 **Put True (T) or False (F).**

1. The weather was rainy and cloudy. ◯
2. Hend and her friends walked by a lake. ◯
3. They ordered ice cream at a café. ◯
4. Hend felt unhappy at the end of the day. ◯
5. The friends played games in the park. ◯

Reported Questions

ⓐ **Work in pairs, study the Grammar Tip and change these direct questions into reported questions.**

1. "Will you come to the party?", she asked.
   She asked if I would come to the party.
2. "Have you been to that new restaurant?", he asked.
   .....
3. "Did you enjoy the movie last night?", dad asked.
   .....

Language in Context

Reported Questions

When we tell someone about a question that another person asked, we use reported questions. We don't use the exact words, but we report what was asked. We usually use words like asked, wondered, and inquired.

Basic Rules:

1. Change the word order
- No inversion (subject comes before verb)

2. Change the tense
- Usually one step back in time

3. Use connecting words:
- if/whether (for Yes/No questions)
- question words (what, where, when, why, how) for Wh-questions

4. No question marks
- Reported questions are statements

Examples:

Yes/No Questions:

Direct: Do you want to hang out?
Reported: She asked if /whether I wanted to hang out.

Wh-Questions:

Direct: Where did you stay?
Reported: He asked where I had stayed.

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4. "Why can't you come to the party?", she asked.

.....

5. "How long will you be in town?", he asked.

.....

6. "When are you free next week?", my friend asked.

.....

ⓑ Find and correct the mistakes in these reported questions:

1. She asked do I want to go shopping. .....

2. He asked me where did I want to eat. .....

3. They asked can we meet earlier. .....

4. She asked me why I didn't came to the party. .....



Writing

Complete these dialogs using reported questions.

1. Dialog 1:

A: What did Sarah ask you about the weekend plans?

B: She asked ..... (Do you want to go hiking?)

2. Dialog 2:

A: I heard Magdy calling you yesterday. What did he want to know?

B: He asked ..... (What are you doing tonight?)

3. Dialog 3:

A: Did Lamia ask about the party details?

B: Yes, she asked ..... (Where is the party?) and she also asked .....
(What should I wear?)

4. Dialog 4:

A: Did Hany ask you about the homework?

B: Yes, he asked me ..... (Have you finished it?).

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LESSON 4 Why Hanging Out Matters

Before you start

Think and discuss in pairs



1 **Answer the following questions:**

1. How does spending time with friends help you feel happier and more relaxed?
2. What problems can happen if we are too busy with work or study and have little time to socialize?
3. How can regular fun activities with friends improve our mood and reduce stress?

Reading

2 **Read the following passage, and guess the meanings of the following words.**

interaction – compromise – packed – destructive – overwhelming – entertainment

Have you ever wondered why spending time with friends feels so good? Scientists have discovered that socializing isn't just fun – it's actually essential for our mental and physical well-being.

When we hang out with friends, our brains release chemicals that make us feel happy and relaxed. Regular social **interaction** helps reduce stress, boost our immune system, and even helps us live longer. People who maintain strong friendships tend to be more confident and better at handling life challenges.

But hanging out with friends offers more than just health benefits. It's also how we learn important social skills. When we chat with friends, we practice communication, learn to **compromise**, and develop empathy. These skills help us in school, at work, and in relationships throughout our lives.

However, making plans with friends isn't always easy in today's busy world. Many people struggle to find time in their **packed** schedules. Technology can be both beneficial and **harmful** – while it's easier to stay in touch through social media and texting, some people prefer online interaction to face-to-face meetings. Others find it **overwhelming** to choose from so many **entertainment** options available today.

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Another challenge is that as we get older, our friend groups often change. People move away, start new jobs, or develop different interests. This means we sometimes need to make an effort to **maintain** old friendships while also being open to forming new ones.



Despite these challenges, the effort to hang out with friends is always **worth** it. Whether you're having coffee, going to a movie, or just talking on a park bench, these moments of connection are what make life meaningful. So next time a friend suggests hanging out, remember – you're not just having fun,you're investing in your health and happiness.



Think about this

3 Read the text again and do the following tasks:

ⓐ Answer the following questions:

1. What challenges do people face when making plans?

2. What happens in our brains when we socialize with friends?

3. How does hanging out help us develop as people?

4. What is the main idea of the final paragraph?

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

1. According to the text, what is the main benefit of socializing with friends?

a. It helps us earn more money.

b. It reduces stress and boosts our immune system.

c. It guarantees a longer life without illness.

d. It makes us better at sports.

2. How does technology affect friendships, according to the passage?

a. It has no impact on social relationships.

b. It makes face-to-face interaction unnecessary.

c. It is the only way to maintain friendships today and tomorrow.

d. It helps people stay connected but can replace in-person meetings.

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3. Why do friend groups sometimes change as people get older?

a. Older people prefer being alone.

b. People stop needing friends as they age.

c. Life changes like moving or new jobs can shift social circles.

d. Friendships always end after school or never goes for too long.

Vocabulary

C Match each word in column A with its correct definition in column B.

A	B
1. interaction	☐ communication or involvement between people
2. compromise	☐ an agreement where each side gives up part of what they want
3. packed	☐ something that is so strong that it is hard to deal with
4. destructive	☐ causing great damage or harm
5. overwhelming	☐ activities that amuse or interest people
6. entertainment	☐ very full; crowded

Writing

4 Write an essay of about 180 to 200 words on "How important an individual should be sociable". Make use of the vocabulary in the text.

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LESSON 5 Tell the World What You Saw!



Before you start

Discuss in pairs

1 **Read the tip box for review. Then ask and answer the following questions.**

1. Have you read a review online before buying something or watching a movie?

2. What information did you look for?

2 **Now Learn.**

Structure of a Review writing

A good review usually has four main parts:

1. Introduction:

- **Purpose:** Introduce the movie, book, restaurant, product, etc.
  - **Basic information:** Give the title, director/ author, location, or type of product.
  - **Your general opinion:** Briefly state your overall impression (e.g., "It's a must-see!", "I was quite disappointed.").

2. Body Paragraph 1:

- **Purpose:** Describe the main aspects.
  - **For a film/book:** Plot, characters, acting, special effects, writing style.
  - **For a restaurant:** Atmosphere, food quality, service, prices.
  - **For a product:** Design, features, ease of use, performance.
  - Use descriptive adjectives!

Writing Tip

Writing a Review

A review is a written opinion about something you have experienced, like a movie, a book, a restaurant, a product, or a place. The main purpose of a review is to inform and persuade your readers. You inform them about what the thing is like, and you persuade them whether they should try it, buy it, or visit it.

Paragraph 1: Introduction & Overall Impression
Paragraph 2: Specific Details
Paragraph 3: Pros and Cons
Paragraph 4: Conclusion & Recommendation

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3. Body Paragraphs 2: (optional)

- **Purpose:** Your Opinion & Reasons Specific likes/dislikes: Go into more detail about what you liked or didn't like.
  - **Give reasons:** Explain why you felt that way. Provide examples to support your points.
  - **Example:** The acting was terrific, especially the lead actress, who brought so much depth to her character.
  - **Example:** However, the service was quite slow, and we waited over an hour for our main course.

4. Conclusion Summary of opinion:

- **Purpose:** Briefly restate your overall opinion.
  - **Recommendation:** Tell your readers if you recommend it or not, and for whom.
  - **Example:** Overall, this film is a fantastic choice for anyone who enjoys thrillers.
  - **Example:** I wouldn't recommend this restaurant if you're looking for a quiet evening.

3 **Read this review and fill in the blanks in Column 2 from the words in the box:**

Opinions *Introduction* *Recommendation* *Description*

Review: The Olive Tree – Great Food, Poor Service	**Title**
Last weekend, I visited The Olive Tree, an Italian restaurant in Giza. While the food was excellent, the service was disappointing.	.....
When we arrived, the waiter took a long time to greet us. After we ordered, it took over 30 minutes to get our drinks. However, when the food arrived, it was hot and delicious. The waiter was polite but seemed very busy and didn't check on us during the meal.	.....
Overall, I enjoyed the food, but I expected better service for the price.	.....
I wouldn't recommend this restaurant for a special occasion, but it might be okay for a quick dinner if you're not in a hurry.	.....

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4 **Match the phrases to their function.**

Phrase	Function
1. I really enjoyed...	**a.** Giving a balanced opinion
2. On the one hand...	**b.** Making a recommendation
3. The best thing about... was...	**c.** Stating a positive opinion
4. Although it was interesting, I thought...	**d.** Highlighting a positive point
5. I wouldn't recommend it to...	**e.** Giving a negative opinion
6. It was a bit disappointing because...	**f.** Contrasting ideas



Writing task

5 **Write a Short Online Review**

Imagine you're posting on a music website or social media. Write a short version (60–80 words) of your concert review, including a star rating (★ ★ ★ ★ ☆).

.....

.....

.....

.....

.....

.....

.....

.....

.....

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Review 2

A. Vocabulary

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

1. Her face looked pale after hearing the shocking news, as if all the color had drained away. The antonym of the underlined word "pale" is ..... .

a. strong **b.** bright **c.** weak
d. faded **e.** soft

2. The child was fragile about the strange noise and slowly opened the door to investigate. The synonym of the underlined word "fragile " is ..... .

a. frail **b.** obvious **c.** delicate
d. cowardly **e.** silly

3. The new hospital is still under construction, with cranes and workers visible every day. The antonym of the underlined word "construction" is ..... .

a. destruction **b.** demolishing **c.** structure
d. building **e.** process

4. The job was so repetitive that he performed the same task hundreds of times each day. The antonym of the underlined word "repetitive" is ..... .

a. boring **b.** varied **c.** monotonous
d. frequent **e.** different

5. She wasn't trying to be rude—she was simply ignorant of the local customs. The synonym of the underlined word "ignorant" is ..... .

a. known **b.** respected **c.** informed
d. unaware **e.** unfamiliar

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

6. The view from the mountain was so ..... that everyone stopped to take photos.

a. mortifying **b.** innovation **c.** repetitive **d.** breathtaking

7. Cairo is known for its ..... nightlife, with music and dancing everywhere.

a. weeknight **b.** vibrant **c.** workshops **d.** dedicated

8. Our city is very ..... , with people from many cultures living together.

a. diverse **b.** curious **c.** thrive **d.** disaster

9. Be careful with that glass vase; it's ..... .

a. workshops **b.** capture **c.** fragile **d.** magic

10. Before the exam, students should ..... revision to prepare well.

a. sing **b.** jump **c.** do **d.** walk

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11. The painting was full of ..... colors that caught my eye.

a. figuratively **b.** vivid **c.** magnetic instead **d.** entertainment

12. Don't ..... her abilities; she is very talented.

a. struggle **b.** flexibility **c.** clumsiness **d.** underestimate

13. Coastal ..... is destroying the beaches year by year.

a. flexibility **b.** overestimate **c.** overrate **d.** erosion

14. Plants will ..... if they get enough sunlight and water.

a. struggle **b.** collaborate **c.** shake **d.** thrive

15. The melody was so ..... that it stayed in my mind for days.

a. vibrant **b.** haunting **c.** curious **d.** capture

16. They had to ..... to carry the heavy box up the stairs.

a. declare **b.** fragile **c.** struggle **d.** agitate

17. The loud noise will ..... the meeting.

a. entangle **b.** ease **c.** distribute **d.** disrupt

18. She is ..... to helping the poor in her community.

a. dedicated **b.** repetitive **c.** vivid **d.** breathtaking

19. An ultrasound is a ..... medical test.

a. cruelly **b.** non-invasive **c.** tragically **d.** weeknight

20. Please pass me the ..... for my fries.

a. stakeholder **b.** haunting **c.** salt shaker **d.** captivity

21. Let's ..... at the new mall shop after class.

a. hang up **b.** hang out **c.** ensure **d.** happen

22. The movie's special effects were ..... .

a. mind-blowing **b.** whispering **c.** disrupting **d.** overwhelming

23. He explained the joke ..... , word for word.

a. literally **b.** fragilely **c.** vividly **d.** figuratively

24. The word "mortifying" means .....

a. exciting **b.** embarrassing **c.** relaxing **d.** surprising

25. The opposite of "boring" is .....

a. lively **b.** dull **c.** quiet **d.** still

26. The synonym for "mistake" is .....

a. success **b.** plan **c.** error **d.** idea

27. The idiom "hit the town" means .....

a. visit a small village **b.** go out and enjoy in the city

c. hit something physically **d.** work late

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28. Hossam went to the hospital to ..... his uncle after the surgery.

a. check on **b.** invest in **c.** wait in **d.** look up

29. The word "glamorous" means .....

a. unattractive and boring **b.** dark and scary

c. casual and plain **d.** stylish and exciting

B. Language

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

30. The journey took ten hours. It was a ..... journey.

a. ten-hours **b.** ten-hour **c.** ten-hours-long **d.** ten-hour-long

31. Compound adjectives are often joined by a ..... when they appear before the noun they modify.

a. comma **b.** hyphen **c.** space **d.** dash

32. He is a scientist who is known all over the world. He is a ..... scientist.

a. world-known **b.** known-world

c. famous-world **d.** wide-famous

33. My grandmother is nearly seventy years old. My ..... grandmother still loves hiking.

a. seventy-year-old **b.** seventy-years-old

c. seventy-year-olds **d.** seventy-years-olds

34. I took a photo of a turtle that moves slowly. I took a photo of a ..... turtle.

a. slowly-moving **b.** slow-moving **c.** move-slowly **d.** slow-move

35. Which sentence is structurally correct:

a. The movie was very bored. **b.** The movie was very boring.

c. The movie was very bore. **d.** The movie was very boringly.

36. Which sentence is structurally correct.....

a. The student were very tiring. **b.** The student was very tired.

c. The student was very tire. **d.** The student were very tiredly.

37. Today, many companies ..... repetitive tasks done by machines.

a. make **b.** do **c.** have **d.** allow

38. Employers now have staff ..... skills like communication and critical thinking. Which option shows the correct form of the underlined verb after have?

a. develop **b.** developing **c.** developed **d.** to develop

39. Governments and schools often ..... training programs developed to support workers.

a. let **b.** make **c.** have **d.** allow

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40. A friend is designing our website. We are ..... .

a. having our website designed

b. getting our website designing

c. having a friend designing our website

d. get our website designed

41. He asked me where ..... to eat.

a. I want **b.** did I want **c.** I wanted **d.** do you want

42. She asked ..... to go hiking.

a. if I want **b.** if I wanted **c.** if do you want **d.** do you want

43. They asked if ..... meet earlier.

a. they can **b.** could we **c.** we can **d.** they could

44. She asked me why ..... to the party.

a. I haven't come **b.** I didn't come **c.** I hadn't come **d.** didn't I come

45. Which sentence is structurally correct:

a. He admitted to break my favorite mug.

b. He admitted that breaking my favorite mug.

c. He admitted breaking my favorite mug.

d. He admitted to have broken my favorite mug.

46. Which sentence is structurally correct:

a. She suggested going bowling.

b. She suggested to go bowling.

c. She suggested that we going bowling.

d. She suggested us to go bowling.

47. Which sentence is structurally correct:

a. He is a eight-year-old boy. **b.** He is an eight-years-old boy.

c. He is an eight-year-old boy. **d.** He is a eight year old boy.

48. Which sentence is structurally correct:

a. We stayed in a five-star hotel. **b.** We stayed in a five stars hotel.

c. We stayed in a five-stars hotel. **d.** We stayed in a five star hotel.

49. Which sentence is structurally correct:

a. He is a self made man. **b.** He is a self-made man.

c. He is a self-making man. **d.** He is a self-make man.

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50. Which sentence is structurally correct:

a. I had my car clean yesterday.

b. I had my car cleaning yesterday.

c. I had cleaned my car yesterday.

d. I had my car cleaned yesterday.

51. Which sentence is structurally correct:

a. I will have my teeth check tomorrow.

b. I will have checked my teeth tomorrow.

c. I will have the dentist check my teeth tomorrow.

d. I will have the dentist to check my teeth tomorrow.

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

52. He drives a car with four doors. (four-door)

53. This is a machine that saves time. (time-saving)

54. She wore shoes with high heels. (high-heeled)

55. He is a person who thinks only about himself. (self-centered)

56. He is a boy with curly hair. (curly-haired)

57. A hairdresser cut my hair this morning. (I got…)

58. Someone fixed their computer. (They had…)

59. Someone washed my car yesterday. (I got…)

60. A mechanic changed the tires. (I had…)

61. A cleaner cleaned the office. (We got…)

62. “Are you coming to the party?” he asked. (He asked…)

63. “Where do you live?” the teacher asked me. (The teacher asked…)

64. “Do you like Italian food?” she asked. (She asked…)

65. “Did you watch the match yesterday?” he asked. (He asked…)

66. “What are you doing now?” she asked me. (She asked…)

C. Translation

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

67. Coral reefs, often called "colorful underwater cities," are a breathtaking, vibrant world teeming with thousands of diverse marine species.

(أ) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن المائية الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بملايين الأنواع البرية المتنوعة.

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(ب) الشعاب الجبلية، التي تُعرف غالبًا باسم "المدن الدفينة الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البحرية المتنوعة.

(جـ) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن المائية الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البحرية المتنوعة.

(د) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن الدفينة الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البرية المتنوعة.

68. Entertainment offers a wide range of benefits, from helping us relax and de-stress to fostering creativity and social connection.

(أ) يوفر الترفيه مجموعةً واسعةً من العوائق، بدءًا من منعنا من الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع والتواصل الاجتماعي.

(ب) يوفر الترفيه مجموعةً واسعةً من الفوائد، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع والتواصل الاجتماعي.

(جـ) يوفر الترفيه مجموعةً واسعةً من العراقيل، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع و الانفصال الاجتماعي.

(د) يوفر الترفيه مجموعةً واسعةً من الفوائد، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تقويض الإبداع والتواصل الاجتماعي.

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

٦٩. مع تطور الوظائف، يجب على العاملين الراغبين في البقاء في الطليعة تبني التعلم المستمر وتطوير عقلية النمو، حيث أصبح الإلمام الرقمي والمرونة أمرًا بالغ الأهمية للتكيف مع الأدوات والأدوار الجديدة.

a. As jobs revolve, workers who want to stay ahead of the curve must exclude continuous learning and develop a growth mindset.

b. As jobs evolve, workers who want to stay ahead of the curve must embrace continual learning and develop a grow mindset.

c. As jobs revolve, workers who want to stay ahead of the curve must embrace continuous learning and develop a growth mindset.

d. As jobs evolve, workers who want to stay ahead of the curve must embrace continuous learning and develop a growth mindset.

D. Reading Comprehension

• **Read the following passage, then answer the questions below:**

As exams come to an end, students eagerly wait for fun summer camps to relax and enjoy their break. These camps, lasting four to five weeks, offer enjoyable activities like painting, origami, music, crafts, cooking, spoken English, and computer classes. They also keep children active with sports like yoga, cricket, tennis, and swimming.

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Parents today want their children to learn while having fun. Unlike in the past, playtime is now seen as a way to develop skills. Summer camps provide the perfect opportunity for kids to explore their interests and talents. Creative activities like art and crafts boost a child's imagination and give them a sense of pride when they show their work to their parents.

These camps help build confidence and independence in children. They are especially helpful for energetic or restless kids, as they direct their energy into positive activities. Camps also improve teamwork and understanding between teachers and students, creating a supportive environment. Overall, summer camps prepare children for a brighter, more confident future.

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

1. According to the passage, the main purpose of summer camps is to .....

a. replace school education

b. provide fun and learning opportunities

c. keep children busy all day

d. prepare children for exams

2. Students eagerly wait for fun summer camps to relax and ..... their break.

a. extend **b.** maximize **c.** enjoy **d.** shorten

3. ..... is NOT mentioned as part of summer camps.

a. Swimming **b.** Dancing **c.** Origami **d.** Spoken English

4. Summer camps are especially helpful for ..... and restless kids.

a. lazy **b.** energetic **c.** shy **d.** sick

5. Parents prefer summer camps today compared to the past because .....

a. they are cheaper

b. they combine play with skill development

c. they focus only on sports

d. schools force parents to send their children

6. Children feel ..... when they show their handmade creations to their parents.

a. afraid **b.** bored **c.** proud **d.** disappointed

7. Summer camps promote .....among children and teachers.

a. competition **b.** strict discipline **c.** isolation **d.** mutual understanding

8. The camps also help improve teamwork and understanding between teachers and students, creating a ..... environment.

a. safe and secure **b.** nurturing **c.** cooperative **d.** supportive

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E. Writing

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

1. When writing a review, phrases like "I really enjoyed..." or "The best thing about... " are used for .....

a. giving a negative opinion **b.** giving a balanced opinion

c. stating a positive opinion **d.** making a recommendation

2. The phrase "I wouldn't recommend it to..." is used for .....

a. stating a positive opinion **b.** highlighting a positive point

c. making a recommendation **d.** giving a negative opinion

3. An idiom is a group of words whose meaning is .....

a. the same as the individual words

b. different from the individual words

c. always literal

d. always used in formal writing

4. A well-written online review should include both positive and negative points to be .....

a. balanced **b.** biased **c.** short **d.** easy to read

5. When writing a story, the beginning should focus on .....

a. the climax **b.** setting the scene

c. the resolution **d.** the ending

6. Which phrase is a good way to start a sentence when giving a positive opinion in a review?

a. "Although it was interesting, I thought..."

b. "The best thing about... was..."

c. "It was a bit disappointing because..."

d. "I wouldn't recommend it to..."

7. The resolution of a story is the part where the main .....

a. problem is introduced **b.** conflict is at its peak

c. character is introduced **d.** problem is solved

8. Which of the following is an example of an idiom?

a. "a brilliant idea" **b.** "a stitch in time saves nine"

c. "a very beautiful sunset" **d.** "a strong wind"

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9. The main purpose of the beginning of a story is to .....

a. surprise the reader with a twist

b. describe how the problem is solved

c. explain what the character learned

d. introduce characters, setting, and the initial situation

2 Write about (180-200) words on one of the following:

a. A narrative essay about "An adventure with friends."

b. Review your favorite book or novel.

3 Write a paragraph of Six lines on the following:

a. A body paragraph evaluating the acting in a movie you recently watched.

b. A hopeful ending to a story about overcoming a challenge.

F. The Novel

Answer the following questions:

1. "Knowledge is power." Do you agree with this idea? Explain with an example.

2. How does Abbé Faria's choice to teach and share his knowledge reveal his personality and values?

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English

Secondary Three - Term 1

Academic Year: 2026/2027

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Editorial Note

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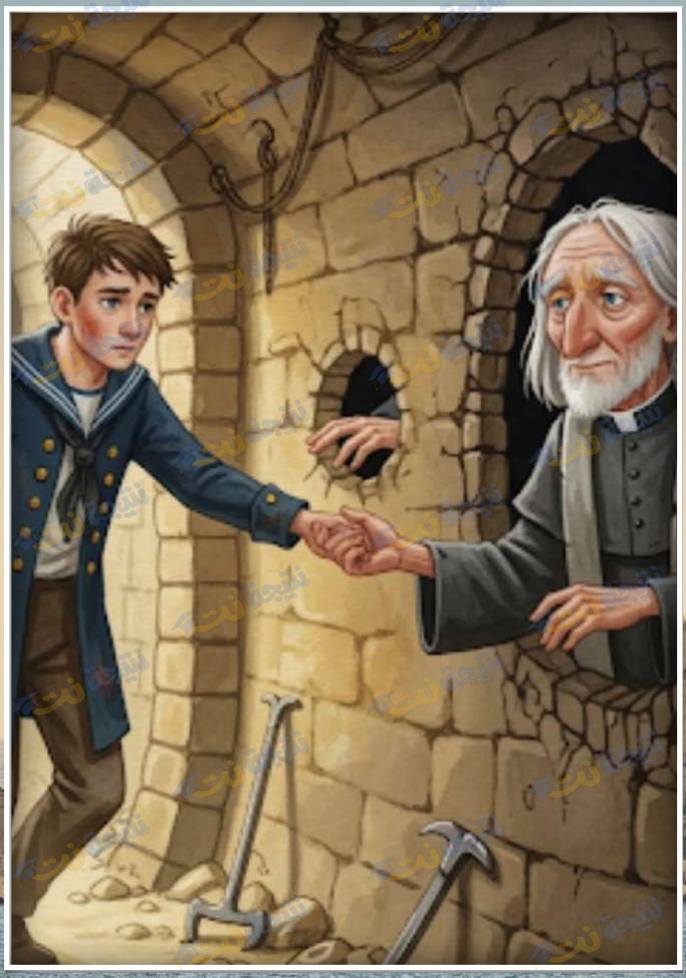
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THE COUNT *of* MONTE CRISTO



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The Count of Monte Cristo

3rd Sec

1st Term

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The Count of Monte Cristo

Main Characters

Edmond Dantès / The Count of Monte Cristo – A young sailor betrayed by friends, wrongfully imprisoned, and later transformed into a powerful count seeking justice and revenge.

Mercédès – Edmond's true love, who marries Fernand after Edmond's imprisonment.

Fernand Mondego – Edmond's rival, who betrays him and marries Mercédès; later becomes a rich and powerful but dishonorable man.

Danglars – The greedy banker who conspires against Edmond.

Ville fort – The ambitious prosecutor who sends Edmond to prison to protect his own career.

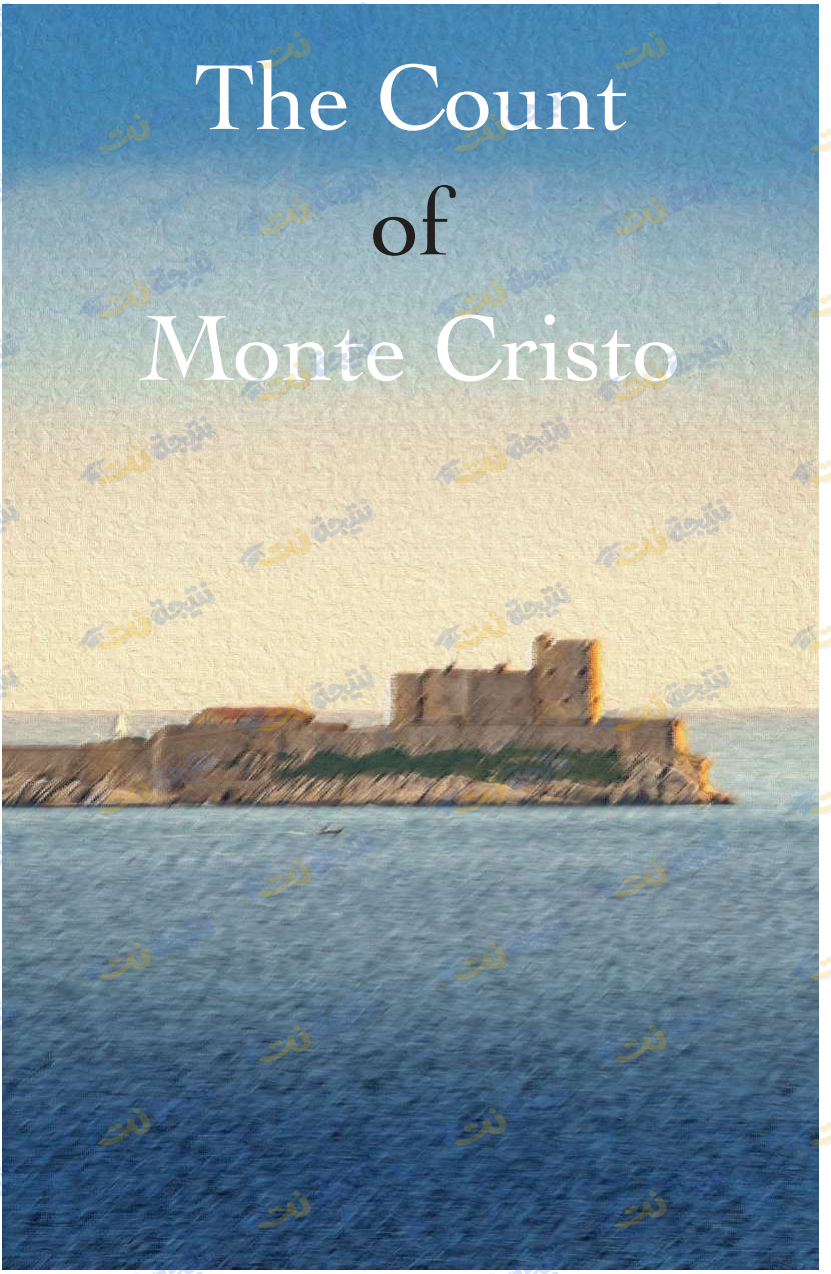
Caderousse – A neighbor and false friend, guilty of cowardice and betrayal.

Maximilien Morrel – The loyal son of Edmond's old employer, who represents hope and honor.

Valentine Ville fort – Ville fort's innocent daughter, victim of poison plots, and true love of Maximilien.

Haydée – The daughter of Ali Pasha, saved by Edmond, who becomes his companion at the end.

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CHAPTER 1



The Arrival at Marseilles

A Young Sailor's Fortune

Edmond Dantès stood proudly at the front of the ship *Pharaon* as it entered the port of Marseille. The wind pushed the sails, the sea sparkled in the sunlight, and sailors hurried across the deck. For Edmond, this was not just another journey; it was the beginning of a new life. He was only nineteen years old, but already the first mate of one of the finest ships of his company. His heart was full of hope and dreams, for he carried good news for both his employer and his family.

The *Pharaon* had sailed from Smyrna, then stopped in Naples, and was finally returning to Marseille. On the voyage, the ship's captain had fallen gravely ill. Edmond, young and ambitious, had taken command. He navigated storms, negotiated with traders, and brought the ship safely home with its cargo untouched. His skill and bravery impressed everyone on board. Even the old sailors, who at first had doubted him, now spoke of him with respect.

As the ship neared the dock, a small crowd gathered to welcome it. Merchants, port workers, and families waited impatiently. Edmond felt his heart beat faster, for among the crowd stood the two people he loved most: his father, an old man who had given everything for his son, and Mercédès, the beautiful young woman who was promised to him.

The ship anchored, and Edmond gave sharp, confident orders. "Lower the sails! Prepare the ropes! Secure the cargo!" His voice

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carried across the deck, and the sailors obeyed with speed. When the gangplank was lowered, Edmond ran down, eager to embrace his father and Mercédès. His father held him tightly, tears in his eyes. Mercédès smiled, her dark hair shining in the sunlight, her eyes full of love.

"Edmond," she whispered, "you are safe. I prayed for you every day."

"I am safe, and more than that," Edmond replied. "I bring good news. The captain has died, but the owner, Monsieur Morrel, has promised to make me captain of the *Pharaon*. At nineteen, I shall have my own command!"

His father's hands trembled as he held him. "Captain! My son, you make me proud. Your mother would have been proud too."

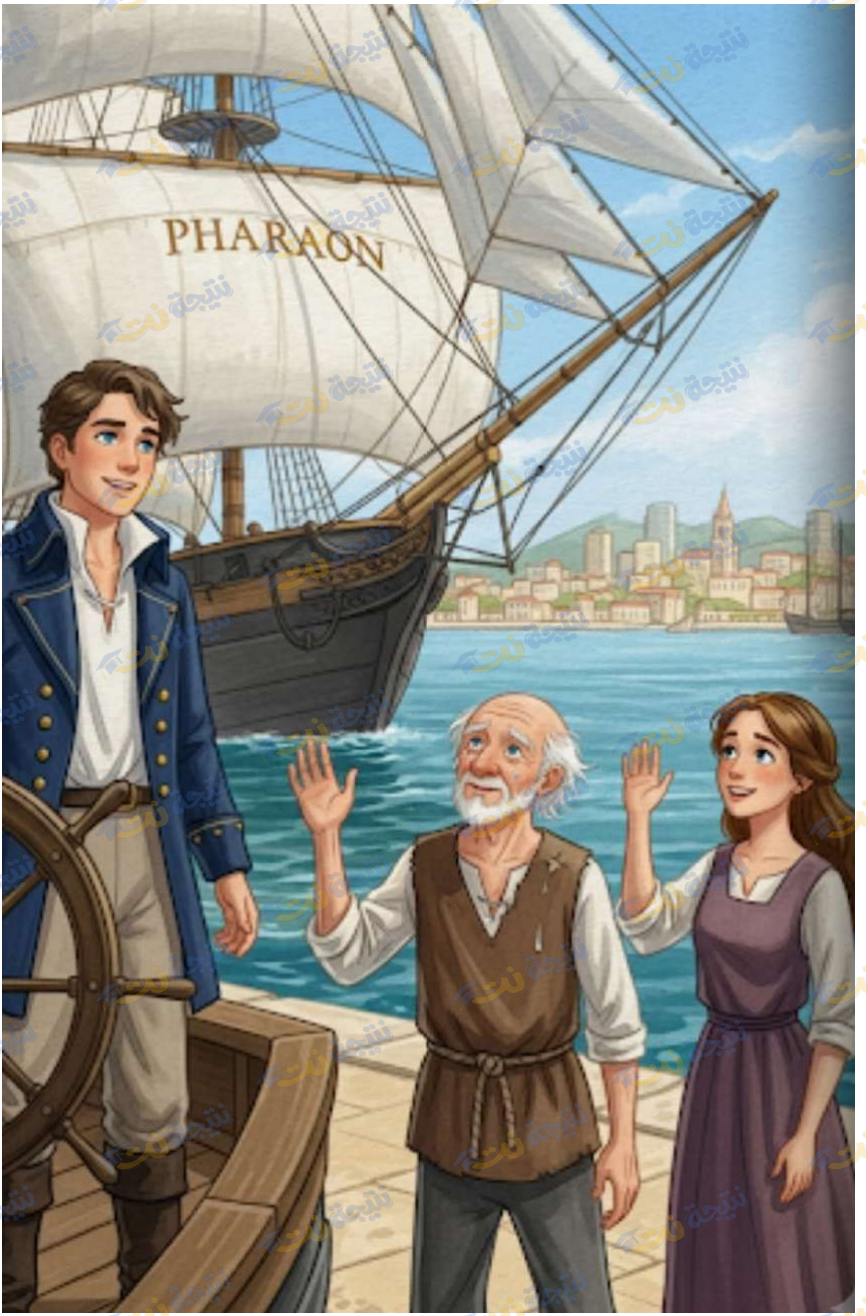
Mercédès lowered her eyes modestly, though joy filled her heart. To be the wife of a captain meant security and honor. She dreamed of a small home near the sea, children playing by the shore, and a future bright with happiness.

Monsieur Morrel soon appeared, a wealthy merchant with a kind smile. He greeted Edmond warmly and confirmed the promise. "You have shown courage and wisdom beyond your years. The *Pharaon* is yours to command, Edmond. Serve me faithfully, and you shall rise even higher."

The crowd cheered, and Edmond felt as if the whole world celebrated with him. Yet, while most smiled, not every face was full of joy. Hidden among the crowd was Fernand Mondego, a fisherman from Catalonia. He stood silently, his fists clenched, his eyes burning with jealousy. For Fernand loved Mercédès too, and he had long dreamed of marrying her. But she had chosen Edmond, and Fernand's heart was filled with anger and envy.

Another man, Danglars, the ship's purser, also looked at Edmond with bitterness. During the voyage, Edmond had been promoted above him, and Danglars could not forgive this humiliation. To see a nineteen-year-old boy given the command of the *Pharaon* was, for

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him, an insult. His lips curled into a thin smile as he muttered to himself, "Captain Dantès… we shall see how long that lasts."

Unaware of the hatred growing around him, Edmond walked proudly through the streets of Marseille with his father and Mercédès at his side. They visited his father's small home, where Edmond discovered a painful truth: his father had lived in poverty while he was away. Out of duty, the old man had repaid a debt of money that Edmond owed to a neighbor, leaving himself almost nothing to eat. Edmond was heartbroken, but he quickly gave his father all the wages he had earned. "From now on, you will want for nothing," he promised.

The evening brought more joy. Edmond and Mercédès walked along the shore, speaking of their future. The sea breeze touched their faces, and the horizon seemed to promise endless possibilities. They planned to marry as soon as possible. Mercédès leaned on Edmond's arm and whispered, "I wish this happiness could last forever."

"It will," Edmond answered confidently. "Nothing can take it from us."

But fate had other plans.

The Seeds of Betrayal

While Edmond celebrated, Danglars and Fernand met secretly in a dark tavern. They spoke in low voices, their words heavy with malice.

"Edmond has everything," Fernand hissed. "Mercédès, success, the captaincy. While I—who has loved her since childhood—am left with nothing."

"And I," said Danglars, "should be purser, second only to the captain. Instead, this boy takes the command, and I am forced to serve under him. His good fortune is insufferable."

The two men drank coffee, their eyes filled with hatred. It

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was then that Danglars suggested a plan. "What if Edmond were accused of being a traitor? What if someone wrote a letter to the authorities, claiming he carries messages from Napoleon's supporters?"

Fernand's eyes lit with cruel hope. "If he is arrested, he will lose Mercédès. She will be mine."

"Exactly," Danglars agreed. "And I shall have my revenge. He will never be captain if he is in prison."

That night, with careful handwriting, Danglars composed a letter. It accused Edmond Dantès of carrying a secret letter from Napoleon Bonaparte to his followers in Paris. The accusation was false, but it was dangerous. The government feared Napoleon, who had been exiled but still had many loyal supporters. To be suspected of helping him was enough to destroy a man's life.

When the letter was finished, Fernand delivered it to the local prosecutor. With that single act, Edmond's future was poisoned.

Celebration and Shadows

The next day, Edmond's friends gathered for his betrothal feast. Laughter filled the air, music played, and tables were heavy with food and drinks. Mercédès wore a simple white dress, her face glowing with happiness.

Cheers answered him, and for a moment, all seemed perfect.

But outside, in the shadows, soldiers approached. At the height of the celebration, the door opened, and an officer entered with cold authority.

"Edmond Dantès?" he asked.

"Yes," Edmond replied, surprised.

"You are under arrest by order of the king's prosecutor."

The room fell silent. Mercédès gasped, Edmond's father

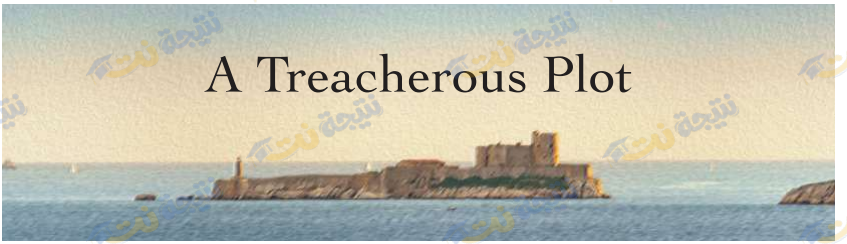
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trembled, and Edmond himself stood frozen with shock. He had done nothing wrong, yet strong hands seized him and led him away.

The feast ended in confusion and sorrow. Mercédès cried out, "There must be a mistake! Edmond is innocent!" But her words were useless. The trap had closed, and Edmond's bright future was already slipping into darkness.

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CHAPTER 2



A Treacherous Plot

The celebration of Edmond Dantès's betrothal had ended in shock and silence. The music had stopped, the sweets had turned bitter in the mouths of the guests, and Mercédès's white dress, once a symbol of joy, now seemed like a garment of mourning. Edmond had been taken away by soldiers, accused of crimes he did not even understand.

Mercédès clung to Edmond's father, her face pale and wet with tears. "They cannot keep him," she whispered. "Edmond is innocent. Everyone knows it."

The old man nodded, though his hands trembled. "Yes, child, but envy is a cruel enemy. I fear something dark has been planned."

Indeed, outside the walls of their humble home, two men congratulated themselves in secret: Danglars and Fernand. They had succeeded in their scheme, and now they waited for the storm to destroy their rival.

The Letter of Betrayal

The false letter, written by Danglars and delivered by Fernand, had been placed into the hands of Gérard de Ville fort, the deputy prosecutor of Marseille. Ville fort was a young man of ambition, eager to rise in government. He read the accusation carefully: *Edmond Dantès, sailor of the ship Pharaon, carries a letter from Napoleon Bonaparte to his supporters in Paris.*

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At once, Ville fort's face darkened. Though many such letters had been rumored, this one carried danger. The country was ruled by King Louis XVIII, restored to the throne after Napoleon's defeat. Any hint of Bonapartist activity was treated as treason. To protect the king, men had been executed for far less.

"Bring this Edmond Dantès before me," Ville fort ordered. "We shall see what truth lies behind his smile."

Interrogation

Edmond was taken into a cold, stone room. His hands were bound, but his spirit was unbroken. He stood tall before the deputy prosecutor, confused but not afraid.

"Monsieur Dantès," Ville fort began, "you are accused of carrying a letter from the exiled Emperor Napoleon to his supporters in Paris. What say you?"

Edmond's eyes widened with astonishment. "A letter? Yes, I was given a letter on the island of Elba by the dying captain of my ship. He begged me to deliver it, and I promised. I did not even read it. It was an act of duty, nothing more."

Ville fort leaned forward, his eyes sharp. "Do you know to whom this letter was addressed?"

"No, monsieur," Edmond said honestly. "I only know it was to be delivered in Paris. I wished only to keep my word to my captain. I am a sailor, not a politician."

The sincerity in Edmond's voice would have touched any fair-hearted judge. But Ville fort's ambition clouded his sense of justice. For when he broke the seal and read the letter, he discovered a terrible truth: it was addressed to a Bonapartist leader—his own father. If the letter became public, Ville fort's family name would be ruined, and his career destroyed.

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His heart pounded as he faced the young sailor. Here was a man innocent of plotting, yet carrying evidence that could bring shame upon him.

"You admit to carrying this letter?" Ville fort demanded.

"Yes," Edmond replied. "But I swear to you, I had no idea of its contents. I would gladly burn it if it causes harm."

Ville fort studied Edmond for a long moment. He saw the honesty, the innocence, the youth. Part of him longed to release the boy and clear his name, but his ambition refused.

Ville fort's voice grew cold. "Edmond Dantès, you have confessed to carrying a letter from the enemy of the king. For this, you are guilty of treason. Guards, take him to the Château d'If."

"No!" Edmond cried. "I am innocent! Please, listen to me—"

But his words were drowned by the clanging of the prison doors.

Reactions in Marseille

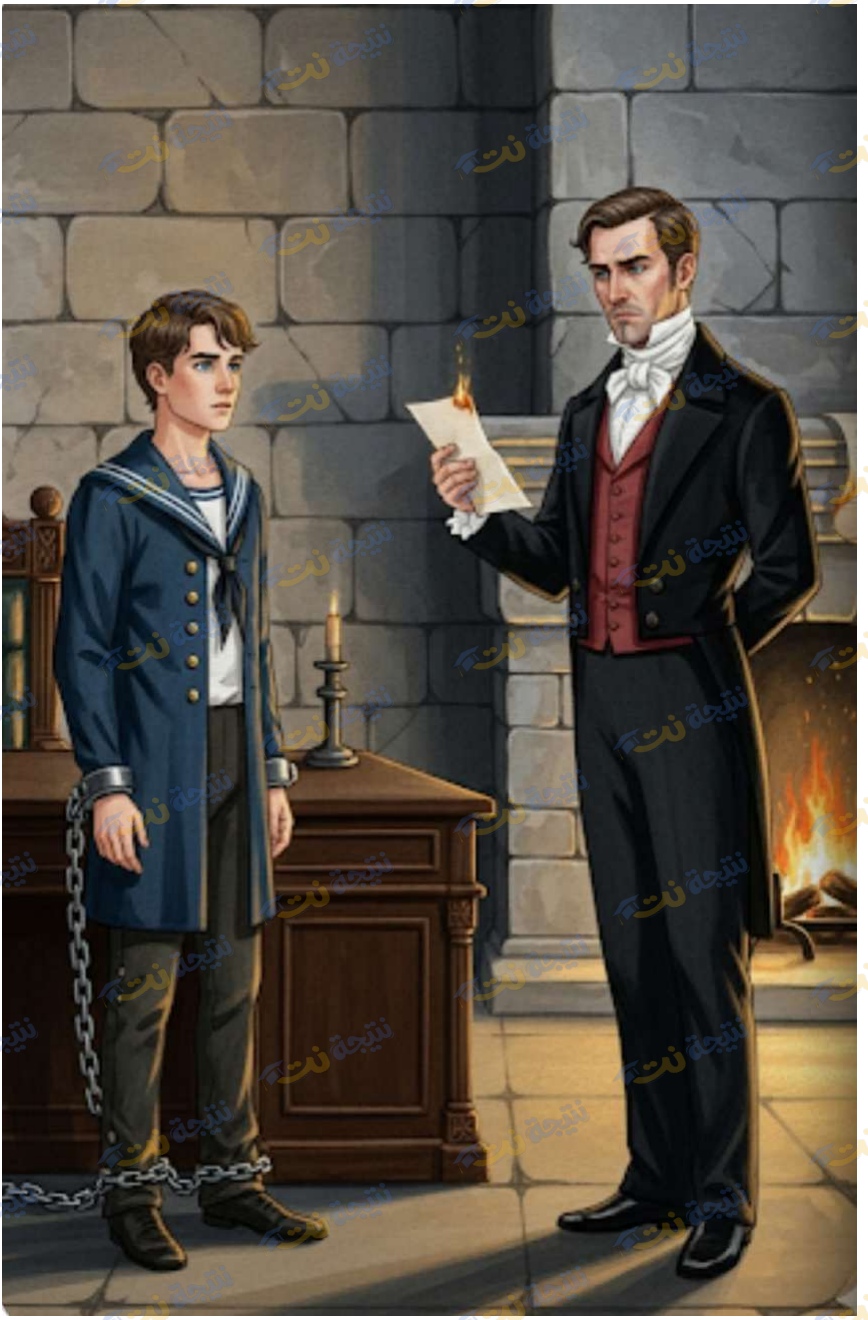
When the news spread that Edmond had been imprisoned, shock and disbelief filled Marseille. Mercédès refused to believe it. She went from door to door, pleading with officials, crying out that Edmond was no traitor. "He knows only ships, sails, and the sea." she said desperately.

But her cries fell on deaf ears. The government was afraid of Napoleon's return, and any man accused of serving him was guilty in their eyes.

Edmond's father grew weaker with grief. He had only his son in the world, and now even that comfort had been torn from him. He sat for hours by the window, staring at the sea, whispering Edmond's name.

Meanwhile, Danglars and Fernand celebrated quietly. Danglars smiled to himself, imagining the *Pharaon* under his influence now

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that Edmond was gone. Fernand, though, cared only for Mercédès. He visited her daily, pretending to comfort her, but secretly hoping her despair would push her into his arms. Yet each time, Mercédès turned away, her loyalty to Edmond unshaken.

"I will wait for him," she said firmly. "If he is in prison for a hundred years, still I will wait."

Her words cut Fernand's heart like a knife.

Ville fort's Secret

Late at night, Ville fort sat in his study, the letter spread before him. His hands shook as he read his father's name once again. If the king discovered that Gérard de Ville fort's father was a traitor, all his dreams of power would collapse.

His fiancée's family was royalist, his own career depended on loyalty to the crown. Everything he had worked for could vanish in an instant.

"I must destroy this letter," Ville fort muttered. With cold determination, he threw the letter into the fire. The flames consumed the paper, turning it into ash.

Then he whispered, "Farewell, Edmond Dantès. You are sacrificed for my future."

The Journey to the Château d'If

At dawn, soldiers dragged Edmond from his cell. Shackled and pale, he was pushed into a small boat that carried him across the waters of Marseille. He looked desperately at the city—the port where he had dreamed of being captain, the house where his father waited, the streets where he had walked with Mercédès. Every sight pierced his heart like a blade.

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"Where are you taking me?" he cried.

"To the Château d'If," one guard replied grimly.

Edmond's blood turned cold. The Château d'If was a fortress-prison built on a rocky island, infamous for housing traitors and prisoners. Few who entered its gates ever returned.

As the boat approached the dark stone walls rising from the sea, Edmond's spirit sank. He stretched out his hands toward the city, shouting, "Mercédès! Father! Help me!" But no voice answered, only the crash of the waves against the rocks.

As the iron doors shut, he felt the world of freedom and love slip away, leaving only hollow pain within him."

The Plot Completed

Back in Marseille, Fernand and Danglars exchanged satisfied glances.

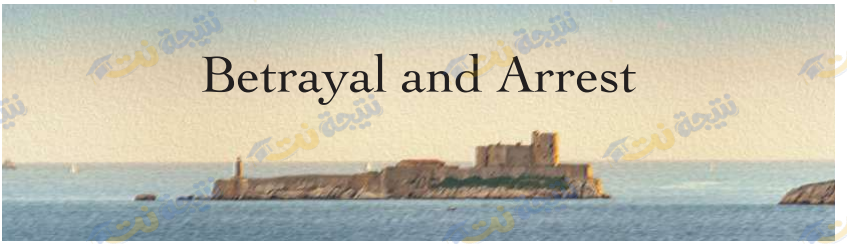
"Dantès is gone," Danglars said quietly. "The sea has swallowed him, though he lives still."

Fernand nodded, his eyes fixed on Mercédès from a distance. "Yes, gone. And now she will be mine."

But deep in his heart, he knew the truth: though Edmond was imprisoned, his spirit lived on in the heart of Mercédès, and no chains could break that bond.

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CHAPTER 3



Betrayal and Arrest

The night of Edmond Dantès's arrest remained etched in the memory of all who had gathered to celebrate his betrothal. What should have been the happiest evening of his young life had become a nightmare. The music had stopped, the laughter had died, and soldiers had led him away as though he were a criminal. The faces of his father and Mercédès, full of terror and disbelief, haunted him as he sat alone in his cold prison cell.

Shadows of Conspiracy

Long before the soldiers had arrived, betrayal had already taken root. Danglars, the purser of the *Pharaon*, and Fernand, the jealous fisherman who desired Mercédès, had finished their treacherous letter of denunciation. Together they accused Edmond of being a traitor, secretly plotting against the country.

They had written with clever words, just enough truth to make the lie seem real. Edmond had indeed received a letter on the island of Elba, and he had promised his dying captain to deliver it. That innocent act of loyalty became twisted into proof of treason.

When the soldiers entered the feast, Edmond had no idea of the invisible web already closing around him.

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The Interrogation

In the office of Gérard de Ville fort, deputy prosecutor of Marseille, Edmond tried to explain himself. His voice was steady at first, confident in his innocence.

"I am loyal to the king," he said. "I have never spoken with enemies". I am a sailor, monsieur, nothing more. I only carried out the final wish of my captain."

Ville fort, however, was torn between duty and ambition. In his hand lay the very letter that condemned not only Edmond but also Ville fort's own father. If the letter were revealed, his career would collapse, his future destroyed.

"You admit to carrying this letter?" Ville fort pressed.

"Yes," Edmond answered honestly, "but I did not know what it contained. I swear it, monsieur."

Ville fort burned the letter in secret, protecting himself, but condemned Edmond aloud. "By your own confession, you carried a message from the enemy of the king. That is treason."

Edmond's heart froze. "But I am innocent!" he cried.

"Perhaps," Ville fort replied coldly. "But the law does not ask for innocence. It asks for proof. And the proof condemns you."

The Arrest Confirmed

Back in Marseille, word spread quickly that Edmond had been taken to the Château d'If. People whispered his name in markets and taverns. Some pitied him, but others shrugged, saying, "Where there is smoke, there is fire."

Only those who truly loved him—his father, Mercédès, and Monsieur Morrel—refused to believe the accusations.

Mercédès, desperate, went to every official she could reach. "Edmond is no traitor," she pleaded. "His only love is the sea."

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But her words met closed doors and deaf ears. No one dared question the orders of the prosecutor.

Morrel, Edmond's employer, went personally to the authorities, offering his word as a man of honor that Edmond was loyal. Yet even his respected voice carried no weight against the written denunciation.

Enemies in the Shadows

While the innocent fought for Edmond, his enemies quietly rejoiced.

Danglars, relieved to see the young sailor removed from command, already dreamed of power within the company. "With Dantès gone, I can shape the future of the *Pharaon* as I please," he thought.

Fernand, meanwhile, turned his eyes to Mercédès. He visited her often, pretending to be her comfort. "I know you suffer," he told her softly. "But Edmond is gone. They will not free him. You must not waste your youth in waiting."

But Mercédès shook her head, her eyes filled with fire. "I belong to Edmond. Until the day he returns, I will not listen to another."

Her loyalty stabbed Fernand with pain, but also fed his anger. "Then let him rot in the Château d'If," he muttered to himself. "One day you will have no choice but to turn to me."

Life Behind Bars

In the Château d'If, Edmond experienced the slow death of hope. The prison was a fortress of stone, standing on a lonely island, its windows barred and its corridors damp with sea air.

When Edmond first arrived, he begged for mercy. "There is a

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mistake," he cried to the jailer. "I am innocent!"

The jailer laughed cruelly. "All here say the same, young man. Yet they remain."

Edmond was dragged through a long corridor lit only by torches. The smell of salt and mildew clung to the air. Guards mocked him as they pushed him into a narrow cell with a straw bed, a broken jug for water, and walls damp with cold. "This is your palace, captain," one guard sneered. Edmond's heart sank. The word "captain," once a promise of honor, now sounded like an insult. He collapsed on the straw, covering his face with his hands. In a single day he had lost his freedom, his father, his love, and his future. He cried out to the heavens, "Why am I here? What crime have I committed?" But the stones gave no answer.

Days passed into weeks, weeks into months. Edmond's youthful energy drained away, replaced by despair. He counted the stones in his cell, traced patterns in the cracks of the wall, and listened endlessly to the sea pounding against the rocks outside.

At times he shouted his innocence into the darkness, but no one listened. His only visitors were the guards who brought him bread and water.

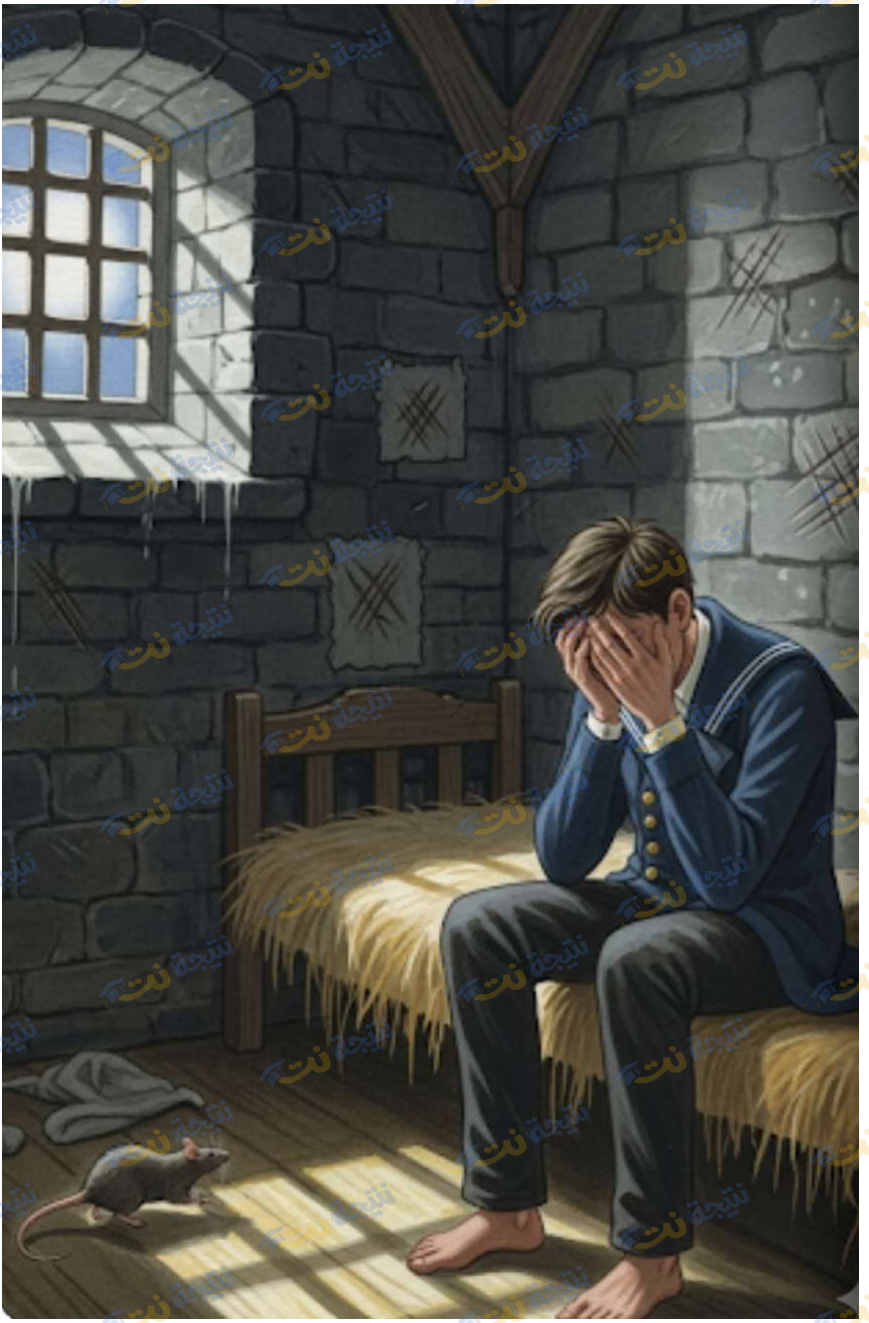
The Suffering of His Father

Back in Marseille, Edmond's father grew weaker each day. Without his son's support, the old man fell into poverty and despair. He refused food, his only comfort the memory of Edmond's voice. Morrel, kind-hearted and loyal, tried to help him, but grief was stronger than charity.

"Your son is innocent," Morrel told him. "I swear to you, I will not abandon him."

The old man squeezed his hand weakly. "Tell him… tell my Edmond… that I loved him." Soon after, his frail heart gave out, and he died alone, whispering his son's name.

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Mercédès's Despair

For Mercédès, each day without Edmond was torture. She waited at the shore, gazing at the island prison across the water, as if her eyes could pierce the walls and reach him.

She prayed constantly for his return, refusing every suggestion that she should forget him. Her beauty and loyalty only increased Fernand's obsession. He promised himself that if Edmond never returned, Mercédès would one day be his, no matter the cost.

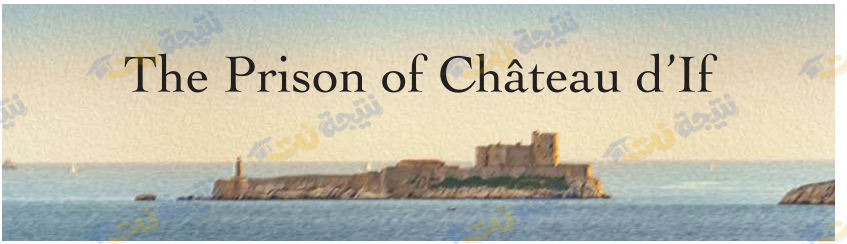
Ville fort's Ambition

Meanwhile, Gérard de Ville fort enjoyed the rewards of his betrayal. By sending Edmond to prison and destroying the letter, he had secured his position with the royalists. He was praised for his vigilance, promoted for his loyalty, and prepared for marriage into a powerful family.

Yet sometimes, late at night, he dreamed of Edmond's face—honest, confused, and pleading.

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CHAPTER 4



The Château d'If stood like a dark sentinel in the middle of the sea. Its heavy walls rose from the rocks, defying both waves and storms. To sailors it was a dreaded sight, for they knew it as a place of despair, where prisoners disappeared into silence and rarely returned.

For Edmond Dantès, this fortress became his world. The iron gates had swallowed him, and now only damp stone and the sound of the sea surrounded him.

Days Without Hope

Time lost its meaning inside the prison. Day and night blended together, marked only by the arrival of stale bread and dirty water. Edmond counted the stones in his cell, traced the cracks with his fingers, and tried to measure time by the thin ray of light that slipped through the tiny window high above.

At first, he dreamed of rescue. He imagined that Monsieur Morrel would save him, that Mercédès would plead for him, that Ville fort would confess his mistake. But weeks turned into months, and no one came.

The silence of the prison began to crush his spirit. He shouted his innocence until his voice broke, but the guards only laughed. Sometimes they answered with cruel jokes: "Yes, yes, everyone here is innocent!"

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Hunger gnawed at him, loneliness consumed him, and despair whispered dark thoughts into his ear. “Perhaps it is better to die,” he told himself. He considered starving himself, ending his pain.

A Flicker of Life

One evening, as Edmond lay in hopeless silence, he heard it again: a faint, steady scratching sound. It seemed to come from beneath the floor, like claws against stone. At first, he thought it was rats, but the rhythm was too deliberate.

Edmond pressed his ear to the floor. The sound grew clearer. Someone was digging.

His heart leapt. He tapped lightly on the stone with a piece of broken jug. The scratching stopped, then resumed more quickly, as if in answer. Edmond cried out with joy. He was not alone!

From that moment, hope returned to his soul.

The Neighbor

Night after night, Edmond listened to the mysterious digging. Slowly, patiently, he began to loosen the stones in his own cell to help. He tore at the walls with his bare hands, using iron nails from his bed as tools. His fingers bled, but he felt alive again.

After weeks of effort, a small tunnel opened, and through the dust and darkness Edmond saw another human face. It was lined with age and wisdom, the eyes bright with intelligence.

“Who are you?” Edmond whispered.

“I am Abbé Faria,” the man replied in a low voice. “A prisoner, like you.”

The two men reached out their hands and clasped them tightly. In that moment, Edmond felt reborn.

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Abbé Faria

The old man explained how he had spent years trying to dig an escape tunnel. He had miscalculated and arrived at Edmond's cell instead of the outer wall. Yet he did not regret it, for now he had a companion.

Abbé Faria had been imprisoned for political reasons. He had served princes, kings, and ministers, but his intelligence made him dangerous to powerful enemies.

Yet instead of losing hope, the priest had turned his prison into a school. He had written books in his memory, solved problems in his head, and taught himself new sciences by sheer thought.

"You see, my son," he told Edmond, "a man may lose his freedom, but he must never lose his mind. That is the true prison."

Edmond listened with awe. He had been a sailor, skilled at reading the winds and the waves, but untrained in books. Now, locked in darkness, he found a teacher who could open doors in his mind wider than the ocean itself.

Edmond's heart filled with gratitude. "I thought I would die alone. You have saved me."

The abbé smiled kindly. "No, my son. Perhaps it is you who will save me. Together, we may yet find freedom."

Day after day, the two prisoners widened the passage, crawling through to spend hours together. The guards suspected nothing, for Edmond and the abbé were careful to hide their work.

Lessons in the Darkness

More than freedom, Abbé Faria gave Edmond something greater: knowledge.

The old man was a priest and a scholar, fluent in languages,

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skilled in mathematics, history, and philosophy. He had studied politics, science, and human nature. And now, in the silence of the prison, he shared his wisdom with Edmond.

"Since we cannot live free," the abbé said, "let us at least live usefully. Each day, I will teach, and you will learn."

So Edmond became his student. He learned Italian, English, and even some Arabic. He studied history and geography, science and strategy. His mind, once simple and youthful, grew sharp and disciplined.

"I entered this prison a sailor," Edmond thought, "but I will leave it a scholar."

The Story of the Treasure

One night, as the two men whispered in the tunnel, the abbé grew serious. "There is something more, Edmond, something I have never told another soul. If fate wills it, this secret may one day save you."

He leaned close and revealed the story of a vast treasure hidden on the island of Monte Cristo. He told of a map, of riches beyond imagination—gold, jewels, and priceless artifacts, concealed long ago by the Spada family.

At first, Edmond thought it was a dream. "Such a fortune cannot be real."

The abbé smiled. "I assure you, it is real. And if ever you escape this prison, the treasure shall be yours. Promise me that you will use it wisely, not for greed, but for justice."

Edmond's heart burned. For the first time since his arrest, he saw a future—not as a broken prisoner, but as a man with power to change his fate.

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Sickness and Despair

The abbé suffered from terrible seizures, violent fits that shook his body and left him weak for days. He knew his time was short.

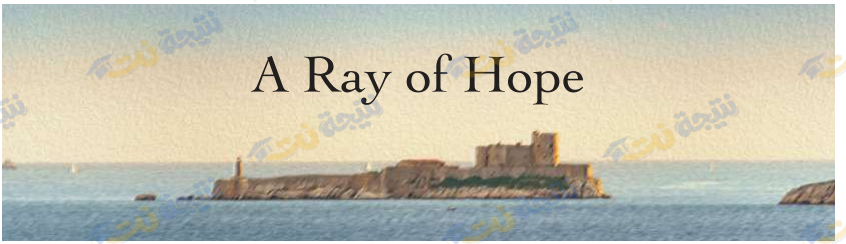
"My dear Edmond," he whispered during one of these attacks, "if I die before we escape, the secret of the treasure is yours. Here, I have drawn the map. Take it. Remember Monte Cristo."

Edmond held his hand firmly. "No, father. You will live. Together we shall escape."

But in his heart he feared otherwise.

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CHAPTER 5



A Ray of Hope

Lessons in the Cell

The days passed quickly now. Each time the guards left, Edmond crawled through the hidden tunnel to the abbé's cell, where the old priest gave him lessons.

They began with languages. The abbé taught him Italian, English, and Spanish. He showed him how to read and write better French, and even taught him Latin. Edmond repeated words until he could speak with fluency.

Then came history and geography. Faria traced maps of Europe on the dusty floor, explaining how nations rose and fell. He spoke of Rome, Greece, and the empires of the past. Edmond's imagination soared; though his body was trapped, his mind traveled across continents and centuries.

Mathematics followed—numbers, geometry, and astronomy. Edmond learned how to measure the stars, how to calculate distances, how to reason with logic.

"You see," said the abbé, "knowledge is power. If you escape this place, you will not be only a free man, but a man armed with wisdom."

The Father He Never Had

More than lessons, Abbé Faria gave Edmond something he had lost: a father.

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"My poor father died alone while I was imprisoned," Edmond once said with sorrow.

The abbé placed a hand on his shoulder. "Then let me be your father now. God has sent us to each other in this place. You will be my son, and I will be your teacher."

From that moment, their bond deepened. Edmond found in the abbé not only knowledge, but love, patience, and guidance.

The Mystery of His Betrayal

With Faria's help, Edmond began to examine the events that had led to his imprisonment. The abbé listened carefully as Edmond recounted his arrest, Ville fort's interrogation, and the mysterious letter.

The old priest's sharp mind connected the pieces.

"Do you not see?" he said. "It was not chance. It was a plot. Danglars, who envied your promotion to captain, and Fernand, who desired Mercédès, worked together to destroy you. Ville fort, fearing the letter would expose his own father's politics, silenced you. Each man had



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something to gain from your ruin."

Edmond's eyes widened. Until now, he had thought it was just a mistake. But hearing the priest's explanation, he understood the truth: he had been betrayed.

His heart burned with anger, but the abbé placed a firm hand on his arm.

"Do not let hatred consume you, my son. Knowledge and patience are stronger than rage. One day, justice will come, but it must be guided by wisdom."

The abbé smiled. "Because I see in you a good heart. You were betrayed, yet you remain noble. God has chosen you for this destiny."

The Priest's Illness

But even as hope grew, Edmond noticed the abbé's health fading. Terrible fits seized him, leaving him pale and trembling. His strength weakened, and though he smiled bravely, Edmond saw fear in his eyes.

"Do not be afraid," Edmond said. "I will care for you as you cared for me."

The priest shook his head gently. "No, my son. My time will soon end. But your life is just beginning. You must prepare for freedom, and for the treasure."

He gave Edmond a small piece of parchment, carefully hidden in the lining of his clothes. On it was the secret map of Monte Cristo. Edmond pressed it to his heart.

The Escape Plan

Together they continued to dig. The tunnel grew longer, reaching toward the sea. They planned to escape side by side, swimming to the shore, then sailing away.

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But one night, as they worked, the abbé collapsed, gasping for breath. Edmond lifted him in his arms, but the priest's face was pale and his voice weak.

"My dear Edmond," he whispered, "if I die, promise me that you will not give in to despair. Live, escape, and use the treasure for justice, not for vengeance alone."

Edmond wept, but swore the promise.

Wisdom That Remains

The abbé knew the end was near. In his final days, he spoke not of riches, but of wisdom.

"Remember, my son," he said, "true greatness is not in wealth, but in how you use it. The world is full of men who destroy, but few who build. Be among the builders. Forgive when you can, but punish when you must. Above all, never lose your soul in the fire of revenge."

Edmond listened carefully, memorizing each word as if it were sacred scripture.

The Final Gift

At last, one quiet evening, Abbé Faria closed his eyes for the last time. His hand rested in Edmond's, his face peaceful.

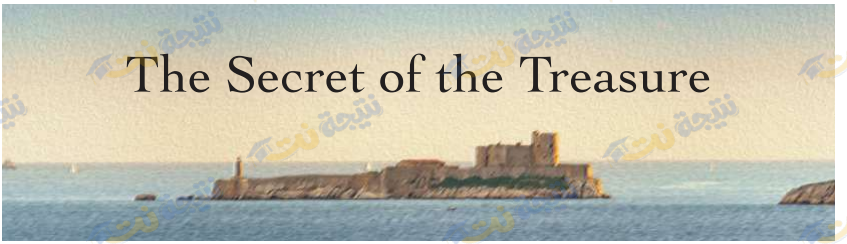
Edmond knelt by his side, his heart breaking. "Father, teacher, friend—what will I do without you?"

Yet even in death, the old priest's presence remained. His lessons, his love, and his secret had transformed Edmond from a simple sailor into a man of learning, purpose, and destiny.

Edmond wiped his tears, clutching the map of Monte Cristo. "I will escape. I will live. And I will honor your name."

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CHAPTER 6



The Secret of the Treasure

Edmond Dantès had lost his only friend. The death of Abbé Faria left him in deep sorrow. The priest had been his teacher, his father, and the light in his long years of darkness. But along with grief, Edmond felt a new power rising in his heart—a sense of duty, hope, and determination. The priest had given him more than knowledge; he had given him a future.

Alone with a Secret

For several days, Edmond sat in silence in his cell, holding the small parchment the abbé had left him. On it were strange symbols and words, which described the hiding place of a great treasure buried on the island of Monte Cristo.

Each time he read the paper, his mind filled with visions: mountains of gold, bags of silver, boxes of jewels, rare statues, and crowns once worn by princes. The treasure of the Spada family was said to be beyond measure.

At first, Edmond thought it was a dream, too fantastic to be real. But the abbé was never a liar or a fool. If he had spoken of the treasure, then it truly existed. And if it existed, Edmond swore he would find it.

"This treasure," he whispered to himself in the darkness, "is not for greed. It is the tool given to me by God. With it, I shall reward the good and punish the guilty."

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The Priest's Last Lesson

Edmond remembered the old priest's final words: *"Do not let hatred consume you. Use the treasure for justice, not for vengeance alone."*

He repeated those words often, as if they were a prayer. Yet in his heart, anger burned like a hidden fire. Danglars, Fernand, Ville fort—those names echoed in his mind. Each man had stolen his youth, his love, and his freedom.

But Edmond forced himself to wait. *First escape. Then treasure. Then justice.*

The Plan to Escape

The death of Abbé Faria gave Edmond an unexpected opportunity. One morning, as the guards carried food into his cell, he heard them speak in low voices.

"The old priest is dead," one said. "We'll sew him into a sack tonight and throw him into the sea."

Edmond's heart jumped. If the guards carried away a sack, perhaps he could take the abbé's place. In the darkness of night, no one would notice until it was too late.

That evening, when the guards left, Edmond acted quickly. He dug into the priest's cell, found the body, and kissed his forehead one last time. Then, with trembling hands, Edmond laid the body in his own bed and covered it.

Next, he slipped into the sack meant for the dead. He tied the rope from inside as best as he could, holding a sharp piece of iron in his hand to cut it later.

His heart beat wildly. If the plan failed, he would be thrown alive into the sea and drowned. But if it succeeded, freedom awaited.

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The Burial at Sea

Soon, two guards entered. Without checking, they lifted the heavy sack, carried it along the corridors, and climbed to the top of the fortress wall. Edmond felt the cold night air and heard the waves below.

"Ready?" one guard asked.

"Throw him!" said the other.

The sack flew into the air, and Edmond plunged into the icy sea. The shock of water nearly made him scream, but he bit his lips. Weighted down by cannonballs tied to the sack, he began to sink fast. Desperate, he cut through the canvas with his iron piece, tore the rope, and swam upward with all his strength.

At last, his head broke the surface. He filled his lungs with air and looked back. Behind him stood the black shadow of Château d'If, the prison of his nightmares. In front of him stretched the endless sea—his path to freedom.

A Sailor Once Again

Edmond swam all night, guided by the stars as he had done years before as a sailor. Exhausted, he reached a small deserted island. There he rested, half-dead but alive.

The next morning, he saw a fishing boat passing. Using a piece of wood as a signal, he called out. The fishermen pulled him aboard.

"Who are you?" they asked.

"A poor sailor shipwrecked in the storm," Edmond replied. It was not the full truth, but it saved him.

From that day, Edmond returned to the sea under a false name. He worked with sailors, hiding his real identity, waiting for the chance to reach the island of Monte Cristo.

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Dreams of Monte Cristo

As the days turned into weeks, Edmond's mind returned again and again to the treasure. He studied maps whenever he could, searching for the location of the mysterious island. He remembered every detail of the abbé's story: the rock formations, the hidden cave, the chest buried deep underground.

At night, while the other sailors slept, Edmond whispered to himself:

"Monte Cristo… the key to my destiny."

A Test of Patience

It was not easy to reach the island. Ships did not often pass there, and Edmond could not openly ask without raising suspicion. So he waited, sailing from port to port, gathering money and supplies.

At last, luck came. A smuggler's boat he had joined decided to land near Monte Cristo to hide goods. Edmond's heart raced. The time had come.

The Island of Rocks

Monte Cristo appeared on the horizon like a sharp tooth rising from the sea. Its cliffs were dark and steep, and no one lived there. To the sailors, it was a lonely, useless rock. To Edmond, it was paradise.

When the others were busy unloading goods, Edmond pretended to hunt for rabbits. Carrying a pickaxe and supplies, he climbed the rocks to the secret spot described in the abbé's papers.

He searched for hours, comparing the signs: a hollow rock shaped like a cross, a small stream that ran dry in summer, a fig tree growing from stone. At last, he found the place.

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The Hidden Chamber

Edmond's hands trembled as he dug. The ground was hard, but his strength was fueled by hope. Soon, his pickaxe struck something solid. A wooden chest, bound with iron.

With a cry, Edmond pulled it free. He broke the lock, lifted the lid—and gasped.

Inside lay mountains of gold coins, silver bars, diamonds that sparkled like stars, rubies red as fire, emeralds green as the sea. Statues carved in marble, crowns decorated with jewels, and weapons made of shining steel filled the chest.

It was more than treasure. It was a kingdom in a box.

A New Man Is Born

For a long time, Edmond could only stare, blinded by the brightness of his fortune. Then he knelt and whispered:

"Abbé Faria, your secret lives. I am free, and I will use this gift."

At that moment, Edmond Dantès the poor sailor died, and a new man was born—the Count of Monte Cristo.

With this treasure, he would build a new identity, powerful and untouchable. He would reward those who had been kind, such as his faithful friend Morrel. And he would punish those who had destroyed his life.

The sea had carried him from prison to freedom. The treasure of Monte Cristo would carry him from despair to destiny.

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The Count of Monte Cristo

Chapter 1: The Arrival at Marseilles

1. Match the words with their meanings

a. helm b. cargo c. loyal d. burden e. shore

1. ☐ goods carried by a ship
2. ☐ the wheel or position used to steer a ship
3. ☐ faithful and true in friendship or duty
4. ☐ something difficult that causes worry
5. ☐ land at the edge of the sea

2. Answer the following questions

- Why was Edmond respected by the crew after the captain's death?
- What can we guess about Edmond's personality from how he takes responsibility on the ship?
- How does the arrival at Marseilles set the stage for both hope and danger in Edmond's life?
- Do you think Edmond's loyalty to his captain was more important than reaching his family quickly? Why or why not?
- If you were in Edmond's place, would you have acted differently with the ship and the crew? Explain.
- The sea voyage represents more than travel. What might the sea symbolize for Edmond at this point in the story?

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Chapter 2: A Treacherous Plot

1. Match the Words with their Meanings

a. affection b. envy c. betrayal
d. destiny e. fiancé(e) f. ceremony

1. ☐ the person engaged to be married
2. ☐ great liking or love for someone
3. ☐ a formal public event
4. ☐ what is meant to happen in the future
5. ☐ feeling of jealousy about someone else's success
6. ☐ breaking trust by being disloyal

2. Answer the following questions

- What were Edmond and Mercédès planning for their future?
- How can we tell that Fernand's feelings for Mercédès were more than friendship?
- Compare Edmond's hope with Fernand's jealousy. How do these two emotions create conflict?
- Do you think Edmond should have noticed Fernand's jealousy earlier? Why or why not?
- Imagine you are Mercédès. Would you trust Fernand as a friend after noticing his envy? Explain.
- Weddings often symbolize unity and new beginnings. What does Edmond and Mercédès' planned wedding symbolize in this chapter?

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Chapter 3: Betrayal and Arrest

1. Match the words with their meanings

a. accusation b. evidence c. arrest
d. deceit e. suspicion f. betray

1. ☐ information that proves something is true
2. ☐ the act of saying someone did something wrong
3. ☐ the act of tricking or lying to others
4. ☐ the act of taking someone by law or force
5. ☐ feeling that someone may be guilty

2. Answer the following questions Understanding

- Why was Edmond arrested even though he was innocent?
- What does Fernand's and Danglars' betrayal tell us about their characters?
- How does this chapter show the theme of trust and deceit?
- Do you think the authorities acted fairly when they arrested Edmond? Why or why not?
- The chains placed on Edmond symbolize more than imprisonment. What do they represent about his life and freedom?

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Chapter 4: The Prison of Château d'If

1. Match the words with their meanings

a. dungeon b. despair c. injustice
d. suffer e. prisoner f. endure

1. ☐ a person kept in jail
2. ☐ to experience pain or hardship
3. ☐ a dark underground prison cell
4. ☐ great sadness and loss of hope
5. ☐ something unfair or morally wrong
6. ☐ to continue through difficulty without giving up

2. Answer the following questions

- What conditions did Edmond face inside Château d'If?
- What does Edmond's survival in prison show about his inner strength?
- How does the prison setting increase the sense of injustice in the story?
- Do you think Edmond should accept his fate quietly or keep fighting for his freedom? Explain.

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Chapter 5: A Ray of Hope

1. Match the words with their meanings

a. companion b. wisdom c. treasure
d. tunnel e. escape f. guidance

1. ☐ advice or direction to help someone
2. ☐ a secret or hidden collection of riches
3. ☐ a close friend who shares time with you
4. ☐ the act of getting free from danger or prison
5. ☐ knowledge combined with good judgment
6. ☐ a passage dug underground

2. Answer the following questions

- Who does Edmond meet in prison, and how does this change his life?
- What does Abbé Faria's decision to share his wisdom show about his character?
- Compare Edmond before and after meeting Abbé Faria. How does he change?
- Do you agree that knowledge can be more valuable than freedom? Why or why not?
- The "ray of hope" symbolizes more than a chance of freedom. What does it mean for Edmond's soul and future?

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Chapter 6: The Secret of the Treasure

1. Match the words with their meanings

a. inheritance b. fortune c. secret
d. reveal e. destiny f. educate

1. ☐ to make something known
2. ☐ money, wealth, or valuable possessions
3. ☐ something kept hidden from others
4. ☐ property or money received after someone's death
5. ☐ to teach or train someone
6. ☐ what is meant to happen in the future

2. Answer the following questions

- What important secret does Abbé Faria share with Edmond?
- Why does Abbé Faria choose Edmond to trust with the treasure's location?
- How does the idea of treasure add to the theme of destiny in the story?
- Do you think the promise of great wealth can motivate someone to survive hardships? Why or why not?
- If you discovered a hidden fortune, would you use it for personal comfort or to change the lives of others? Explain.
- The treasure is more than gold. What does it symbolize for Edmond's life, hopes, and revenge?

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ENGLISH

Secondary Schools

Year Three - Term 1

Student's Book



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ENGLISH

Secondary Schools - Year Three - Term 2

2026 - 2027

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" تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب، بكل الحب إلى الطلاب والأسر في جمهورية مصر العربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE STUDENTS AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education

New Administrative Capital

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A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

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

Our Vision for English Language Education.

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

Key Features of the Textbook.

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

Commitment to Excellence.

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

Join Us in Shaping the Future.

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

Best Regards,

The Ministry of Education and Technical Education

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Scope and Sequence

Unit	Topic	Target Skills	Grammar Focus	Life Skills	Core Values
7	**At the Airport**	• Reading: Comprehending a short narrative about an airport travel; identifying vocabulary and idioms • Listening: Understanding an interview with an airport customer service manager giving travel advice • Speaking: Role-playing solutions to common travel problems (lost bag, missed flights or language barriers while traveling.) Practicing polite requests and problem-solving dialogs • Writing: Planning and writing an expository essay	Past Perfect / Past Perfect Continuous	• Adaptability: Adjusting to unexpected travel delays and changing plans • Critical Thinking: Analyzing causes of travel problems and evaluating solutions • Problem-Solving: Finding practical ways to handle lost items • Resilience: Maintaining a positive attitude despite stressful travel situations	Compassion, Responsibility, Teamwork, Professional Dedication, Well-being, Gratitude, Imagination

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8	**A Journey Through Time**	• Reading: Comprehending articles on ancient civilizations (Egypt, China, Greece); identifying key details and understanding idioms • Listening: Understanding a narrative by Hammurabi and a tourist's diary • Speaking: Presenting arguments for visiting Egypt; role-playing as an ancient ruler • Writing: Writing a short article using active/passive voice; writing an argumentative essay on Ancient Greece; writing a descriptive essay on the Egyptian Museum	Active/Passive Voice	• Global Awareness: Understanding the historical significance and cultural contributions of ancient civilizations • Cultural Identity: Recognizing the roots of modern society in ancient innovations • Creativity: Designing presentations and stories based on historical contexts • Collaboration: Working in pairs/groups to discuss and present ideas about history	National Pride, Appreciation of History, Respect for Cultural Heritage
9	**The Universe's Mysteries**	• Reading: Comprehending scientific passages about black holes; understanding idioms and figurative language • Listening: Understanding a radio broadcast and an expert interview about black holes; distinguishing myths from facts	Verb Patterns	• Critical Thinking: Analyzing complex scientific concepts and separating fact from fiction • Problem-Solving: Using evidence to debunk common misconceptions about space • Curiosity & Wonder: Fostering inquiry into the unknown aspects of the universe • Adaptability: Learning new vocabulary and concepts in a scientific context	Lifelong Learning, Growth Mindset, scientific facts acknowledgement

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		• **Speaking:** Debating whether black holes are fearsome or admirable; participating in ""Myth or Fact?"" discussions • **Writing:** Writing a news report summarizing the 2019 black hole image discovery; writing a mystery story with clues and a solution			
10	**People's Hospitality and Kindness**	• **Reading:** Comprehending texts about expressions of kindness across cultures; defining vocabulary from context • **Listening:** Understanding real-life stories of hospitality from different countries • **Speaking:** Sharing personal experiences of kindness; asking and answering questions using relative clauses; role-playing scenarios involving cultural differences • **Writing:** Writing a diary entry describing an experience of unexpected kindness	Relative Clauses	• **Social Skills:** Making and responding to invitations and understanding social norms • **Empathy:** Appreciating diverse cultural practices of hospitality and kindness • **Global Citizenship:** Recognizing universal human values across different societies • **Communication:** Expressing feelings and experiences clearly and respectfully • **Well-being:** Understanding the importance of socializing for physical and mental health	Friendship, Kindness, Well-being

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11	**Literature**	• **Reading:** Comprehending texts about types of literature (novels, essays); analyzing literary elements • **Listening:** Understanding an interview with a writer and comparisons between literary works • **Speaking:** Discussing favorite literary forms; comparing authors and genres; presenting on a chosen type of literature • **Writing:** Writing a simple poem following specific structural guidelines	Comparative/ Superlative Adjectives	• **Critical Thinking:** Analyzing how different literary forms convey meaning and emotion • **Creativity:** Expressing ideas through poetic form and imagery • **Self-Expression:** Confidently sharing personal interpretations of literature • **Appreciation of Art:** Recognizing the value of storytelling and artistic expression across cultures	Lifelong Learning, Creativity
12	**University Life**	• **Reading:** Comprehending texts about choosing a university • **Listening:** Getting gist and key details • **Speaking:** Discussing and justifying university/career • **Writing:** Writing an opinion essay, writing a concise biography telling the most important facts about a person's life	Tag Questions	• **Growth Mindset:** Embracing a mindset of continuous learning and improvement • **Innovation:** Investing in new solutions and ideas • **Collaboration:** Working together in a team setting • **Responsibility:** Professional Dedication • **Adaptability:** Adjusting to new environments and expectations (school to university) • **Critical Thinking:** Evaluating educational and career pathways • **Problem-Solving:** Navigating decisions about future studies and careers • **Independence:** Developing self-reliance and personal responsibility • **Collaboration:** Working in pairs/groups to discuss goals and advice	Growth Mindset, Innovation, Collaboration

Lesson COMPONENTS

Before you start

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

Think and discuss in pairs

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

LESSON 1 Airport Adventures



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. If you were at an airport for the first time, what would you be most excited about?
2. What items do you think are not allowed in a carry-on bag on an airplane?

Reading

2 **Read the following story. What did Hazem do in order not to get frustrated ?**

A Traveler's Airport Journey

Hazem Samir had been looking forward to his vacation in Barcelona for months. However, his trip began with what seemed like a complete disaster at Orly Airport in Paris.

It was 6:00 a.m, and the airport was already **bustling** with activity. Hazem arrived feeling confident – he had checked in online and printed his **boarding pass** the night before. But as he approached the security **checkpoint**, he realized he was in hot water. In his excitement, he had packed his favorite bottle of perfume in his **carry-on** bag, forgetting the liquid **restrictions**.

"I'm sorry, but you'll have to throw this away or check it in separately," the security officer explained patiently. Hazem felt his heart sink. His flight was departing in just two hours, and he still needed to grab breakfast and find his gate.



After dealing with the perfume situation, Hazem finally made it through security. The **departure lounge** was packed with travelers, and finding a seat seemed impossible. He decided to explore the **terminal** and was amazed by the variety of shops and restaurants available. The airport had everything from **luxury** shops to quick-service restaurants.

As he waited in line at a coffee shop, Hazem **struck up** a conversation with another traveler, Jack, who was heading to Madrid. "Flying can be stressful," he said with a smile, "but I've learned that it's better to go with the flow rather than fight against the unexpected situations."

Jack's advice proved valuable when they announced a two-hour delay for Hazem's flight due to air traffic control issues. Instead of getting frustrated, Hazem used the time productively. He explored more of the airport, bought some souvenirs for his friends, and even managed to video-call his family to update them on his travel plans.

3 **Match the words in column (A) to their meanings in column (B).**

A	B
1. boarding pass	☐ a. a building where passengers arrive, depart, or transfer flights
2. departure lounge	☐ b. a document allowing you to enter the plane
3. terminal	☐ c. where your bags are examined for safety
4. security checkpoint	☐ d. the waiting area before your flight

4 **Complete the sentences with the correct form of the idiom.**

1. When I forgot my passport at home, I knew I was ..... .
2. The weather changed our picnic plans, but we decided to ..... .
3. After breaking the expensive vase, Tamer was ..... with his mother.
4. Instead of getting upset about the canceled concert, Lisa chose to ..... .
5. His..... after hearing the bad news.

Reading Tip

Idioms in the lesson

1. in hot water = in trouble or difficulty
2. someone's heart sinks = feel disappointed or worried about something
3. go with the flow = accept situations as they happen without trying to control them
4. Update someone on something = To provide someone with the latest news on information

Think about this.

5 **Read again and do the following tasks.**

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

1. Hazem arrived at the airport at ..... a.m.
   a. 4:00 **b.** 6:00 **c.** 8:00 **d.** 10:00

Reading

Stimulating topics that capture students' interest.

Think about this

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

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Listening

Students listen to the audio texts and answer the questions.

Language in Context

Turn grammar rules into real communication skills.

LESSON 2 Airport Announcements

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What documents do you think you need before traveling abroad?
2. Why is it important to arrive at the airport early?
3. If you lost something important while traveling, what would you do?



Listening

2 **Listen to the audio track. What should a traveler do when they face a problem at the airport ?**

3 **Listen to the audio track again, then answer the following questions.**

Listen

LESSON 3 Paris or Berlin ?

Listening

Listen

1 **Listen to the audio text,and mention where the traveler intended to go.**

2 **Listen to the text again, then fill in the gaps.**

1. The traveler went to ..... because he was worried.
2. The flight was ..... to Berlin instead of Paris.
3. The check-in desk attendant gave the traveler a new ..... to Paris.
4. The traveler ..... the attendant for solving the issue.



Past Perfect & Past Perfect Continuous

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

1. The traveler realized that there ..... a problem with his flight.
   a. had been **b.** were
   c. is **d.** has been

Language in Context

Past Perfect

The Past Perfect is used to show that a completed action

Writing

Relevant and innovative writing forms are handled, with detailed explanation of writing steps.

Reading

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

a long time. I waited outside for a few minutes, but it was freezing cold. I remembered that I ..... **(not/put on)** my coat. I decided to go home. I was so disappointed because I ..... **(look forward)** to this party all week.

6 **Find and correct the one mistake in each sentence. (If correct, write C)**

1. We had been finished our homework before our friends came over. ( )
2. They were angry because they had been queuing for an hour and the store had just closed. ( )
3. She had been read the book, so she knew how the story ended. ( )
4. He had been cooking dinner for a few minutes when the smoke alarm went off. ( )
5. I had been forgetting to lock the door before I left, so I had to go back. ( )

used to emphasize the duration of an action that was in progress up to another point in the past. It's not about a single completed action, but about the activity itself.

Form:

Subject + had been + verb + -ing

e.g., She was exhausted because she had been running for an hour.

Duration: She had been running for an hour.

Result (later): She was exhausted.

We often use time expressions like **for two hours, all morning,** or **since 9 a.m.** with this tense to highlight the duration.

Writing

7 **Imagine you were traveling abroad and something went wrong at the airport. Write your story using the Past Perfect or Past Perfect Continuous to connect the events.**

LESSON 4 A New Experience

Before you start

1 **Ask and answer the following questions.**

1. If you could travel abroad for the first time, which country would you choose? Why?
2. What do you think might be exciting or challenging about visiting a country with a different language and culture?



Reading

2 **Read the following passage. How are people in Tokyo ?**

Last winter, I traveled abroad for the first time. I had always dreamed of visiting Japan, and finally, the moment came. By the time I **boarded** the plane, I had already packed everything I needed—my clothes, travel guide, and camera.

When I arrived in Tokyo, I realized how different everything was. I had never seen such a busy airport before. The staff had been helping travelers from all over the world find their luggage and **navigate** the terminal. It felt exciting but also a little overwhelming.

Before leaving the airport, I bought a train ticket to the city center. I had been practicing basic Japanese **phrases** for months, and now I could finally use them. The station signs

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Start Smart



Reading

1 **Read the passage and answer the questions.**

Our planet is a precious home filled with incredible ecosystems such as rainforests, coral reefs, deserts, and vast oceans. These natural wonders provide us with clean air, fresh water, food, and even life-saving medicines. They also give us beauty, inspiration, and balance in our daily lives. Unfortunately, many of these ecosystems are under great threat. Human activities—like cutting down trees at an alarming rate, dumping plastic waste into rivers and seas, overfishing, and burning fossil fuels—are causing serious harm to the Earth. Deforestation destroys animal habitats, pollution poisons marine life, and climate change results in extreme weather, melting ice caps, and rising sea levels that threaten coastal communities.

The good news is that change is possible, and we all have a role to play. Even small actions can make a big difference when multiplied by millions of people. We can use reusable bags instead of plastic ones, recycle paper, glass, and cans, conserve water by turning off taps, and choose to walk, cycle, or use public transportation instead of driving short distances. Around the world, communities are planting trees, cleaning up beaches, and creating protected areas for endangered species. Protecting nature means protecting ourselves, our health, our economy, and the future of generations to come. Every single effort truly counts.

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

1. Ecosystems like rainforests and coral reefs provide us with clean air, fresh water, food, and even .....
a. fossil fuels **b.** life-saving medicines **c.** extreme weather **d.** rising sea levels

2. Human activities such as cutting down trees at an alarming rate, dumping plastic waste, and burning fossil fuels are causing ..... to the Earth.
a. balance **b.** inspiration **c.** serious harm **d.** economic growth

3. ..... is an action that directly destroys animal habitats, according to the text.
a. Overfishing **b.** Recycling paper
c. Deforestation **d.** Using public transport

4. Climate change is a result of human activity and leads to extreme weather, melting ice caps, and ..... that threaten coastal communities.
a. planting trees **b.** reusable bags **c.** rising sea levels **d.** conserving water

5. The text suggests that even small actions can make a big difference when multiplied by millions of people, such as using reusable bags, recycling, and ..... water.
a. wasting **b.** polluting **c.** conserving **d.** purifying

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6. Protecting nature ultimately means protecting ourselves, our health, our economy, and the ..... of generations to come.

a. daily lives **b.** future
c. plastic waste **d.** endangered species

Listening



2 **Listen and choose the correct answer from a, b, c or d.**

1. The speaker says that machines are part of almost every part of our .....

a. dreams **b.** homework **c.** holidays **d.** daily lives

2. What machine helps people see inside the body at hospitals ?

a. Coffee machine **b.** Washing machine **c.** X-ray machine **d.** Alarm clock

3. According to the speaker, what do machines mainly help us do ?

a. Play games **b.** Save time **c.** Earn money **d.** Travel to space

4. Which machine mentioned in the text helps farmers grow food ?

a. Tractor **b.** Computer **c.** Bus **d.** Printer

5. The speaker says machines are tools, and they work best when we use them ..... .

a. quickly **b.** wisely **c.** only on weekends **d.** without thinking

Speaking

3 **Complete the following mini-dialog.**

(Situation: A foreign student misses their stop and looks lost. A young man offers help.)

Student : Umm… excuse me? I think I missed my stop. This isn't Tahrir Square.

Young man : Are you lost? ..... ?

Student : I need to get to the Egyptian Museum. I thought this was the right bus.

Young man : Don't worry, I'm ..... too. Let me walk with you.

Writing

4 **Write a for/against essay of (180-200) words about "Social media's impact".**

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UNIT 7

At the Airport

Learning Outcomes

Reading

- Read short texts and conversations about airport experiences.
- Understand announcements, instructions, and short narratives related to airports and traveling abroad.

Language

- Use the Past Perfect and Past Perfect continuous in context.

Listening

- Listen to dialogs, interviews, and announcements about travel procedures.
- Identify specific information (e.g, times, advice, locations) and overall meaning.

Writing

- Write a short story about a travel experience.
- Plan and write an expository essay.

Speaking

- Talk about travel problems and giving possible solutions.
- Practice role-plays of airport situations.



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LESSON 1 Airport Adventures



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. If you were at an airport for the first time, what would you be most excited about?

2. What items do you think are not allowed in a carry-on bag on an airplane?

Reading

2 **Read the following story. What did Hazem do in order not to get frustrated ?**

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"I'm sorry, but you'll have to throw this away or check it in separately," the security officer explained patiently. Hazem felt his heart sink. His flight was departing in just two hours, and he still needed to grab breakfast and find his gate.



After dealing with the perfume situation, Hazem finally made it through security. The **departure lounge** was packed with travelers, and finding a seat seemed impossible. He decided to explore the **terminal** and was amazed by the variety of shops and restaurants available. The airport had everything from **luxury** shops to quick-service restaurants.

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Jack's advice proved valuable when they announced a two-hour delay for Hazem's flight due to air traffic control issues. Instead of getting frustrated, Hazem used the time productively. He explored more of the airport, bought some souvenirs for his friends, and even managed to video-call his family to update them on his travel plans.

3 **Match the words in column (A) to their meanings in column (B).**

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1. boarding pass	☐ **a.** a building where passengers arrive, depart, or transfer flights
2. departure lounge	☐ **b.** a document allowing you to enter the plane
3. terminal	☐ **c.** where your bags are examined for safety
4. security checkpoint	☐ **d.** the waiting area before your flight

4 **Complete the sentences with the correct form of the idiom.**

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2. The weather changed our picnic plans, but we decided to ..... .

3. After breaking the expensive vase, Tamer was ..... with his mother.

4. Instead of getting upset about the canceled concert, Lisa chose to ..... .

5. His..... after hearing the bad news.

Reading Tip

Idioms in the lesson

1. in hot water = in trouble or difficulty
2. someone's heart sinks = feel disappointed or worried about something
3. go with the flow = accept situations as they happen without trying to control them
4. Update someone on something = To provide someone with the latest news on information



Think about this.

5 **Read again and do the following tasks.**

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

1. Hazem arrived at the airport at ..... a.m.

a. 4:00 **b.** 6:00 **c.** 8:00 **d.** 10:00

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2. What caused Hazem's problem at security?

a. He forgot his passport. **b.** He had a bottle of perfume.

c. He was late. **d.** He didn't have a boarding pass.

3. How long was the flight delay?

a. One hour **b.** Two hours **c.** Three hours **d.** Four hours

(b) Read the text then write True (T) or False (F).

1. Hazem checked in at the airport counter. ◯

2. Jack was traveling to the same destination as Hazem. ◯

3. Hazem used the delay time in a positive way. ◯

(c) Complete the story with the correct word from the box.

carry - check - catch - missed

Yesterday, I almost ..... my flight to London. I had to run to ..... the plane just as they were closing the doors. Fortunately, I had managed to ..... in online the night before, and I only had carry-on luggage, so I didn't need to ..... any extra bags at the airport.

(d) Answer the following questions:

1. Where did Hazem's trip begin from ?

2. What happened at the security check point ?

3. Why did Hazem decide to explore the terminal ?

4. What was Jack's advice ?

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LESSON 2 Airport Announcements



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What documents do you think you need before traveling abroad?

2. Why is it important to arrive at the airport early?

3. If you lost something important while traveling, what would you do?

Listening



2 **Listen to the audio track. What should a traveler do when they face a problem at the airport ?**

3 **Listen to the audio track again, then answer the following questions.**

1. What is Mr Ahmed's job at the airport ?

2. Where should you report a lost item at the airport?

3. What is Mr. Ahmed's final piece of advice?

4. Why do you think arriving early can reduce travel stress?

Listening tip

During Listening:
- Stay focused
- Take quick notes
- Write down key words, names , or numbers that stand out

4 **Listen again, then choose the correct answer from a, b, c or d.**

1. The first thing Mr. Ahmed advises travelers to prepare is ..... .

a. extra clothes **b.** travel documents

c. food for the trip **d.** a guidebook

2. Passengers should arrive at the airport at least ..... before an international flight.

a. 1 hour **b.** 2 hours **c.** 3 hours **d.** 4 hours

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3. If you lose an item at the airport, you should go to ..... .

a. the check-in desk **b.** the security gate

c. the Lost and Found desk **d.** the airport café

5 Give the suitable advice for the following situations.

1. You are traveling abroad and need to keep important papers safe.

.....

2. You lose your bag while walking in the airport.

.....

3. Your flight is today, and you need enough time before it.

.....

4. You can't find your travel agent inside the airport.

.....

5. The flight is delayed, and you feel stressed.

.....



Speaking

Travel Problems & Solutions

1. Before You Speak: Think – Pair – Share

What problems can happen when people travel ?

How do travelers usually solve them ?

Write three problems and three solutions.

2. Vocabulary Focus :

- Lost luggage → Report at airline desk.
- Flight delay → Ask for new flight/wait.
- Lost passport → Go to embassy/call family.
- No hotel booking → Find a hotel/use app.
- Taxi too expensive → Use public transportation.

Speaking Tip

✓ **Use polite phrases :**

– Excuse me ...

– Could you help me ... ?

– I suggest you ...

✓ **Useful expressions :**

– You should .....

– Don't worry, you can ...

3. Practice Speaking : Work in pairs.

Student A has a problem, Student B gives solutions.

Swap roles and create new dialog.

4. Share : Perform your role-play in class.

Others listen and suggest other solutions.

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LESSON 3 Paris or Berlin ?



Listening

Listen

1 **Listen to the audio text,and mention where the traveler intended to go.**

2 **Listen to the text again, then fill in the gaps.**

1. The traveler went to ..... because he was worried.
2. The flight was ..... to Berlin instead of Paris.
3. The check-in desk attendant gave the traveler a new ..... to Paris.
4. The traveler ..... the attendant for solving the issue.

Past Perfect & Past Perfect Continuous

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

1. The traveler realized that there ..... a problem with his flight.
   a. had been **b.** were
   c. is **d.** has been
2. After the traveler ..... his passport over, the attendant checked the system.
   a. had been handed **b.** has handed
   c. had handed **d.** hand
3. They ..... video games for three hours when their mom called them for dinner.
   a. played **b.** were playing
   c. had played **d.** have been playing
4. He ..... a new car before he sold the old one.
   a. buys **b.** was buying
   c. has bought **d.** had bought
5. The sun ..... brightly by the time we left the house this morning.
   a. has shone **b.** is shining
   c. had shone **d.** has been shining

Language in Context

Past Perfect

The Past Perfect is used to show that a completed action happened before another action or a specific point in the past. Its main function is to put past events in the correct order.

Form:

Subject + had + past participle

e.g., When I got to the station, the train **had already left**.

Action 1 (earlier): The train left.

Action 2 (later): I got to the station.

We often use time conjunctions like before, after, by the time, already, and just with the past perfect.

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6. I ..... in Paris for five years before I moved to Rome.

a. lived **b.** was living **c.** has lived **d.** had been living

4 **Write the correct form of the verb in brackets.**

1. I was tired because I ..... **(study)** for my exams all day.

2. By the time he arrived, we ..... **(eat)** all the pizza.

3. She was upset because she ..... **(wait)** for him for an hour

4. They ..... **(live)** in that house for ten years before they sold it.

5. He was angry because someone ..... **(steal)** his bicycle.

6. How long ..... **(you/work)** at the company when you got the promotion?

5 **Complete the story below by putting the verbs in brackets into the correct tense: past perfect or past perfect continuous.**

Last weekend, I went to a party. It was a disaster! When I got there, I realized I ..... **(forget)** the invitation. I was so embarrassed. I tried to call my friend, but her phone was busy. She ..... **(talk)** to someone for a long time. I waited outside for a few minutes, but it was freezing cold. I remembered that I ..... **(not/put on)** my coat. I decided to go home. I was so disappointed because I ..... **(look forward)** to this party all week.

6 **Find and correct the one mistake in each sentence. (If correct, write C)**

1. We had been finished our homework before our friends came over. ( )

2. They were angry because they had been queuing for an hour and the store had just closed. ( )

3. She had been read the book, so she knew how the story ended. ( )

4. He had been cooking dinner for a few minutes when the smoke alarm went off. ( )

5. I had been forgetting to lock the door before I left, so I had to go back. ( )

Language in Context

Past Perfect Continuous

The Past Perfect Continuous is used to emphasize the duration of an action that was in progress up to another point in the past. It's not about a single completed action, but about the activity itself.

Form:

Subject + had been + verb + -ing

e.g., She was exhausted because she had been running for an hour.

Duration: She had been running for an hour.

Result (later): She was exhausted.

We often use time expressions like **for two hours, all morning,** or **since 9 a.m.** with this tense to highlight the duration.

Writing

7 **Imagine you were traveling abroad and something went wrong at the airport. Write your story using the Past Perfect or Past Perfect Continuous to connect the events.**

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LESSON 4 A New Experience



Before you start

1 **Ask and answer the following questions.**

1. If you could travel abroad for the first time, which country would you choose? Why?

2. What do you think might be exciting or challenging about visiting a country with a different language and culture?

Reading

2 **Read the following passage. How are people in Tokyo ?**

Last winter, I traveled abroad for the first time. I had always dreamed of visiting Japan, and finally, the moment came. By the time I **boarded** the plane, I had already packed everything I needed—my clothes, travel guide, and camera.

When I arrived in Tokyo, I realized how different everything was. I had never seen such a busy airport before. The staff had been helping travelers from all over the world find their luggage and **navigate** the terminal. It felt exciting but also a little overwhelming.

Before leaving the airport, I bought a train ticket to the city center. I had been practicing basic Japanese **phrases** for months, and now I could finally use them. The station signs were in Japanese and English, which made understanding them easier.

As I was walking through the streets of Tokyo, I noticed how clean and organized everything was. People had been moving quickly but politely, and even in the rush, no one pushed or shouted. I had read about this before, but experiencing it in person was completely different.

That evening, I went to a small **ramen** shop. I had never tasted real Japanese ramen before, and it was better than I had imagined. While eating, I thought about my day. I had been exploring since morning, meeting kind people, and learning new things. Traveling to Japan wasn't just a trip—it had been a new experience that changed the way I saw the world.

3 **Read the passage again, then do the following tasks.**

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

1. The writer traveled to ..... for the first time.

a. China **b.** Japan **c.** South Korea **d.** Thailand

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2. The writer had already ..... before boarding the plane.

a. bought ramen **b.** met strangers

c. packed essential things **d.** practiced Japanese phrases

3. The airport staff had been helping travelers by ..... .

a. checking passports **b.** facilitating the procedures

c. giving free maps **d.** selling train tickets

4. The writer had been practicing Japanese phrases for ..... .

a. days **b.** weeks **c.** months **d.** years

5. The ..... of the streets of Tokyo surprised the writer.

a. noise **b.** traffic

c. size of the buildings **d.** cleanliness and organization

6. The writer had never ..... before the trip.

a. traveled on a train **b.** seen an airport

c. tasted real Japanese ramen **d.** spoken English

ⓑ Answer the following questions.

1. Why was the experience at Tokyo airport exciting but overwhelming for the writer?

2. How did practicing Japanese phrases help the writer during the trip?

3. Mention one cultural observation the writer made about people in Tokyo.

4. In what way did this trip change the writer's view of the world?



Speaking

4 Practice a short oral presentation about

My Dream Travel Destination

Include :

- Why you want to go there
- What you would like to see
- Where you would like to go
- What challenges you might face
- What you hope to learn from this experience



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LESSON 5 An Expository Essay



Structure of an expository essay

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

A good expository essay has three main parts

① Introduction

Purpose: Introduce the topic and explain why preparation is important.

Sample sentence starter:

Preparing for a trip is exciting, but it needs careful planning.

Linking words: but, however, to make sure, in order to

② Body Paragraph 1

Purpose: Choose destination, check weather, plan activities.

Sample sentence starter:

The first step is to choose your destination and check the weather forecast.

Linking words: first, first of all, to begin with, this will help, so that

③ Body Paragraph 2

Purpose: List important items, check documents, and book in advance.

Sample sentence starter: Next, make a checklist of all the items you will need.

Linking words: next, after that, also, in addition, as well as

④ Body Paragraph 3

Purpose: Tips for packing clothes, toiletries, medicines, and chargers.

Sample sentence starter:

Packing your suitcase is another important stage.

Linking words: another, remember to, don't forget to, it is also a good idea to

Writing Tip

An **expository essay** is a type of essay where you explain a topic. Think of it like a teacher or a tour guide. You are the expert, and your job is to share information clearly and simply.
The goal is to inform the reader, not to tell a story or give your opinion.

The word "expository" comes from "expose," which means to show or reveal. So, an expository essay reveals information about a topic.

Expository essays have a clear and simple structure:

- **Introduction:** This is the first paragraph. You introduce the topic and tell the reader what you are going to explain.
- **Body:** These are the middle paragraphs (usually two or three). Each body paragraph talks about one main idea from your topic. You give facts, details, and examples here.
- **Conclusion:** This is the last paragraph. You summarize the main points and restate your topic in a new way. You don't add new information here.

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⑤ Body Paragraph 4

Purpose: Share plans with friends/family, check transportation, and rest well.

Sample sentence starter:

Before leaving, inform your family or friends about your travel plans.

Linking words: before, finally, at last, to make sure, so that

⑥ Conclusion

Purpose: Remind the reader of the benefits of preparation.

Sample sentence starter

By following these steps, you can reduce stress and enjoy your travel experience.

Linking words: by doing this, in conclusion, overall, as a result

2 Complete the following steps of an Expository Essay

The topic: How to Stay Healthy

- **Step 1 – Plan Your Writing :**

- Fill in the outline before you start writing.

- **Paragraph 1 – Introduction**

- Purpose of writing: .....

- Reason why health at school is important: .....

- **Paragraph 2 – Step 1: Eat Well**

- What healthy foods should students eat? .....

- Why is this important? .....

- **Paragraph 3 – Step 2: Stay Active**

- What activities keep students fit? .....

- When and how should they do them? .....

- **Paragraph 4 – Step 3: Practice Good Hygiene**

- What hygiene habits are important? .....

- How do they prevent illness? .....

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• **Paragraph 5 – Step 4: Manage Stress**

- What can students do to relax? .....

- Why is this good for their health? .....

• **Paragraph 6 – Conclusion**

- Final advice: .....

- Result of healthy habits: .....

Writing Task

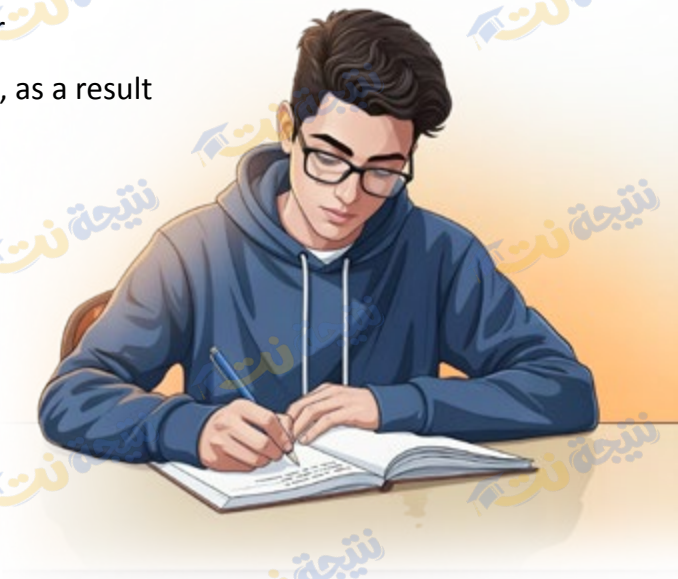
3 Write an expository essay of (180-200) words about ways to stay safe while traveling (linking words you may need)

Sequencing: first, next, after that, then, finally, before, in the end

Adding ideas: also, as well as, in addition, another

Purpose/Result: so that, in order to, by doing this, as a result

Contrast: but, however, although



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UNIT

8

A Journey Through Time



Learning Outcomes

Reading

- Identify main ideas, key details, and cultural/historical references in short informational and narrative texts.

Language

- Active and passive voice.

Listening

- Extract specific information and gist from interviews, narrated monologs, and diary-style reports.

Writing

- Compose descriptive, expository, and short informational texts using cohesive devices and precise vocabulary.

Speaking

- Present ideas, justify opinions, and role-play authentic contexts with clear organization and target language.

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LESSON 1 The Crossroads of Civilizations



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What makes a country an important meeting point for different cultures?

2. Can you name examples of cultural exchange in Egypt's history?

3. Why might people want to live or travel to Egypt today ?

Reading

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

Egypt's unique **geographical** position has made it one of the most **strategically** important countries in the world throughout history. Situated at the northeastern corner of Africa, Egypt serves as a natural bridge connecting three continents: Africa, Asia, and Europe.

The country's location offers several remarkable advantages. The Sinai **Peninsula** is Egypt's only land bridge to Asia and beyond. This strategic positioning has made Egypt a crucial gateway for trade, culture, and human migration for thousands of years.



Egypt's **maritime** advantages are equally impressive. The country controls both the Mediterranean Sea to the north and the Red Sea to the east, providing access to major shipping routes. The Suez Canal, completed in 1869, revolutionized global trade by creating a direct water route between Europe and Asia, eliminating the need for the lengthy journey around Africa.

The **confluence** of the Nile River with the Mediterranean Sea has created the fertile Nile Delta, one of the world's most productive agricultural regions. This river system, flowing north for over 4,000 miles from East Africa, has been Egypt's lifeline since ancient times.

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3 **Read the text again. Then do the following tasks.**

(a) Match the words in column (A) to their meanings in column (B).

A	B
1. geographical	☐ a piece of land almost surrounded by water but connected to the mainland
2. strategically	☐ related to the physical features of the earth's surface
3. peninsula	☐ coming together of two rivers or streams
4. maritime	☐ related to the sea, shipping, or navigation
5. confluence	☐ in a way that is important for planning and advantage in position

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

1. The Sinai Peninsula connects Egypt to ..... .

a. north Africa **b.** Asia

c. south Africa **d.** western Europe

2. The Suez Canal was completed in ..... .

a. 1769 **b.** 1869 **c.** 1969 **d.** 2009

3. The Nile River flows north for over ..... miles.

a. 2,000 **b.** 3,000 **c.** 4,000 **d.** 5,000

(c) Answer the following questions.

1. Why has Egypt always been considered strategically important throughout history?

2. What role does the Sinai Peninsula play in Egypt's geographical importance ?

3. How did the Suez Canal revolutionize global trade?

4. Why is the Nile Delta considered one of the most productive agricultural regions in the world?



Speaking

4 **If you could promote tourism in Egypt, what would you suggest ?**

Imagine you work for an international tourism campaign. Prepare a short presentation to convince people to visit Egypt. Include at least three reasons: one historical, one geographical, and one cultural.

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LESSON 2 "I Am Hammurabi, King of Babylon"



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Why do you think rivers were important for ancient civilizations?

2. What might make a civilization unique?

Listening

2 **Listen to the text and do the following tasks.**

Listen

a **Guess the meaning of the following words.**

fertile soil - irrigation system - legal code - scribe - paradise - foundation

b **Complete the sentences with the correct word from the box.**

fertile - foundation - scribe - ziggurat - irrigation

1. Ancient farmers used ..... systems to bring water from rivers to their fields.

2. The land near the Nile was very ....., so crops grew easily.

3. The new school was built on a strong stone ..... .

4. In Mesopotamia, a ..... was responsible for writing records on clay tablets.

5. In Babylon, temples called ..... rose high into the sky.

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

1. What made Mesopotamian soil fertile?

a. Rain from mountains

b. Flooding from two rivers

c. Trade with other lands

d. Use of fertilizer

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2. The Code of Hammurabi was important because ..... .

a. it helped build temples
b. it was the first form of writing
c. it made laws equal for everyone
d. it recorded trade goods

3. What did scribes in Mesopotamia do?

a. Planted crops
b. Kept records and wrote stories
c. Built canals
d. Organized trade

4. Why were ziggurats built?

a. To store grain
b. To show power
c. To house the royal family
d. To protect against floods

ⓓ Answer the following questions.

1. Why does Hammurabi believe Mesopotamia was unique?

2. Which achievements of Mesopotamia do you think are the most important today? Why?

3. How do rivers help civilizations grow?

4. If you were a ruler in ancient times, what would you focus on first: farming, laws, or temples? Why?

5. What similarities can you see between Mesopotamia and modern countries?

6. What did Hammurabi want future generations to remember?



Speaking

3 An Ancient Civilization

Imagine you are in an ancient civilization (real or imagined). Prepare a short speech introducing your civilization to the world. In your speech, include:

- Where it is located
- What makes it unique
- One achievement you are proud of
- Why people should remember it in the future

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LESSON 3 A Tourist Diary



Listening

Listen

1 **Listen to "A Tourist Diary on Two Civilizations" and answer the questions.**

1. Which two civilizations did the tourist visit?
2. Where was Tutankhamun's tomb discovered?
3. What famous temple did the tourist see in Athens?
4. What foods did the tourist eat in Greece?
5. What do the ancient Egyptian and Greek civilizations have in common?

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

1. The Temple of Karnak is in Greece. ( )
2. The Valley of the Kings is in Egypt. ( )
3. The Parthenon is a temple in Athens. ( )
4. The Egyptian civilization is famous for Acropolis. ( )
5. Both civilizations are remembered for art and culture. ( )

Active and Passive Voice

3 **Read the language tips, then do the following tasks.**

(a) Label these sentences as Active (A) or Passive (P).

1. Egypt borders three countries. ( )
2. The Suez Canal was opened in 1869. ( )
3. Tourists visit the Pyramids every year. ( )
4. Arabic is spoken throughout Egypt. ( )
5. The Nile River has been called Egypt's lifeline. ( )

(b) Change these Active sentences into Passive

1. Ferdinand de Lesseps designed the Suez Canal.
   - The Suez Canal .....
2. Workers completed the project in 1869.
   - The project ..... .
3. Ships carry millions of tons of cargo through the canal.
   - Millions of tons of cargo ..... .

(c) Change these Passive sentences into Active.

1. The smuggler was arrested by the police.
2. A kite was being flown by Shady.
3. The deer was attacked by the lion.
4. This portrait has been drawn by my sister.

Language in Context

Active Voice

Subject performs the action
Structure: Subject + verb + object
e.g., Engineers built the canal.

passive Voice

Subject receives the action
Structure: Subject + be + past participle (+ by + agent)
e.g., The canal was built by engineers.

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

1. The new library ..... last year.
a. was building **b.** built **c.** builds **d.** was built

2. The chef ..... a five-star meal.
a. has been prepared **b.** has prepared **c.** was prepared **d.** have prepared

3. The packages ..... by the delivery service.
a. are being delivered **b.** delivered **c.** are delivering **d.** is delivered

4. They ..... the new song on the radio.
a. are being played **b.** were played **c.** played **d.** was playing

5. The concert ..... by thousands of fans.
a. was enjoyed **b.** enjoyed **c.** is enjoying **d.** was enjoying

4 Complete the Text: Use the correct active or passive form of the verbs in brackets.

Egypt ..... **(situate)** at the crossroads of Africa and Asia. The country ..... **(border)** by Libya to the west and Sudan to the south. The Suez Canal ..... **(construct)** in the 19th century and ..... **(transform)** global shipping. Today, thousands of ships ..... **(pass)** through the canal each year. The Egyptian government ..... **(collect)** significant revenue from canal fees.

5 Find and correct the one mistake in each sentence.

1. The Pyramids built by ancient Egyptians thousands of years ago. (.....)

2. Many tourists are visited the Nile River every year. (.....)

3. The climate zones in Egypt explained by Dr. Azmi on the radio program. (.....)

4. Mediterranean cities located along the coast and get more rain. (.....)

5. Underground water finds in some desert oases. (.....)

Writing

6 Write an article (180–200) words describing one full day as a tourist guide in Egypt.

Use at least 5 active sentences and 5 passive sentences.

Describe what you do **(active)** and what happens to the tourists **(passive).**

Try to connect your sentences with linking words (first, then, after that, finally).

Language in Context

When to Use Passive Voice

1. **Unknown agent:**
e.g., The pyramid was constructed thousands of years ago.

2. **Unimportant agent:**
e.g., Cotton is grown in the Nile Delta.

3. **Obvious agent:**
e.g., The criminal was arrested. (by the police - obvious)

4. **Formal/Scientific writing:**
e.g., The experiment was conducted carefully.

Grammar Summary

- Use active voice when the subject is important or performs the action
- Use passive voice when the receiver of the action is more important than the doer
- Passive voice is common in formal, academic, and scientific writing
- The agent (by + noun) can be omitted when unknown, unimportant, or obvious

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LESSON 4 Ancient China: The Middle Kingdom

Before you start

1 **Ask and answer the following questions.**

1. What do you already know about the Great Wall of China?

2. Why do you think China was called "The Middle Kingdom"?

3. How might geography help a civilization grow and protect itself?

Reading

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

For thousands of years, Ancient China was known as The Middle Kingdom, believing itself to be the center of the world. Powerful **dynasties** like the Shang, Zhou, and Han ruled vast territories, shaping Chinese culture and traditions.
One of China's most remarkable achievements was the Great Wall, built to protect its people from northern invasions.



China was also a birthplace of **innovation**. Paper, printing, gunpowder, and the compass all originated here, changing the course of world history. Through the **Silk Road**, merchants carried silk, tea, and **porcelain** across deserts and mountains, exchanging goods, ideas, and technology with faraway lands.

Religion and philosophy played an important role. Scholars studied ancient texts, keeping knowledge alive for generations. Agriculture thrived thanks to the fertile lands along the Yellow and Yangtze rivers, feeding a growing population.

One of the most fascinating discoveries is the **Terracotta** Army—thousands of life-sized clay soldiers built to guard the tomb of China's first emperor, Qin Shi Huang. These silent warriors stand as a symbol of China's power and craftsmanship.

Ancient China's influence continues today, from its philosophy and inventions to its art and home economics. Truly, it was one of the civilizations that shaped the world.

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3 **Match the words in column (A) to their meanings in column (B).**

A	B
1. dynasty	☐ a long-distance trade route connecting East and West
2. innovation	☐ a ruler's family line
3. Silk Road	☐ fine ceramic material used for art and dishes
4. terracotta	☐ the act of creating something new
5. porcelain	☐ a type of baked clay used for sculptures

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

1. The Great Wall was built mainly to ..... .

a. trade goods **b.** protect China against invasions
c. show wealth and power **d.** support agriculture

2. Which invention did not come from Ancient China?

a. Compass **b.** Gunpowder **c.** Printing **d.** Steam engine

3. The Silk Road connected China to ..... .

a. Asia and America **b.** Asia, Africa, and Europe
c. only Africa **d.** only Europe

4. The Terracotta Army was created to ..... .

a. guard a tomb **b.** fight in battle
c. protect the Great Wall **d.** teach soldiers

5 **Answer the following questions.**

1. Which Chinese invention do you think had the greatest impact on the world? Why?

2. How did the Silk Road help connect civilizations?

3. What role did Confucianism play in society?

4. Why do you think the "Terracotta Army" is considered an important archaeological find?

5. In your opinion, what makes Ancient China unique compared to other civilizations?



Speaking

6 Imagine you were a merchant traveling the Silk Road. Describe your journey, the goods you traded, and the people you met along the way.

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LESSON 5 A Descriptive Essay



Before you start

Think and discuss in Pairs

1 **Read the following descriptive essay. Find strong adjectives, similes and metophors.**

A Beach at Sunset

The sun is going down slowly, and the sky is full of orange, pink, and purple colors. I stand on the soft sand and feel the cool evening wind on my face. The waves move in and out, making a gentle sound that is calm and relaxing.

The sea shines with light, like glass reflecting fire. Small children play near the water, laughing as their footprints disappear under the waves. Some people walk quietly along the beach, enjoying the peaceful view.

The air smells of salt and also of food from a small café nearby.

Fishermen bring their boats back to the shore after a long day.

At last, the sun goes down completely, and the sky turns dark blue. The first stars appear. The beach becomes quiet, and I feel peaceful as I watch the night begin.

2 **A Descriptive Essay.**

1. **Choose a Topic:** Select something you know well and can describe in detail.
2. **Brainstorm:** Write down all the words and phrases that come to mind related to your topic. Focus on the five senses.

Writing Tip

A descriptive essay is a type of writing that uses vivid language to describe a person, place, object, or experience. The goal is to make the reader feel like they are right there, seeing, hearing, and feeling what you're describing. Think of it as painting a picture with words. You want to use your five senses: sight, sound, smell, taste, and touch.

Descriptive essays have a clear and simple structure:

- **Introduction:** Introduce the topic you will describe.
- **Body Paragraphs:** Describe your topic in detail using your sensory words and figures of speech. Each paragraph can focus on a different aspect (e.g., one paragraph for the sights, another for the sounds).
- **Conclusion:** Summarize your description and share your final thoughts or feelings about the topic.
- **Use Similes and Metaphors:** These are figures of speech that compare things to make your descriptions more creative.
- **Simile:** uses "like" or "as." (e.g., "The moon was like a glowing pearl.")
- **Metaphor:** states that something is something else. (e.g., "The moon was a glowing pearl.")

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- **Sight:** What does it look like? (e.g., "bright red," "tall and crooked")
- **Sound:** What does it sound like? (e.g., "a loud rumble," "a soft whisper")
- **Smell:** What does it smell like? (e.g., "freshly baked bread," "salty ocean air")
- **Taste:** What does it taste like? (e.g., "sweet and tangy," "bitter and spicy")
- **Touch:** What does it feel like? (e.g., "smooth and cold," "rough and scratchy")

3. Use Strong Adjectives and Adverbs: Instead of "The cat was big," write "The enormous, fluffy cat." Instead of "He walked quickly," write "He walked swiftly."

4. Organize Your Essay:

- Begin with an introduction that tells what you will describe and catch the readers interest.
- Write body paragraphs that each focus on one main idea (e.g. colors, sounds, ...).
- Use transition words (such as : first, next, then, finally) to connect your idea smoothly.
- Arrange your details in a logical order (e.g. from general to specific or outside to inside).
- End with a conclusion that summarizes the description and highlights the overall impression.
- Make a short outline before writing to avoid repetition and keep your ideas clear.

3 Complete the following sentences using your own similes or metaphors.

1. The clouds were as soft as .....

2. The traffic jam was a .....

3. The city lights twinkled like .....

4. His voice was a .....



Writing

4 Write an essay of (180 – 200) words about "A Day You Spent at the Egyptian Museum".

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UNIT 9

The Universe's Mysteries



Learning Outcomes

Reading

- Read short texts / dialogs about space phenomena (black holes, event horizon, singularity) and identify the main idea, key details, and author's viewpoint/symbolism.

Language

- Control of to-infinitive vs. gerund (form, meaning, verb patterns like stop/remember/try).
- Review/extend active vs. passive in science reporting.

Listening

- Listen for gist and detail in interviews/broadcasts about black holes; infer speaker attitude; verify facts vs. misconceptions.

Writing

- Write a focused paragraph about a concept in the unit; craft a short news report (2019 black-hole image); write a mystery story.

Speaking

- Discuss perspectives (fear vs admiration), run "Myth or Fact?" discussions, present brief explanations, and justify opinions with evidence.

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LESSON 1 A Journey to a Black Hole



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever looked at the night sky and wondered what secrets it hides?
2. What comes to your mind when you hear the phrase "black hole"?
3. Do you think black holes are something to fear or to admire? Why?

Reading

2 **Read the following passage. What two things do black holes remind us of?**

A Journey to a Black Hole

When people think of **black holes**, they often imagine dark monsters in space swallowing everything around them. But perhaps we can see them differently. A black hole is not just an invisible place in space where gravity is so strong that not even light can **escape**, but it is also a **mystery**, a silent guardian of secrets that the universe keeps from us.

Imagine a place where time slows down, where light itself cannot escape. This is what happens at the edge of a black hole, a **boundary** called the **"event horizon."** To cross it is like stepping into another world, one that no human has ever visited and perhaps never will. Yet, black holes are not always something to fear. They remind us how small we are in the face of the universe, and how much there is left to discover.

Writers and moviemakers often use black holes as symbols of the unknown. For some, they represent danger; for others, they represent **opportunity**. Who knows—maybe one day, far in the future, black holes could even become a **gateway** to other **dimensions**, like doors leading to new adventures.

For now, they remain far away, hidden among the stars, silently shaping galaxies without us even noticing. When we look up at the night sky, black holes remind us of two things: that the universe is full of mysteries, and **curiosity** is the key to understanding them.

3 **Read the text again. Then, in pairs do the following tasks.**

ⓐ **Answer the following questions.**

1. Why does the writer describe black holes as "doors to the unknown"?
2. How do writers and moviemakers use black holes in their stories?
3. What feelings do black holes create in you personally?

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(b) Match the words in column (A) to their meanings in column (B).

A	B
1. boundary	☐ a chance to do something
2. dimension	☐ something that is difficult to explain or understand
3. opportunity	☐ a measurement or aspect of something
4. curiosity	☐ the edge or limit of an area
5. mystery	☐ a strong desire to know or learn something

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

1. What is the passage mainly about?
- **a.** How stars are born
- **b.** Why black holes are dangerous
- **c.** Black holes are mysterious and symbolic places
- **d.** How to travel through black holes

2. According to the passage, the "event horizon" is ..... .
- **a.** the beginning of time
- **b.** the edge of a black hole
- **c.** a new galaxy
- **d.** a type of star

3. The writer suggests black holes remind us ..... .
- **a.** to stay away from space
- **b.** that the universe is small
- **c.** of fear and darkness only
- **d.** of mystery and curiosity

(d) Find the synonym and antonym of the following words.

Word	Synonym	Antonym
chance		
hidden		
fear		
beginning		



Speaking

4 Discuss with a partner.

If black holes could be used as a doorway to other worlds, would you dare to travel through one? Why or why not?

Share what you think humanity might discover if we could explore what is inside a black hole.

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LESSON 2 Misconception



Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What kinds of mysteries can we find in space?
2. Do you think space is dangerous or safe? Why?
3. If you could ask one question about the universe, what would it be?

Listening

2 Listen to the audio track. Do scientists know everything about Black Holes ?

3 Listen to the audio track, then do the following tasks.

(a) Match the words in column (A) to their meanings in column (B).

(A)	(B)
1. invisible	☐ the line where the earth or the sky seem to meet
2. trapdoor	☐ a secret or hidden door
3. horizon	☐ something that cannot be seen

(b) Listen again, then write T (True) or F (False).

1. Light can escape from black holes. ◯
2. Black holes may help galaxies stay together. ◯
3. Scientists can see black holes directly with telescopes. ◯
4. The event horizon is the edge of a black hole. ◯

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

1. What is the main idea of the broadcast?
   - **a.** Black holes are dangerous monsters.
   - **b.** Black holes are both mysterious and important.
   - **c.** Scientists know everything about black holes.
   - **d.** Black holes are easy to study.

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2. The event horizon is described as ..... .

a. a place where stars are born
b. the edge of a black hole
c. a telescope used in space
d. a galaxy

3. According to the broadcast, why are black holes important?

a. They destroy all light.
b. They keep galaxies together.
c. They create new planets.
d. They replace stars.

ⓓ Answer the following questions

1. Why do scientists find black holes mysterious?

2. According to the scientist, what might black holes hide?

3. Do you think black holes are frightening or fascinating? Why?



Speaking

"Myth or Fact?"

3 Read the following example, and then in pairs or small groups, talk about black holes and decide if it is a myth or a fact.

Student A: I heard black holes swallow everything in space. Is that true?

Student B: That's a myth! They only pull in things that get very close. For example, if the Sun became a black hole, Earth would stay in orbit.

Student A: Oh, I see. So, they're like vacuum cleaners?

Student B: Exactly!

4 Now, switch roles and try another myth.

Myth Examples

- Black holes can swallow the whole galaxy.
- We can see black holes directly with telescopes.
- Black holes are dark, so they don't give off any energy.
- If a star turns into a black hole, it becomes stronger and pulls harder.

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LESSON 3 Universe's Mysteries

Listening



1 **Listen to the audio text and write T (True) or F (False).**

1. Scientists always accept new theories without evidence. ◯

2. Many people enjoy imagining black holes as portals to other worlds. ◯

3. Science is built on facts, not guesses. ◯

4. NASA plans to launch new space telescopes soon. ◯

5. Astronomers never postpone missions, even when safety is at risk. ◯

6. Reading about the first moon landing inspired many people. ◯

2 **Listen again to the audio text, and choose the correct answer from a, b, c or d.**

1. Scientists refuse ..... without evidence.
a. to guess **b.** guessed
c. to guessing **d.** guess

2. Many people enjoy ..... black holes as portals.
a. to imagine **b.** imagining
c. to imagining **d.** imagine

3. Astronomers hope ..... new discoveries soon.
a. revealing **b.** to reveal
c. to revealing **d.** reveal

4. Experts avoid ..... unproven theories.
a. to make **b.** making
c. to making **d.** make

3 **Choose the correct form (infinitive or gerund).**

1. Scientists hope **(to find / finding)** evidence of life on Mars.

2. I suggest **(to read / reading)** more about quantum physics.

3. The astronaut refused **(to comment / commenting)** on the mission.

4. We practice **(to use / using)** the telescope every night.

5. They decided **(to postpone / postponing)** the spacewalk due to weather.

Language in Context

Verbs followed by infinitives and verbs followed by gerund

- **Verbs + infinitive (to + base verb)**

Common verbs:
want, need, hope, plan, decide, agree, refuse, offer, promise, seem, appear, tend
e.g., Scientists want to discover more about black holes.
e.g., Astronomers hope to capture better images of distant galaxies.

- **Verbs + Gerund (verb + -ing)**

Common verbs:
enjoy, finish, avoid, suggest, practice, consider, imagine, mind, risk
e.g., Scientists finished analyzing the telescope data.
e.g., I enjoy reading about space exploration.

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6. Do you mind **(to explain / explaining)** this theory again?
7. The researcher tends **(to work / working)** late when studying black holes.
8. I can't imagine **(to live / living)** on another planet.

4 **Complete these sentences with the correct form, paying attention to meaning.**

1. I ..... **(remember / set)** my alarm last night. (I recall doing it)
2. Please ..... **(remember/ set)** your alarm tonight. (Don't forget)
3. The scientist ..... **(stop / work)** at midnight. (quit the activity)
3. Leila ..... **(stop / listen)** to the radio. (quit the activity)
4. Leila ..... **(stop / listen)** to the radio. (paused)
6. Students should ..... **(try / understand)** difficult concepts. (make an effort)

5 **Complete this text about space exploration using the correct forms:**

Dr. Amina enjoys ..... **(study)** distant galaxies through powerful telescopes. She decided ..... **(specialize)** in black hole research after ..... **(read)** Stephen Hawking's work. "I remember ..... **(be)** fascinated by space as a child," she says.

Her team plans ..... **(launch)** a new satellite next year. They hope ..... **(discover)** more about dark matter. "We need ..... **(continue)** ..... **(push)** the boundaries of our knowledge," Dr. Amina explains. "I would suggest ..... **(support)** more funding for space research."

The team refuses ..... **(give up)**, even when experiments fail. "We practice ..... **(learn)** from our mistakes," she adds. "Science means never ..... **(stop)** ..... **(ask)** questions about the universe."

Tip Voice

- **Verbs that can take BOTH inf. or gerunds with different meanings**

Remember
e.g., Every time before the meeting I remember to call him.
(I don't forget - future action)
e.g., I remember calling him. **(I recall the past action)**

Stop
e.g., He stopped to observe the stars.
(He paused in order to observe)
e.g., As a retired astronomer, he stopped observing the stars. **(He quit the activity)**

Try
e.g., Try to understand this concept. **(Make an effort)**
e.g., Try reading this book. You may like it.
(Experiment with this method)

- **Verbs that can take to + inf/ V+ ing (with same meaning)**

begin, start, continue, like, love, hate, prefer
e.g., I love to study/love studying astronomy. **(same meaning)**

Writing

Write a News Report:

6 Imagine you are a science journalist reporting on the 2019 black hole image. Write a short news article (180–200) words summarizing the discovery, how it was made, and why it matters.

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LESSON 4 The Mystery of Black Holes



Before you start

1 **Ask and answer the following questions.**

1. Where do you think black holes come from?
2. What do you think happens if something falls into a black hole?

Reading

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

compressed - astronomers - bend - shadow - theories - reputation - cosmic

Black holes are among the most fascinating and mysterious objects in the **universe**. These **cosmic** giants have such strong gravitational pull that nothing can escape once it crosses the "event horizon".



But how do black holes form? Most black holes are created when massive stars, at least 20 times heavier than our sun, reach the end of their lives. When these giant stars run out of fuel, they collapse under their own **gravity** in less than a second. This creates an incredibly **dense** object where all the star's mass is **compressed** into an extremely small point called a **singularity**.

Astronomers have discovered that there are different types of black holes. Stellar black holes, formed from collapsed stars, are the most common. However, there are also supermassive black holes that can be millions or billions of times heavier than our sun. These giants sit at the center of most **galaxies**, including our own **Milky Way**.

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One of the most amazing things about black holes is that they can actually bend space and time around them. Einstein predicted this effect over 100 years ago, and modern technology has finally allowed us to observe it directly. In 2019, scientists captured the first photograph of a black hole's shadow, proving many theories about these incredible objects.

Despite their fearsome reputation, black holes play an important role in shaping the universe. They help control how galaxies form and evolve, acting like cosmic vacuum cleaners that suck up nearby matter and energy.

3 Read the text again, then do the following tasks.

ⓐ Match each word with the correct definition.

A	B
1. universe	☐ the galaxy that contains our Solar System
2. singularity	☐ another word for the universe, often used in poetry or science
3. gravity	☐ a huge system of stars, gas, and dust held together by gravity
4. galaxy	☐ everything that exists - space, time, matter, and energy
5. Milky Way	☐ the point in a black hole where matter is crushed to infinite density
6. cosmic	☐ the force that pulls objects toward each other, like Earth pulling us down

ⓑ Complete the sentences with the correct word from the box.

galaxy - cosmos - event horizon - Milky Way - singularity - universe - gravity

1. Scientists say the ..... contains billions of stars, planets, and galaxies.

2. A black hole's ..... is the point of no return; nothing can escape once it passes this boundary.

3. At the center of a black hole lies a ..... where density becomes infinite.

4. Without ....., people and objects would float away into space.

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5. Our Solar System is part of a large spiral ..... of stars and planets.

6. The ..... is the name of the galaxy that contains Earth.

7. Poets sometimes use the word ..... instead of "universe" to describe the whole of existence.

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

1. Which of the following is true about supermassive black holes?

a. They are formed from the collapse of a single star.

b. They are the most common type of black holes.

c. They are typically found at the center of galaxies.

d. They are smaller than stellar black holes.

2. What is the "singularity" of a black hole?

a. A region of space where stars are formed.

b. The point where a star's mass is compressed into an extremely small point.

c. The name for a black hole with a mass greater than our sun.

d. The boundary that light cannot cross.

ⓓ Answer the following questions.

1. How are most black holes created?

2. What are the two main types of black holes mentioned?

3. What did scientists achieve in 2019 regarding black holes?

4. According to the text, what positive role do black holes play?

5. The passage mentions that the first photograph of a black hole's shadow was captured in 2019. What did this photograph help to prove?

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LESSON 5 A Mystery Story



How to Write a Mystery Story

Activity 1: Create a Mystery Box

Draw a box and write.

- A mystery (e.g., The school clock stopped/ A student's lunchbox has been stolen)
- 3 clues (e.g., oil on the floor, a tool nearby, a student seen near the clock)
- 1 misleading clue (e.g., the clock stopped at 3:00—same time as lunch!)

Activity 2: Who's the Detective?

Answer these questions.

1. What's your detective's name?

.....

2. Are they brave, smart, or funny?

.....

3. What tool do they use?

.....

Activity 3: Clue Hunt!

Write 3 clues for this mystery: (A student's lunchbox has been stolen)

1. .....

2. .....

3. .....

4. A misleading clue .....

Writing Tip

A mystery story is a short tale about a puzzle or crime that needs to be solved—like a missing object, a secret message, or a strange event. The main character (the detective) follows clues to find the answer.

Steps to Write a Mystery

1. Think of a Mystery

Start with a question:
- Who took the cookies?
- Why did the lights go out?
- Where did the secret map come from?

Tip: Keep it simple and fun!

2. Create a Detective

This is the person who solves the mystery. It could be:
- A student
- A pet
- A robot
- Or even a talking cat!

Give your detective a name and a special skill (like noticing small details).

3. Add Clues and Red Herrings
- Clues help solve the mystery (e.g., a muddy footprint, a note).
- Red Herrings are fake clues that confuse the detective (e.g., a suspect who looks guilty but didn't do it).

Use 2–3 real clues and 1 red herring.

4. Solve the Mystery

At the end, the detective puts the clues together and reveals the truth.

Make sure the answer makes sense and fits the clues!

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Activity 4: Finish the Story

Read this start and write the ending.

"During art class, the teacher's favorite paintbrush went missing. Only three students stayed late: Mai, Maha, and Manar. The brush was found under a chair, still wet with blue paint. But no one was using blue…Who took it?"

Now write:

- What really happened?
- How did the detective solve it?



Writing

Now write your own 1-page mystery story using the 4 steps. Give it a title, a detective, some clues, and a surprise ending!

Title: .....

Detective: .....

Mystery: .....

Solution: .....

Tips for Mystery Writers

- Keep the reader guessing!
- Don't tell the answer too soon.
- Make sure the clues lead to the solution.
- Have fun!

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Review 3

A. Vocabulary

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

1. Many slaves tried to **escape** from captivity using secret tunnels. The synonym of the underlined word "**escape**" is..... .

a. navigate **b.** flee **c.** run away
d. feed **e.** stick

2. Trade routes often formed at the **confluence** can fluence of two major rivers. The synonym of the underlined word "**confluence**" is..... .

a. boundary **b.** complex **c.** meeting
d. gate **e.** junction

3. Air is **invisible**, but we still feel its pressure around us. The antonym of the underlined word "**invisible**" is ..... .

a. unseen **b.** seen **c.** visible
d. usual **e.** compressed

4. Farmers preferred land with rich and **fertile** soil. The antonym of the underlined word "**fertile**" is ..... .

a. organic **b.** good **c.** barren
d. poor **e.** high

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

5. The Amazon rainforest is considered the "lungs of the Earth" because of its ..... location.

a. strategic **b.** invisible **c.** mysterious **d.** luxurious

6. A passport is a ..... to enter new countries.

a. trapdoor **b.** gateway **c.** shadow **d.** restriction

7. To board an international flight, you must show your ..... at the airport.

a. terminal **b.** boarding pass **c.** departure lounge **d.** gate

8. Travelers with money often choose to fly in ..... , enjoying better seats and food.

a. mystery **b.** luxury **c.** gateway **d.** foundation

9. Egypt is located ..... between Africa and Asia.

a. strategically **b.** invisibly **c.** mysteriously **d.** cosmically

10. Too many ..... on innovation can harm good work.

a. bustles **b.** foundations **c.** curiosities **d.** restrictions

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11. Some people feel ..... in big crowds, while others enjoy the activity.
a. stuck **b.** curious **c.** fertile **d.** compressed

12. The city square is always full of noise and ..... .
a. bustle **b.** boundary **c.** scholar **d.** theory

13. The Pyramids of Giza stand as a ..... of human engineering skill.
a. soil **b.** luxury **c.** foundation **d.** monument

14. Water and rich ..... are essential for successful farming.
a. horizons **b.** shadows **c.** soil **d.** dimensions

15. The professor's ..... attracted students from around the world.
a. reputation **b.** horizons **c.** escape **d.** boundary

16. Ancient ..... built stone monuments to watch the stars and planets.
a. astronomers **b.** scribes **c.** soldiers **d.** directors

17. Discovering new worlds has always been part of human ..... .
a. mystery **b.** curiosity **c.** dimension **d.** luxury

18. Ancient civilizations built canals for ..... , bringing water to their crops.
a. curiosity **b.** mystery **c.** education **d.** irrigation

19. Italy is a ..... , surrounded by the sea on three sides.
a. dimension **b.** peninsula **c.** foundation **d.** gateway

20. In Mesopotamia, ... recorded information on clay tablets.
a. scribes **b.** astronomers **c.** scholars **d.** travelers

21. The tall, temple-like structures called ..... were built in ancient Mesopotamia.
a. gateways **b.** ziggurats **c.** horizons **d.** bustles

22. A ..... is a person who studies deeply in a particular field of knowledge.
a. bustler **b.** scholar **c.** shadow **d.** luxury

23. The architect gave the exact ..... of the new bridge before construction began.
a. dimensions **b.** horizons **c.** innovations **d.** restrictions

24. The gas in the bottle was ..... under high pressure.
a. compressed **b.** escaped **c.** irrigated **d.** constructed

B. Language

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

25. By the time we arrived, the train .....
a. had left **b.** left **c.** has left **d.** was leaving

26. She was tired because she ..... all night.
a. worked **b.** has worked **c.** had been working **d.** works

27. They ..... the movie before we joined them at the cinema.
a. had seen **b.** saw **c.** have seen **d.** were seeing

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28. When I called, he ..... for two hours.

a. had been studying **b.** studied **c.** has studied **d.** studies

29. After he ..... his homework, he went out with friends.

a. had finished **b.** has finished **c.** finishes **d.** was finishing

30. She looked exhausted because she ..... for hours.

a. has run **b.** running **c.** had been running **d.** runs

31. A new product ..... by the company every year.

a. launching **b.** launches **c.** is launched **d.** launch

32. The police ..... the thief last night.

a. was caught **b.** had caught **c.** caught **d.** is caught

33. The bridge ..... in 2010.

a. built **b.** was built **c.** has built **d.** builds

34. The results ..... tomorrow.

a. will be announced **b.** announced

c. are announcing **d.** announce

35. She enjoys ..... to music in her free time.

a. listen **b.** listening **c.** to listen **d.** listened

36. He decided ..... abroad for further studies.

a. going **b.** go **c.** to go **d.** gone

37. They suggested ..... a new restaurant downtown.

a. try **b.** trying **c.** to try **d.** tried

38. He can't stand ..... in long queues.

a. wait **b.** waiting **c.** to wait **d.** waited

39. Which of the following sentences is structurally correct?

a. She avoided being late by leaving early.

b. She avoided to be late by leaving early.

c. She avoided was late by leaving early.

d. She avoided be late by leaving early.

40. Which of the following sentences is structurally correct?

a. They agreed finishing the project by Friday.

b. They agreed to finish the project by Friday.

c. They agreed finished the project by Friday.

d. They agreed finish the project by Friday.

41. Which of the following sentences is structurally correct?

a. A new bridge are being built. **b.** A new bridge is being build.

c. A new bridge is being built. **d.** A new bridge being built.

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42. Which of the following sentences is structurally correct?

a. Someone stole my bag yesterday.

b. Someone has stolen my bag yesterday.

c. Someone was stolen my bag yesterday.

d. Someone is stolen my bag yesterday.

43. Which of the following sentences is structurally correct?

a. We were late. The meeting starts when we entered the hall.

b. We were late. The meeting starting when we entered the hall.

c. We were late. The meeting has started when we entered the hall.

d. We were late. The meeting had started when we entered the hall.

44. Which of the following sentences is structurally correct?

a. He had been studying English for three years before he moved to London.

b. He was studying English for three years before he moved to London.

c. He is studied English for three years before he moved to London.

d. He has studied English for three years before he moved to London.

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

1. She finished her homework and then went to bed. **(after)**

2. She went to the airport after she had packed her bags. **(before)**

3. By the time I got to the station, the train had left. **(No sooner)**

4. He left the office after meeting the boss. **(until)**

5. They are repairing my car right now. **(being)**

6. "I didn't steal the money", he said. **(He denied)**

7. The teacher corrected our tests yesterday. **(by)**

8. They will announce the results tomorrow. **(be)**

9. Someone has stolen my wallet. **(been)**

10. People speak English all over the world. **(spoken)**

11. She said she would help me. **(promised)**

12. He said it was his mistake. **(admitted)**

13. We think it's a good idea to go out tonight. **(suggested)**

14. I want to buy a new computer. **(decided)**

15. He doesn't like waiting in long lines. **(can't stand)**

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C. Translation

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

1. Vitamins found in protective foods are very essential for good health. Their absence causes serious diseases.

(أ) إن الفيتامينات الموجودة في الأطعمة الوقائية ضرورية جدا لصحة جيدة، وغيابها يسبب أمراض خطيرة.

(ب) إن الفيتامينات الموجودة في الأطعمة المحمية ضرورية جدا لصحة جيدة، غيابهم يسبب أمراض جادة.

(ج) إن الفيتامينات الموجودة في الأطعمة الوقائية ضرورية جدا لصحة جيدة، وغيابها قد يسبب أمراض خطيرة.

(د) إن الفيتامينات الموجودة في الأطعمة الوقائية ضرورية جدا لصحة صالحة، وغيابها لن يسبب أمراض خطيرة.

2. To be employable, each young man or young woman must put in mind that digital skills and foreign languages are of top importance in the labour market.

(أ) يجب على كل شاب أو فتاة أن يضعوا فى اعتبارهم أن المهارات الرقمية واللغات الأجنبية لهما أهمية قصوى فى سوق العمال ليكونوا مؤهلين للعمل.

(ب) يحب كل شاب أو فتاة أن يضع فى اعتباره أن المهارات الرقمية واللغات الأجنبية لهما أهمية قصوى فى سوق العمل ليكونوا مؤهلين للعمل.

(ج) يجب على كل شاب أو فتاة أن يضعوا فى اعتبارهم أن المهارات الرقمية واللغات الأجنبية ليس لهما أهمية قصوى فى سوق العمل ليكونا مؤهلين للعمل.

(د) يجب على كل شاب أو فتاة أن يضع فى اعتباره أن المهارات الرقمية واللغات الأجنبية لهما أهمية قصوى فى سوق العمل ليكونوا مؤهلين للعمل.

3. People often celebrate various festivals for national, historical, religious, cultural, social and personal occasions.

(أ) يحتفل الناس عادة باحتفالات متنوعة، لمناسبات وطنية وتاريخية ودينية وخيرية ومجتمعية وشخصية.

(ب) دائمًا ما يحتفل الناس بأعياد مختلفة، لاحتفالات وطنية وتاريخية ودينية وثقافية واجتماعية وشخصية.

(ج) يحتفل الناس غالبًا باحتفالات متنوعة، لمناسبات وطنية وتاريخية ودينية وثقافية واجتماعية وشخصية.

(د) أحيانًا يحتفل الناس باحتفالات مختلفة، لمناسبات وطنية و تاريخية و دينية و معاصرة و اجتماعية و شخصية.

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

١- يجب علينا جميعًا احترام الكبار واتِّباع نصائحهم، فخبراتهم بالحياة كنز ثمين لا يُقدَّر بثمن.

a. We all must respect the elderly and follow their advice. Their experiences in life are a priceless treasure.

b. We all must respect elders and follow their advice. Their experiences in life are a valueless treasure.

c. We all must respect elders and follow their advice. Their experiences in life are an unavailable treasure.

d. We all must respect elders and follow there advise. Their experiences in life are an invaluable treasure.

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٢- إن قوة الجاذبية التي يتمتع بها الثقب الأسود هائلة لدرجة أنه لا يمكن لأي شيء، حتى الضوء، أن يهرب بمجرد عبوره أفق الحدث.

a. A black hole's gravitational pull is so immense that nothing, not even night, can escape once it crosses the event horizon.

b. A black hall's gravitational pull is so impressive that nothing, not ever night, can escape once it crosses the event horizon.

c. A black hole's gravitational pull is so depressive that nothing, not even right, can escape once it crosses the event horizon.

d. A black holes' gravitational pull is so immense that nothing, not even light, can escape once it crosses the event horizon.

D. Reading Comprehension

3 Read the following passage, then choose the correct answer from a, b, c or d.

The old clock on the mantelpiece ticked slowly, its rhythm echoing in the silent study. Detective Elias Thorne stood over Alistair Finch, the reclusive antiquarian slain by a single gunshot—locked inside his own room, windows bolted, door locked from within. In the victim's clenched hand was an ornate key that didn't match any lock.

A diary lay open on the desk: "The Key of Shadows. A replica—but the secret is in the inscription. I fear my time is running out." Thorne turned the key. Faint runic script glowed in the fading light: "The last light fades."

He scanned the room. No hidden passages. No escape. Then—he noticed the clock. With a magnifying glass, he pried open its mechanism and found a tiny silver disc with a pinhole. He held the key up to the setting sun. A beam pierced the disc, casting a pinpoint of light onto the wall—right where a shadow fell across a bookshelf.

Thorne moved the shelf. Behind it: a hidden safe. The key fit.

Inside, a final note: "He will come for this. The only way to stop him is to make it disappear."

It wasn't murder. It was suicide.

Alistair had engineered a flawless riddle—a clock, a key, and sunlight as the trigger—to conceal a dangerous secret. Knowing enemies were closing in, he chose death over capture. The locked room? A theatrical seal. The gunshot? His final act of protection. The key wasn't meant to unlock a door—it was meant to be found, by the right mind, at the right hour.

The mystery wasn't how he died—but why he made it look like a crime.

Thorne closed the safe. Some secrets weren't meant to be kept… just buried.

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

1. The story takes place mainly in Alistair Finch's ..... .

a. library **b.** study **c.** bedroom **d.** office

2. The ornate key in Alistair's hand did not match any ..... .

a. safe **b.** inscription **c.** clock **d.** lock

3. Alistair Finch was found ..... .

a. asleep in his chair **b.** hiding in a safe

c. dead from a gunshot **d.** escaping through a window

4. The diary entry mentioned "The Key of Shadows" and warned that ..... .

a. the clock would stop **b.** time was running out

c. enemies were defeated **d.** a treasure was hidden

5. The key revealed its secret when Thorne held it up to the ..... .

a. lamp light **b.** moonlight **c.** setting sun **d.** silver disc

6. According to the final note, Alistair wanted the secret to ..... .

a. disappear **b.** remain safe in the clock

c. be sold **d.** be passed to his enemies

7. The locked door and gunshot were part of Alistair's ..... .

a. hobby as a collector **b.** plan to confuse enemies

c. experiment with time **d.** search for treasure

8. The story suggests that the real mystery was not how Alistair died but ..... .

a. who killed him **b.** why he staged the crime

c. where the treasure was **d.** what happened to the clock

E. Writing

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

1. An expository essay usually begins with an ..... that presents the topic clearly.

a. ending **b.** introduction **c.** dialogue **d.** description

2. The ..... of an expository essay provide facts, examples, and explanations.

a. body paragraphs **b.** mystery clues **c.** character sketches **d.** conclusions

3. The ..... of an expository essay restates the thesis and summarizes the main points.

a. setting **b.** introduction **c.** conclusion **d.** mystery twist

4. A descriptive essay focuses on creating a clear ..... using sensory details.

a. thesis **b.** picture **c.** argument **d.** plot twist

5. In a descriptive essay, writers often use the senses of sight, sound, smell, taste, and ..... .

a. touch **b.** introduction **c.** conclusion **d.** decision

6. The structure of a descriptive essay can follow a logical order, such as moving from general impressions to ..... details.

a. random **b.** specific **c.** mystery **d.** concluding

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7. A mystery story often begins with an introduction that sets the .....
a. conclusion **b.** scene **c.** essay thesis **d.** evidence

8. The middle of a mystery story usually introduces ..... that the reader must piece together.
a. words **b.** facts **c.** arguments **d.** clues

9. A good mystery story builds ..... by keeping readers guessing.
a. suspense **b.** introduction **c.** thesis **d.** summary

10. At the end of a mystery story, there is often a surprising ..... that explains the case.
a. argument **b.** setting **c.** introduction **d.** twist

11. Which of the following sentences is correctly punctuated:
a. It's raining, we should stay inside. **b.** Its raining; we should stay inside.
c. It's raining; we should stay inside. **d.** It's raining we should stay inside.

12. Which of the following sentences is correctly punctuated:
a. "I can't wait to go," she said. **b.** "I can't wait to go", she said.
c. I can't wait to go she said. **d.** I can't wait to go," she said.

13. Which of the following sentences is correctly punctuated:
a. The meeting is scheduled for Monday, September 14, at 9:00 a.m.
b. The meeting is scheduled for, Monday September 14 at 9:00 a.m.
c. The meeting is scheduled for Monday September, 14 at 9:00 a.m.
d. The meeting is scheduled, for Monday, September 14, at 9:00 a.m.

14. Which of the following sentences is correctly punctuated:
a. I wanted to go to the park, but it started raining.
b. I wanted to go to the park but, it started raining.
c. I wanted to go to the park but it started, raining.
d. I wanted, to go to the park but it started raining.

15. Which of the following sentences is correctly punctuated:
a. Having finished her housework she went for a walk.
b. Having finished her housework, she went for a walk
c. having finished her housework, she went for a walk.
d. Having finished her housework, she, went for a walk.

5 Write about one of the following prompts.

a. A descriptive essay about "The way your favorite teacher captivates a classroom."
b. An expository essay about "The pros and cons of online learning versus traditional schooling."

6 Write a paragraph of six lines on the following.

a. A conclusion for an expository essay about "The benefits of a plant-based diet."
b. Write an engaging introductory paragraph for a story titled: "A Crime Investigation"

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UNIT 10

Peoples' Hospitality and Kindness



Learning Outcomes

Reading

- Read and understand short text, conversations, and stories about kindness and hospitality across cultures.
- Identify main ideas, supporting details, and cultural differences in how people show hospitality.

Language

- Use defining and non-defining relative clauses accurately in context.
- Correct common grammatical errors in relative clauses.

Listening

- Listen to real-life hospitality stories and identify problems, solutions, and acts of kindness.
- Complete tables and answer comprehension questions based on listening texts.

Writing

- Write a diary entry describing personal or imagined experiences of hospitality.

Speaking

- Discuss kindness and hospitality in their own culture and compare them with other societies.
- Share personal or imagined experiences of kindness through storytelling, role-play, and pair work.

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LESSON 1 Expressions of Kindness Around the World



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. How do people in your culture usually show kindness to others?

2. Do you think kindness is the same in every country? Why or why not?

3. Which do you prefer: kindness shown through words, gifts, or actions?

Reading

2 **Read the following text. How do people in different countries show kindness in daily life ?**

Expressions of Kindness Around the World

Kindness is a universal language, but the way it is expressed often depends on culture. What feels natural in one country may be unusual in another, yet the meaning behind it remains the same: care, respect, and connection.

In Japan, kindness is often shown through **politeness** and small acts of service. For example, people bow when greeting each other, and it is common to bring a small gift, like sweets, when visiting someone's home. These **gestures** may seem simple, but they carry deep meaning about respect and thoughtfulness.

In India, **hospitality** is a central way of showing kindness. Guests are often treated like family and served with **generosity**, sometimes even before the host eats. Sharing food and offering comfort are ways to express warmth and honor.

In many Middle Eastern cultures, kindness is strongly connected to hospitality as well. Offering tea or coffee, is a way of showing welcome and respect. A guest should never leave a home without being offered something.

In Western countries, kindness is often expressed verbally. Saying "thank you," **complimenting** someone, or offering to help in small daily tasks are common ways of showing care. Acts of charity, like volunteering, are also highly valued.

Though the customs are different, the heart of kindness is the same everywhere. It reminds us that no matter where we come from, human connection grows stronger when we choose to be kind.

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3 Read the text again, and do the following tasks.

(a) Match each word in column (A) to its meanings in column (B).

(A)	(B)
1. politeness	☐ the quality of giving more than expected
2. hospitality	☐ a movement or action that expresses a feeling
3. gesture	☐ friendly and welcoming treatment of guests
4. compliment	☐ respectful and well-mannered behavior
5. generosity	☐ a positive remark about someone

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

1. What is the main idea of the passage?

a. Kindness looks exactly the same in all cultures.

b. Kindness has different forms across countries but shares the same meaning.

c. People in Western cultures are the kindest.

d. Hospitality is the only way to show kindness.

2. In Japan, one common way of showing kindness is ..... .

a. offering tea to strangers **b.** giving small gifts when visiting

c. serving guests before hosts eat **d.** volunteering for charity

3. What is strongly valued as a form of kindness in Western countries?

a. Silence **b.** Politeness

c. Compliments and volunteering **d.** Hosting guests with food

(c) Write True (T) or False (F).

1. In Japan, people often bow as a sign of kindness. ◯

2. In India, guests usually eat after the host has finished. ◯

3. Offering tea or coffee to guests is common in Middle Eastern cultures. ◯

4. In Western countries, people rarely say “thank you.” ◯

5. The passage says kindness is expressed in different ways around the world. ◯

(d) Answer the following questions.

1. How is kindness expressed in one of different cultures?

2. Why do you think food is often used as a way of showing kindness?

3. Which example of kindness from the passage do you personally like the most? Why?

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LESSON 2 Hospitality Stories



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What does it mean to be kind to a guest or a stranger?
2. How do people in your country welcome visitors?

Listening

2 **Listen to the audio track. Who went to Colombia?**

3 **Listen to the audio track again and do the following tasks.**

a **Match the words in column (A) with their meanings in column (B).**

Listen

A	B
1. thoughtful	☐ without stopping to think, doing something right away because you are happy to help
2. backpacking	☐ a kind and caring person, showing you are thinking about what someone else needs
3. unhesitatingly	☐ traveling with your clothes and things in a large backpack, usually on a budget

b **Answer the following questions.**

1. What kind of help did the elderly couple in Greece give to Maria?
2. How did the Colombian family make James feel welcome?
3. Why did Kanokwan say her experience in Egypt was unforgettable?

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

1. Maria went to the elderly couple's home as ..... .
   - **a.** she was invited for a vacation
   - **b.** her car broke down
   - **c.** she wanted to practice Greek
   - **d.** she was looking for a place to eat
2. When the Colombian family learned that James had nowhere to stay, they ..... .
   - **a.** gave him money for a hotel
   - **b.** told him to ask someone else
   - **c.** invited him to stay at their home
   - **d.** called a taxi for him

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3. The shop owner in Egypt ..... .
- **a.** sold Kanokwan souvenirs at a high price
- **b.** gave Kanokwan a tour and made tea
- **c.** took Kanokwan to a hotel
- **d.** gave Kanokwan a map and sent her away

4. The people in the stories were ..... .
a. shy **b.** busy **c.** hospitable **d.** confused

5. James noticed that the Colombian children ..... .
- **a.** were afraid of foreigners
- **b.** wanted gifts from him
- **c.** were curious
- **d.** didn't want to talk to him

(d) Write True (T) or False (F).

1. Maria's car problem happened in a big city. ◯

2. The Greek couple could communicate in English. ◯

3. James met the Colombian family at the bus station. ◯

4. The Egyptian shop owner offered tea with milk to Kanokwan. ◯

5. All three speakers had positive experiences. ◯

(e) Complete the information in the following table.

Speaker	Location	Problem/Situation	Acts of Kindness	Feelings
Maria				
James				
Kanokwan				



Speaking

4 Work in pairs.

- Student A retells Maria's story, Student B retells James's story, then both discuss Kanokwan's experience.

5 Share a personal story about:

- a time when someone showed you unexpected kindness
- a situation where you helped a stranger
- a cultural difference in hospitality you've observed

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LESSON 3 A Kind Stranger

Listening



1 Listen to the audio text, then do the following tasks.

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

1. A/An ..... helped Magda when her car broke down.
a. police officer **b.** young boy
c. elderly woman **d.** cousin

2. The woman gave ..... to Magda.
a. a phone and map
b. hot soup and tea
c. money and gloves
d. a ride home

3. Magda opened a shelter later to .....
a. make money
b. return the kindness she received
c. escape the cold
d. meet new people

4. Which relative pronoun refers to places in the text?
a. who **b.** which
c. that **d.** where

(b) Listen again and put (T) True or (F) False.

1. Magda was traveling in the summer. ◯

2. The woman asked Magda to pay for the food. ◯

3. The elderly woman invited Magda to a nearby café. ◯

4. Magda believes kindness should be shared. ◯

Language in Context

Relative Pronouns

- who → refers to people
- whom → refers to people (more formal, often as an object)
- whose → shows possession
- which → refers to things or animals
- that → refers to people, things, or animals (informal, very common)
- when → for time
- where → for places

- **We can omit the relative pronoun:**

- When it is the object of the relative clause

e.g: The book that I bought is interesting.
- The book I bought is interesting.

- **When it's informal English (spoken/ written casually)**

- **When to use past participles instead of relative pronouns**

- When the relative clause is in the passive voice

e.g: The car which was stolen last night has been found.
- The car stolen last night has been found.

- **When to use the present participle instead of relative pronouns**

- When the relative clause is active

e.g: The man who is talking to my father is my teacher.
- The man talking to my father is my teacher.

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Relative Pronouns

2 **Complete the sentences with the correct relative pronoun.**

1. The family ..... invited me for dinner was incredibly kind.
2. Istanbul, ... is Turkey's largest city, is famous for its hospitality.
3. The moment ..... I arrived, they offered me tea and food.
4. The guest house ..... we stayed had a very friendly owner.
5. The woman ..... daughter speaks English helped translate for us.
6. Cultures ..... value community often show more hospitality.

Language in Context

- **Defining relative clause** give essential information about a noun. Without it, the sentence would be incomplete or unclear. **No commas**

e.g., The students who study hard always get good marks.

- **Non-defining relative clauses** add extra information that is not necessary to identify the person/ thing. The sentence still makes sense without it. **Use commas.**

e.g., My brother, who studies hard, always gets high marks.

Note: We cannot use "that" instead of "who" and "which" in this case.

3 **Find and correct the mistakes in these sentences.**

1. The man which helped me was very kind. (.....)
2. The restaurant where we ate there was excellent. (.....)
3. People, who are hospitable, make others feel welcome. (.....)
4. The country that I visited there had amazing hospitality. (.....)
5. The woman whose her house we stayed in was like a mother to us. (.....)

4 **Join the following sentences using a defining OR non-defining relative clause.**

1. I have a friend. He lives in Alexandria.
2. My teacher is very kind. She helped me yesterday.
3. Cairo is a big city. It has the famous Nile River.



Speaking

5 **Work in pairs. Create questions using relative clauses about hospitality. Take turns asking and answering.**

Example: What do you call people who always welcome guests warmly?

Answer: I'd call them hospitable hosts.

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LESSON 4 Welcoming Strangers



Before you start

Think and discuss in pairs

1 **Ask and answer the following questions.**

1. What does hospitality mean in your culture?
2. How do people in your country welcome guests?
3. What's the most hospitable country you've visited or heard about?

Reading

2 **Read the following passage, and guess the meanings of the words in bold.**

Hospitality and kindness are values that are appreciated around the world, but the way they are expressed can be quite different. These differences are often linked to a country's history, social customs, and even climate.

In many **individualistic** countries, like the United States, hospitality is often planned on a specific event, such as a dinner party. Here, guests might be expected to pay for their own meals at a restaurant, as paying for someone can be seen as **patronizing**. Kindness is often a one-on-one act shown to friends and family.

In contrast, in **collectivist** societies, such as those in parts of Africa, hospitality is a way of life. It's a **spontaneous**, generous gesture that is extended to everyone, including strangers. Hosts often go to great lengths to make sure guests feel comfortable and are well-fed, and refusing food can be considered impolite.

Food and drink are key parts of this generosity. In Morocco, for instance, refusing a host's offer of mint tea is seen as rude. Similarly, in many cultures, finishing all the food on your plate shows that you enjoyed the meal.

Understanding these cultural differences is important for anyone traveling or meeting people from other countries. Being aware of these different customs helps us show respect and connect with others more meaningfully.

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3 **Read the text again and do the following tasks.**

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

1. What is the main difference between individualistic and collectivist societies regarding hospitality?

a. Individualistic societies offer more food.

b. Collectivist societies refuse to help strangers.

c. Collectivist societies are more formal, while it is informal in individualistic societies.

d. Hospitality is planned in individualistic societies, while it is a way of life in collectivist societies.

2. According to the passage, which culture might see refusing food as impolite?

a. American **b.** Indian **c.** German **d.** Middle-Eastern

3. What is the reason for the differences in hospitality around the world?

a. Dietary habits **b.** Climate **c.** Language **d.** Government

4. ..... is a common gesture of hospitality in Morocco.

a. Offering a place to stay **b.** Giving gifts

c. Offering mint tea **d.** Cooking a huge feast

5. In ..... society, kindness is often a one-on-one act.

a. collectivist **b.** traditional **c.** individualistic **d.** modern

ⓑ Answer the following questions.

1. How does the concept of hospitality in the United States differ from that in Egypt, based on the passage?

.....

2. Why is refusing food and drink in some cultures considered rude?

.....

3. What does the passage say about the role of food in hospitality?

.....

4. Why is it important to understand cultural differences in hospitality?

.....

5. Which cultural practice surprised you most? Why?

.....

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LESSON 5 A Diary



Structure of a Diary

1 Read the writing tip. Then review the points below to learn how to organize your diary.

1. Write the day and full date at the top.

2. Write a clear opening sentence.

3. Describe the events of the day in order.

4. End your writing with positive lines.

Ex : "I hope tomorrow will be even better"

2 Activities

1- Write just 3 sentences about your day.
Example: Today I played football at break. My team won! I felt very proud.

2- Draw emojis to show how you felt that day. Then write one sentence to explain.
😋😘😲 I was happy, then sad, then surprised when I got a gift!

3- Make a wheel with feelings (happy, angry, tired, excited). Spin it and write about a time you felt that way.

4- Draw a picture of your day, then write 2–3 sentences about it.

5- Try writing every day for 7 days.
Put a sticker on your calendar each day you write!

Tip

writing a Diary

A diary is a personal record of the daily life, thoughts and feelings
→ A diary includes :

Date & Day → Monday, 29th September 2025.

- **Greeting** → you may start with "Dear diary."
- **Introduction** → a short opening line about what you are writing about.
  Today, I felt ..... because ..... .
  My favorite part of the day was ..... .
  I laughed when ..... .
  I learned something new: ..... .
  I wish I could ..... .
- **Body** → Main events, feelings.
- **Conclusion** → End with a closing thought, wish or reflection.

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3 Match the feelings to the sentences.

feeling	sentence
1. Grateful	☐ I didn't know what to say — I was so touched.
2. Surprised	☐ I will never forget their kindness.
3. Moved	☐ They invited me to their home — I didn't expect that!

4 Complete the diary entry with words from the box.

felt - stayed - helped - kind - grateful - met

Dear Diary,

Today I ..... a local family when I was lost at the bus station. They ..... me find my way and even invited me to their home. I ..... with them for the night. They were so ..... They made me food and smiled the whole time. I ..... very lucky and ..... for their help.

Writing task

5 Write your Own Diary Entry

Imagine you are a traveler who received unexpected kindness from a local person during a trip. Write a diary entry (5–6 sentences) about what happened.

Use these questions to help you.

- Where were you?
- What problem did you have?
- Who helped you?
- What did they do?
- How did you feel?

.....

.....

.....

.....

.....

.....

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UNIT

11

Literature



Learning Outcomes

Reading

- Identify main ideas, text types (novel/poetry/drama/folktale/ eassay), tone, and purpose; infer meaning from context; recognize imagery and theme.

Language

- Use comparison of adjectives/ adverbs; employ relative clauses in explanations about texts; use literature collocations accurately.

Listening

- Extract gist and detail from interviews/talks with writers; note arguments; advice, and examples.

Writing

- Compose a diary/reflection, and a short cheerful poem.

Speaking

- Present opinions on genres, summarize stories, and discuss cultural value of folktales with appropriate vocabulary.

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LESSON 1 The Many Kinds of Literature

Before you Start

Think and discuss in pairs

1 **Answer the following questions.**

1. What kind of literature do you enjoy most: stories, poems, or plays? Why?

2. Do you think literature always teaches us something, or can it be only for entertainment?

3. How do stories from other cultures help us understand the world?

Reading

2 **Read the following text. Why is drama written?**

The Many Kinds of Literature

Literature comes in many forms, each offering readers a different window into human experience. While all literature seeks to **express** ideas, emotions, or stories, every type has its own way of doing so.



Novels are long, detailed works of **fiction** that take readers on a journey. They often explore characters' inner thoughts and personal **struggles**. A novel can bring you into another world, whether it is a historical past, a modern city, or even an imagined future.

Poetry, on the other hand, uses rhythm, **imagery**, and carefully chosen words to **capture** emotions in a powerful and often musical way. A short poem can express a **deep** feeling that might take many pages of **prose** to explain.

Drama is written to be performed. Through **dialog** and action, plays bring stories to life on stage. Drama can make audiences laugh, cry, or **think** deeply about society.

Folktales are traditional stories passed from one generation to another. They often carry lessons or **morals**, teaching values like honesty, kindness, or bravery. Folktales connect us with our cultural **roots**, and show us how people understood the world before modern science and technology.

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Essays are shorter works of **non-fiction**, usually written to explain an idea or **argue** a point. A good essay helps readers see a subject in a new light.

Though each type of literature is different, they all share one purpose: to connect people through words. Whether it is the beauty of poetry, the drama of a play, or the **wisdom** of a folktale, literature allows us to understand both ourselves and others more deeply.

3 Read the text again. Then, do the following tasks.

ⓐ Match the words to make common expressions (collocations):

A	B
1. express	☐ deeply
2. capture	☐ a point
3. deep	☐ ideas
4. think	☐ feeling
5. argue	☐ emotions

ⓑ Match the words to their meanings.

Words	Meanings
1. imagery	☐ a conversation between characters in a play.
2. dialog	☐ the beginning or origin of something.
3. morals	☐ language that creates pictures in the reader's mind
4. non-fiction	☐ writing based on facts, not imagination
5. root	☐ lessons about right and wrong

ⓒ Fill in the blanks using the words in the box.

literature - fiction – struggles - prose - wisdom

1. The hero in this novel ..... to overcome the challenges.
2. Poetry, drama and legends are forms of ..... that reflect human culture.
3. Unlike poetry, ... is written in ordinary language and follows natural speech patterns.
4. Through the old man's stories, the young hero gained the ..... needed to complete his quest.
5. Although it's a work of ....., the characters feel incredibly real.

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

1. Novels usually focus on ..... .

a. songs and rhythm
b. detailed stories and characters
c. stage performance only
d. short facts and opinions

2. Poetry expresses emotions mainly through ..... .

a. action and dialog
b. music and dance
c. rhythm and imagery
d. long descriptions

3. Folktales are important because they ..... .

a. are always funny
b. teach morals and preserve culture
c. are based only on facts
d. are written by famous authors

4. Essays are usually written to ..... .

a. be performed on stage
b. tell a love story
c. show rhythm and rhyme
d. argue an idea or explain something

ⓔ Answer the following questions.

1. Which type of literature do you find most enjoyable? Why?

.....

2. How can folktales connect us to our ancestors?

.....

3. Do you think literature is more for entertainment or for learning? Explain.

.....



Speaking

Think – Pair – Share

4 Topic : Literature Preferences

1. Think :
- What kind of literature do you enjoy (stories, poetry, plays, novels, biographies, etc.)?
- Why do you like it?

2. Pair : Ask your partner :
- *"What kind of literature do you like? Why?"*
- Listen carefully and ask one more question.

3. Share : Tell the class what your partner said.

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LESSON 2 Voices in Literature



Before you start

Think and discuss in pairs

1 Answer the following questions.

1. Do you think being a writer is an easy or difficult career? Why?
2. What qualities do you think a writer needs to succeed?
3. If you could interview a famous author, what would you ask them?

Listening

2 Listen to the audio text. What is Daniel's advice to young writers ?

3 Listen to the audio text again, then do the following tasks.

Listen

(a) Match the words in column (A) with their meanings in column (B).

A	B
1. escape	☐ response or opinion given about your work
2. discipline	☐ the act of being alone or cut off
3. isolating	☐ the refusal or failure to accept something
4. feedback	☐ control and regular practice
5. rejection	☐ a way to get free from daily life or problems

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

1. Daniel's inspiration to write came from ..... .
   - **a.** traveling to other countries
   - **b.** watching plays
   - **c.** reading books in the library
   - **d.** attending writing classes

2. What daily habit does Daniel keep?
   - **a.** Reading in the evening
   - **b.** Writing every morning
   - **c.** Meeting with friends
   - **d.** Going to the library

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3. According to Daniel, failure in writing is ..... .

a. a reason to stop
b. the biggest fear of authors
c. a chance to learn
d. not important at all

ⓒ Answer the following questions.

1. Why does Daniel think discipline is important for writers?

.....

2. How does he deal with the loneliness of writing?

.....

3. What lesson can you learn from his advice?

.....

ⓓ Listen again, then write True (T) or False (F).

1. Daniel started writing because he wanted to become famous. ◯

2. He believes daily practice is more important than talent. ◯

3. Writing groups helped him feel less lonely. ◯

4. His main advice to writers is to avoid failure. ◯



Speaking

4 Choose one type of literature (novel, poem, drama, folktale, or essay).

- Discuss why it is important and give an example you prefer.

- Share your ideas with the class in a short presentation.

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LESSON 3 Comparing Works

Listening



1 **Listen to the audio text, and answer the questions.**

1. What do comparisons in literature help us see?

2. How are Emily Dickinson's poems usually described in text?

3. What makes Shakespeare's plays often considered the greatest?

4. Why can a novel be as inspiring as a poem?

2 **Listen to the audio again and put (T) True or (F) False.**

1. The text suggests that Shakespeare's plays are considered great mainly because of their complex language. ◯

2. Emily Dickinson's poems are described as usually shorter but sometimes deeper than longer poems. ◯

3. According to the text, all readers agree that modern novels are easier to understand than classical ones. ◯

4. The text claims that a novel cannot be as inspiring as a poem. ◯

5. Comparisons in literature help readers appreciate how different writers express similar ideas in different ways. ◯

Comparative and Superlative Adjectives

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

1. This movie is **(more exciting / most exciting)** than the one we saw yesterday.

2. Ahmed is the **(tall / tallest)** student in the class.

3. My car is **(faster / fastest)** than yours.

4. This exam was **(better / best)** than the last one.

5. Of all the shops, this one is the **(cheap / cheapest)**.

Language in Context

Comparative adjectives (compare 2 things)

- **Add -er to short adjectives:**
  tall → taller fast → faster
- **Use more before long adjectives:**
  beautiful → more beautiful
  expensive → more expensive
- **We usually use than in the sentence:**
  e.g., Ali is taller than Omar.
  This book is more interesting than that one.

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4 **Complete the sentences with the correct form of adjectives in brackets.**

1. My house is ..... **(big)** than yours.
2. This street is the ..... **(busy)** in the city.
3. Sara is ..... **(good)** at English than Hala.
4. Summer is ..... **(hot)** than winter.
5. Mount Everest is the ..... **(high)** mountain in the world.

5 **Rewrite the sentences using the word(s) in brackets to give the same meaning.**

1. Sarah is the most intelligent student in the class. (**smarter than**)
2. No river in the world is longer than the Nile. (**the longest**)
3. Nada isn't so tall as Noha. (**taller**)
4. Egypt has the most beautiful tourist sites. (**than**)
5. This is the most interesting story I've ever read. (**never**)



Speaking
Think - Pair - Share

6 **Topic : Novels vs. Short Stories**

1. **Think :**
- What do you know about novels?
- What do you know about short stories?
- Which one do you enjoy more? Why?

2. **Pair :**
- Work with your partner.
- Compare novels and short stories.
- Use comparative (*longer, shorter, more exciting*) and superlative (*the most interesting, the best, the easiest*) forms.

3. **Share :** Present 1-2 comparisons from your discussion to the class.

Language in Context

Superlative adjectives (compare 3 or more things)

- **Add -est to short adjectives:**
tall → tallest fast → fastest
- **Use most before long adjectives:**
beautiful → most beautiful
expensive → most expensive
- **We usually use "the" before the superlatives.**
e.g., Ali is the tallest in the class
This is the most interesting book.
- **Adjectives that don't usually take comparatives**
- Absolute adjectives like (perfect, unique, dead, married, empty) don't take more/most.
e.g., This pyramid design is unique.
e.g., He is married.
- more perfect (only used in rhetorical usage)
e.g., The constitution calls for a more perfect union.
- Structure: the + comparative ..., the + comparative
e.g., The sooner, the better.
e.g., The more you study, the easier the test becomes.
- To intensify the degree of comparison, use much, a lot, far /and a little, a bit ,slightly before a comparative.
e.g., Gold is much more expensive than silver.

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LESSON 4 The Joy of Poetry



Before you start

1 Ask and answer the following questions.

1. Do you enjoy reading or listening to poetry? Why or why not?
2. What kind of feelings do you think poetry can express best?
3. Can you think of a poem you know that made you feel happy or hopeful?

Reading

2 Read the following text. Do you know the meanings of these words? Read and guess.

rhythm - cheerful - daffodils - breeze - tone - flow - memories

Poetry has always been a special way for people to express feelings and ideas. Unlike normal writing, poetry often uses **rhythm**, sound, and imagery to create beauty and emotion. Around the world, poems have been written to celebrate love, nature, friendship, and even everyday life.

Not all poems are sad or serious. Some are **cheerful** and full of hope. One example is the famous poem "I Wandered Lonely as a Cloud" by William Wordsworth. In this poem, the poet describes walking alone and suddenly seeing a field of golden **daffodils** moving in the **breeze**. The simple scene fills him with joy. Later, whenever he feels lonely, he remembers the daffodils and feels peaceful again.

This poem shows how poetry can turn ordinary experiences into something magical. The cheerful **tone** comes from the bright images of flowers, light, and movement. Wordsworth uses strong visual language—"a crowd, a host, of golden daffodils"—to help the reader imagine the scene clearly. He also repeats sounds and rhythms that make the poem **flow** like a song.

The poem's main feature is its celebration of nature and the human spirit. It shows that beauty can be found in simple places and that **memories** of joy can give us strength in difficult times. Poetry like this reminds us that happiness may be just around the corner, waiting in a flower, a smile, or a kind word.

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3 Read the text again, then do the following tasks.

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

1. Poetry often uses rhythm, sound, and ..... to create emotion.

a. complex grammar and formal tone

b. clear arguments and strong logic

c. imagery to enhance beauty and feeling

d. long sentences and deep analysis

2. In the poem, the daffodils are described as moving in the ..... .

a. breeze, creating a lively, joyful scene

b. storm, showing nature's wild power

c. darkness, making them hard to see

d. silence, adding calm and peace

3. When the poet feels lonely, he remembers the daffodils and feels ..... .

a. confused, as memories fade over time

b. angry, because joy does not last

c. peaceful, lifted by a happy memory

d. sad, knowing beauty quickly disappears

4. Wordsworth uses strong visual language to help the reader ..... .

a. understand complex philosophical ideas

b. learn facts about plants and nature

c. focus on the poem's rhyme scheme

d. imagine the scene clearly and vividly

5. The poem flows like a song because of repeated sounds and ..... .

a. deep meanings and quiet moments

b. rhythms that create a musical effect

c. long lines and descriptive details

d. historical references and old words

6. The main theme of the poem is the celebration of nature and the ..... .

a. human spirit's ability to find joy

b. need to travel and explore far

c. dangers of living in the wild

d. importance of writing every day

ⓑ Answer the following questions.

1. What makes poetry different from normal writing?

2. How does Wordsworth's poem connect nature with happiness?

3. Why do you think people continue to read poems from the past today?

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LESSON 5 My First Poem



Structure of a Poem

Poetry Tip

A poem is a type of writing that expresses feelings and ideas through images and rhythm

1 How to write a simple poem.

1. Choose a topic (nature, friendship, dreams, school, family).

2. Think of feelings and images (What do you see? Hear? Feel?).

3. Use adjectives and comparisons (bright, quiet, as tall as a tree).

4. Keep lines short (poems don't need full sentences).

5. Rhyme like (cat/hat, sing/wing) — but rhyme is not always necessary.

Excerpt from "I Wandered Lonely as a Cloud" *by William Wordsworth*

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Applying the Steps

1. Choose a topic

Topic: Nature (flowers in spring)

2. Think of feelings and images

- Feeling: lonely, then suddenly happy and amazed
- Images: a cloud drifting, yellow daffodils, a breeze, trees, lake

3. Use adjectives and comparisons

- Adjectives: golden, bright, lonely, soft
- Comparisons: lonely as a cloud, flowers dancing like people

4. Keep lines short

"Golden flowers,
Dancing by the lake,
Whispering trees,
Clouds above the hills."

5. Rhyme (optional)

Wordsworth used rhyme: cloud / crowd, hills / daffodils, trees / breeze

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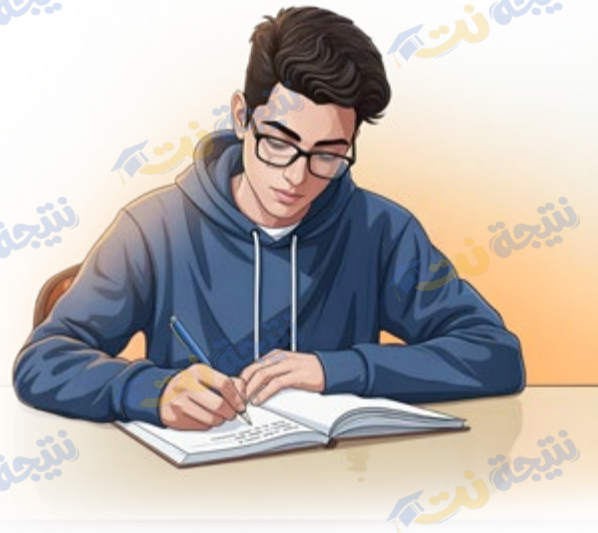
2 We can make a short rhyme in the same style:

I walked alone beneath the sky,
The golden flowers caught my eye.
They danced and swayed beside the trees,
A gentle song upon the breeze.

ⓐ Vocabulary Brainstorm

Choose a topic (e.g., the sun). Write down.

- 3 adjectives: ....., ..., ...
- 3 verbs: ....., ..., ...
- 3 nouns: ....., ..., ...



ⓑ Fill-in-the-Poem

Complete this short poem with your own words.

My friend is ..... ,
Like ..... in the sky.
When I feel ..... ,
You always ..... .

ⓒ Matching Exercise

Match the adjectives to the nouns to make poetic images.

Adjective	Noun
1. golden	☐ night
2. silent	☐ sky
3. bright	☐ river
4. dark	☐ star

Writing task

3 Write a 4-line poem about your favorite place. Use

- one adjective
- one comparison (like / as … as …)
- one feeling word

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UNIT 12

University Life

Learning Outcomes

Reading

- Identify main ideas & details in informational texts about choosing universities, campus life, and study programs.

Language

- Form and use tag questions to check information and seek agreement across

Listening

- Get gist and key details from short talk/interviews about apprenticeships, study habits, and campus opportunities.

Speaking

- Discuss and justify university/ career choices using reasons and examples.

Writing

- Write an opinion eassay on the most important factor in choosing a university (claim, reasons, example, conclusion).
- Write a concise biography of a notable figure (sequenced stages, dates, achievements, legacy).



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LESSON 1 How Should Secondary Students Choose Their Universities?



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What factors do you think are important when choosing a university? (e.g., subject, location, reputation, cost)

2. Would you prefer to study in your home country or abroad? Why?

3. Do you believe it is better to choose a university based on personal interest, or on future job opportunities?

Reading

2 **Read the following text. Try to guess the meanings of the words in bold.**

Choosing a university is one of the most important decisions that secondary students will ever make. It can influence their **careers**, friendships, and even the kind of lifestyle they will have in the future. For this reason, students should take their time before making such a choice.

The first step is to think carefully about the subject they want to study. A student who loves science may be interested in medicine, engineering, or computer science, while someone who enjoys literature might choose languages, history, or education. Choosing a subject that matches personal interests and strengths is essential, because studying something you dislike will make university life difficult.

The second step is to consider the university itself. Some universities are well-known for particular subjects. For example, one university might be famous for business, while another has a strong **reputation** in engineering. Students should search rankings, but they should also look at what kind of support the university offers, such as libraries, sports facilities, and international opportunities.

Another important factor is location. Some students prefer to stay close to their families, while others want to experience living in a new city or even a new country. Studying abroad can give students valuable skills, such as **independence** and **cultural awareness**, but it also requires courage and financial planning.

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Finally, students should ask for advice. Teachers, parents, and career **counselors** can all provide helpful suggestions. Talking to older students who have already experienced university life can also be useful.

In conclusion, there is no single "best" university for everyone. The right choice depends on personal interests, the university's strengths, location, and the advice of trusted people. With good planning, students can make a decision that will benefit them for the rest of their lives.

3 Read the text again, then do the following tasks.

ⓐ Answer the following questions.

1. Why is choosing a university such an important decision?
2. What should students consider first when choosing a university?
3. Give two examples of factors related to the university itself.
4. What skills can students gain by studying abroad?
5. Who can students ask for advice when choosing a university?

ⓑ Write True (T) or False (F).

1. Every university is good at all subjects. ◯
2. Students should study what matches their interests. ◯
3. Location is not important when choosing a university. ◯
4. Teachers and parents can help students with their choice. ◯
5. The text says there is one "best" university for all students. ◯

ⓒ Match each word in column (A) to its meanings in column (B).

A	B
1. reputation	☐ knowledge about different traditions and lifestyles
2. independence	☐ a job or professional path in life
3. cultural awareness	☐ the opinion people have about something or someone
4. career	☐ freedom to make your own decisions
5. counselor	☐ a person who gives advice and guidance

Writing task

4 Write an essay of (180-200) words about.

What do you think is the most important factor in choosing a university? Why?

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LESSON 2 Apprenticeships



Before you start

Think and discuss in pairs

1 Answer the following questions.

1. Do you think it is easy or difficult to change your career path after university? Why?
2. Have you ever done an apprenticeship or internship? What could you learn from it?

Listening

2 Listen to the audio text, and then guess the meanings of the following words.

apprenticeship – rehearsal – terrified – inspiring

Listen

3 Listen to the audio text again. Then do the following tasks.

(a) Match each word in column (A) to their meanings in column (B).

A	B
1. apprenticeship	☐ practice before the final performance
2. terrified	☐ a period of training in a job
3. rehearsal	☐ very scared
4. inspiring	☐ motivating and encouraging

(b) Write True (T) or False (F).

1. Mona found a job in publishing immediately after graduation. ◯
2. She took a part-time tailoring course while working in a shop. ◯
3. Her first task was to iron costumes. ◯
4. She was nervous when her waistcoat appeared in the rehearsal. ◯
5. She is guaranteed a job after finishing her apprenticeship. ◯

(c) Answer the following questions.

1. What did Mona study at university?
2. Where did she get her apprenticeship?
3. What was the first piece of clothing she was asked to make?
4. How many applicants did she beat to win the apprenticeship?
5. Why does Mona believe her apprenticeship will help her in the future?

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

1. Winter ..... should be warm and comfortable, especially in cold countries.
a. rehearsal **b.** applicants **c.** apprenticeship **d.** clothing

2. Mariam was ..... when she heard strange noises outside her window at midnight.
a. terrified **b.** rehearsal **c.** clothing **d.** inspiring

3. Before becoming a skilled carpenter, Ahmed completed a two-year ..... with a master craftsman.
a. inspiring **b.** apprenticeship **c.** clothing **d.** terrified

4. The company received over 300 ..... for the new job position.
a. applicants **b.** apprenticeship **c.** inspiring **d.** rehearsal

5. The teacher's speech about hard work and success was truly ..... to the students.
a. terrified **b.** inspiring **c.** applicants **d.** clothing

6. The actors met every evening for ..... before the big performance.
a. apprenticeship **b.** clothing **c.** rehearsal **d.** applicants



Speaking



Role-Play

Student A = **Career counselor**

Student B = **A student who just finished secondary school**

- **Student A** gives advice about whether the student should go to university or do an apprenticeship.
- **Student B** explains their interests, worries, and future goals.
- **Together,** they decide which path might be better.



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LESSON 3 University Life vs. School Life

Listening



1 **Listen to the audio text, then answer the questions.**

1. What is one difference in studying between school and university?
2. Why don't professors always know students' names at university?
3. What opportunities outside the classroom does university life offer?
4. What does school mainly prepare students for?
5. What does university mainly prepare students for?

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

1. At school, students manage their own study time. ◯
2. University lectures can have hundreds of students. ◯
3. Social life at school is more diverse than at university. ◯
4. Joining clubs and societies can help students make friends. ◯
5. The text says university life is easy from the beginning. ◯

Language in Context

Questions Tags

A question tag is a short question that we add to the end of a sentence.

We use it when we want to:

- Check information: You're Egyptian, aren't you?
- Ask for agreement: This movie is great, isn't it?

It makes the sentence sound more interactive and friendly.

1. Positive sentence → Negative tag

- You are a student, aren't you?
- He can swim, can't he?

2. Negative sentence → Positive tag

- She isn't here, is she?
- They don't eat meat, do they?

3. Use the same auxiliary (helping) verb as in the sentence:

- He is a teacher, isn't he?

4. If there is no auxiliary, use "do/does/did":

- You like football, don't you?
- He went to Cairo, didn't he?

5. With "I am" → use "aren't I"

- I'm late, aren't I?

6. With "every one" use singular verb but the pronoun must be plural

- Everyone knows the answer, don't they?

7. With Let's use "shall we?"

- "Let's go out, shall we?"

8. Imperative Sentences use "will you?" for positive or negative commands

- Clean your room, will you/won't you?
- Don't go, will you/ won't you?

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Questions Tags

3 **Complete the tag questions.**

1. Students at university need to be independent, ...?

2. Professors don't always know students' names, ...?

3. University life can be exciting, ...?

4. At school, classes are smaller, ...?

5. The change from school to university is rewarding, ...?

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

1. She's a doctor, ... ?

a. is she **b.** isn't she **c.** doesn't she **d.** wasn't she

2. You don't like coffee, ... ?

a. do you **b.** don't you **c.** aren't you **d.** did you

3. They will come to the party, ... ?

a. won't they **b.** will they **c.** don't they **d.** didn't they

4. He went to Luxor last summer, ... ?

a. didn't he **b.** doesn't he **c.** isn't he **d.** won't he

5. I'm your best friend, ... ?

a. didn't I **b.** aren't I **c.** don't I **d.** isn't I

5 **Find the mistake and correct it.**

1. Let's play together, don't we? (.....)

2. They don't play football, do we? (.....)

3. You are coming to the party, don't you? (.....)

4. He can swim well, can he? (.....)

5. We were late yesterday, didn't we? (.....)

6. She doesn't like pizza, did she? (.....)

7. I am on time, amn't I? (.....)

8. He went to Cairo, doesn't he? (.....)

9. Everyone likes their parents, doesn't they? (.....)

10. They thought about a solution, do they? (.....)

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LESSON 4 Real Paths, Real Passions



Before you start

1 **Ask and answer the following questions.**

1. What university subjects can you think of? Make a list.
2. Which of these subjects interests you?

Reading

2 **Read the following text, What is Hind studying ?**

A

Hi. My name is Rana. I'm doing a degree that's still pretty new: Digital and Social Media. Most people think I just spend all day **scrolling** on Facebook and Instagram. Of course, I enjoy social media, but the degree goes much deeper than that. We even look at things like the **philosophical** and **ethical** sides of social media.

What I love most about the course is how **practical** it is. For example, we get 12 weeks of real work experience in a digital agency. Maybe that's why 91% of students on this course **land a job** straight after graduation.

B

I'm Adel. You guys have it so easy! Every time I tell someone I'm studying Ancient Egyptian history, the first thing they ask is: "So, where's your Pharaoh's hat?". I know it sounds a bit unusual, but I've always been fascinated by Ancient Egypt, and that's why I chose to specialize in it.

People usually think it's too narrow, like there's not much to do with it—but actually, it's the total opposite! We study **hieroglyphics**, learn about modern Egyptian culture as well, and in our third year, we even spend time at a university here in Egypt. Honestly, I can't wait for that.

And nooo… we don't have to walk around wrapped up like mummies while we're there!

C

Hi. I'm Hind. People usually get really jealous when I tell them I'm studying Red Sea Diving Science and Technology. It's only a two-year course, but we cover all sorts of things—like the history of diving, marine **psychology**, and even practical work such as designing new diving equipment.

But honestly, what I love most is the other students. We all share the same **passion** for diving, so we click right away, get along really well, and work together as a solid team.

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3 Read the text again, then do the following tasks.

ⓐ Write the correct Person in the correct place.

1. This person loves the teamwork on their course. .....

2. This person thinks people misunderstand their subject. .....

3. He / She will spend a year in another university. .....

4. He / She believes the practical side helps students get jobs. .....

5. This person says people often feel jealous of their course. .....

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

1. In Text A, what percentage of students get jobs after graduation?

a. 100% **b.** 75% **c.** 91% **d.** 50%

2. What is the first thing people usually ask Adel?

a. "Can you read hieroglyphics?" **b.** "Where's your Pharaoh's hat?"

c. "Do you live in Luxor?" **d.** "Do you work in a museum?"

3. What do people who study Red Sea Diving share?

a. Food **b.** Passion **c.** Travel **d.** Books

ⓒ Complete the sentences with the correct word(s):

1. In Text A, students spend 12 weeks working in a ..... .

2. In Text B, the student is fascinated by ..... Egypt.

3. In Text C, students learn about marine ..... .

4. In Text A, the course also covers ..... and ethical sides of social media.

5. In Text B, people joke that students should walk around dressed like ..... .



Speaking

4 Work with a partner. Which of these subjects would you like to study? Why?

architecture - business studies – dentistry – engineering – geology - law – nursing

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LESSON 5 Writing a Biography



Structure of a Biography

What is a Biography?

A biography is a piece of writing about someone's life, written by another person.

It usually answers:

- Who? (basic information: name, birth, death if relevant)
- When and where? (date and place of birth, childhood, education)
- What? (important events, achievements, difficulties)
- Why are they important? (their influence, legacy)

How to Start Writing a Biography

1. Who is your favorite famous person (singer, writer, scientist, athlete…)?

2. What do you know about their life?

3. Why do people write biographies?

Structure of a Biography

1. Introduction – Who is the person? Why are they important?

2. Early life – Birth, family, childhood, education.

3. Major achievements – Career, discoveries, awards, contributions.

4. Later life – Old age, retirement, death (if applicable).

5. Conclusion – Summary of why this person is remembered.

- **Tip: Use past tense verbs (was, were, studied, worked, wrote).**

Language Focus

- Use linking words: first, then, later, finally, because, however, although.
- Use dates and time expressions: in 1995, at the age of 20, during his career.
- Use third person: He/She/They.

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Model Biography

Read the following biography about "Naguib Mahfouz". Then answer the questions.

Naguib Mahfouz

Naguib Mahfouz is an Egyptian writer, born in Cairo in 1911. He studied philosophy at Cairo University. In 1952, he started writing novels about Egyptian society. His most famous work is the Cairo Trilogy. In 1988, he won the Nobel Prize for Literature, the first Arab writer to receive it. He died in 2006, but his books are still read around the world.



1. When was he born?

2. What did he study?

3. What was his biggest achievement?

Writing task

Write a biography about a person of your choice.

- Students choose a person (a family member or a famous person) and write a biography (180–200) words using the structure given.
- Students read their biographies to a small group.
- Volunteers share with the class.

.....

.....

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Review 4

A. Vocabulary

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

1. The teacher's story was so **inspiring** that students wanted to try harder.
   The synonym of the underlined word "**inspiring**" is ..... .
   a. motivational **b.** grateful **c.** moving
   d. patronizing **e.** isolating
2. The child was **terrified** when the lights suddenly went out.
   The synonym of the underlined word "**terrified**" is ..... .
   a. generous **b.** cheerful **c.** frightened
   d. frantic **e.** thoughtful
3. His kind words during my struggles were truly **touching**.
   The synonym of the underlined word "**touching**" is ..... .
   a. rejecting **b.** moving **c.** terrifying
   d. polite **e.** influential
4. She answered the question **hesitatingly**, unsure if her response was correct.
   The antonym of the underlined word "**hesitatingly**" is ..... .
   a. unhesitatingly **b.** regularly **c.** sadly
   d. slowly **e.** confidently
5. He always has a **cheerful** smile on his face.
   The antonym of the underlined word "**cheerful**" is ..... .
   a. gloomy **b.** touched **c.** happy
   d. sad **e.** spontaneous

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

6. His ..... made him thank his hosts many times.
   a. strength **b.** politeness **c.** rejection **d.** prose
7. People in ..... societies focus on group harmony.
   a. collectivist **b.** individualistic **c.** hospitable **d.** terrified
8. Good ..... helps workers improve their performance.
   a. hospitality **b.** daffodils **c.** wisdom **d.** feedback

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9. Offering food and a warm welcome to guests shows ..... .

a. cruelty **b.** hospitality **c.** tone **d.** prose

10. She spoke ..... , without waiting or hesitating.

a. unhesitatingly **b.** isolating **c.** grateful **d.** thoughtful

11. His kind words during my struggles were truly ..... .

a. terrifying **b.** rejecting **c.** touching **d.** rude

12. A student may start as an apprentice before beginning a full ..... .

a. career **b.** breeze **c.** compliment **d.** rejection

13. Many people spend hours ..... through social media feeds.

a. inspiring **b.** scrolling **c.** rehearsing **d.** complimenting

14. A school ..... helps students with problems.

a. counselor **b.** patron **c.** apprentice **d.** individualist

15. The company has a strong ..... for quality service.

a. compliment **b.** rhythm **c.** generosity **d.** reputation

16. Old photographs often bring back happy ..... .

a. memories **b.** rejection **c.** prose **d.** hospitality

17. Water will ..... smoothly down the river.

a. flow **b.** escape **c.** discipline **d.** surprise

18. She felt sad after receiving a job application ..... .

a. gesture **b.** prose **c.** rejection **d.** compliment

19. The speaker's ..... of voice was calm and friendly.

a. tone **b.** feedback **c.** compliment **d.** environment

20. The poem had a lively ..... that made people enjoy it.

a. career **b.** rhythm **c.** reputation **d.** prose

21. He always has a ..... smile on his face.

a. cheerful **b.** terrified **c.** touched **d.** spontaneous

22. Bright yellow ..... grow in the spring.

a. gestures **b.** apprentices **c.** daffodils **d.** tones

23. Many people face personal ..... during difficult times.

a. gestures **b.** struggles **c.** tones **d.** careers

24. The writer expressed his idea in simple, clear ..... .

a. prose **b.** flow **c.** apprenticeship **d.** compliment

25. Protecting the natural ..... is important for future generations.

a. apprenticeship **b.** rhythm **c.** feedback **d.** environment

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B. Language

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

26. The man ..... fixed our car is very kind.
a. which **b.** who **c.** when **d.** where

27. The city ..... we visited last summer was beautiful.
a. when **b.** which **c.** where **d.** whose

28. She is the girl ..... brother plays football with me.
a. whose **b.** who **c.** which **d.** where

29. That's the restaurant ..... serves the best pizza.
a. when **b.** which **c.** who **d.** where

30. My house is ..... than yours.
a. big **b.** bigger **c.** biggest **d.** more big

31. Today is the ..... day of the year.
a. hot **b.** hotter **c.** hottest **d.** as hot

32. This exam was ..... than the last one.
a. difficult **b.** more difficult **c.** most difficult **d.** so difficult

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

34. You're coming to the party, ... you?
a. are **b.** aren't **c.** don't **d.** won't

35. He speaks French, ... he?
a. does **b.** doesn't **c.** isn't **d.** won't

36. My new phone is ..... than the old one.
a. modern **b.** more modern **c.** most modern **d.** as modern

37. The hotel ..... we stayed in was very expensive.
a. where **b.** which **c.** who **d.** whose

38. You've met them before, ... you?
a. haven't **b.** have **c.** aren't **d.** didn't

39. There is some milk in the fridge, ... ?
a. is it **b.** isn't there **c.** does it **d.** wasn't there

40. Which of the following sentences is structurally correct?
a. The man which lives next door is a doctor.
b. The man who lives next door is a doctor.
c. The man whose lives next door is a doctor.
d. The man when lives next door is a doctor.

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41. Which of the following sentences is structurally correct?
a. She is the most smart student in the class.
b. She is the smarter student in the class.
c. She is the smartest student in the class.
d. She is smart student in the class.

42. Which of the following sentences is structurally correct?
a. This bag is more heavier than that one.
b. This bag is the most heavy of all.
c. This bag is much heavier than that one.
d. This bag is heavy than that one.

43. Which of the following sentences is structurally correct?
a. You are a teacher, isn't you?
b. You are a teacher, aren't you?
c. You are a teacher, doesn't you?
d. You are a teacher, don't you?

44. Which of the following sentences is structurally correct?
a. That's the movie where won an Oscar.
b. That's the movie which won an Oscar.
c. That's the movie whose won an Oscar.
d. That's the movie who won an Oscar.

45. Which of the following sentences is structurally correct?
a. She can swim, can't she?
b. She can swim, doesn't she?
c. She can swim, isn't she?
d. She can swim, won't she?

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

1. I like the car. You bought it last week. **(which)**
2. The hotel was expensive. We stayed there. **(where)**
3. The day was rainy. We got married on that day. **(when)**
4. The students are hard-working. They study English every day. **(who)**
5. The book is very interesting. I borrowed it from the library. **(which)**
6. This restaurant is good, but that one is better. **(the best)**
7. My house is smaller than yours. **(the smallest)**
8. This problem is difficult, but the next one is even more difficult. **(the most difficult)**
9. Mount Everest is higher than all the other mountains. **(the highest)**
10. Sarah is cleverer than all the other girls in the class. **(the cleverest)**
11. This exam is easier than the one we took last month. **(the easiest)**
12. That movie was bad, but this one is worse. **(the worst)**
13. We think it's a good idea to go out tonight. **(suggested)**
14. Nobody has attended the party, have they? **(Everybody)**
15. He must be joking, mustn't he? **(can't)**

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C. Translation

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

1. From traditional tea ceremonies in Japan to the generous feasts of Middle Eastern homes, cultural hospitality reflects a universal truth: that compassion binds us more than differences divide us.

(أ) من مراسم الشاي التقليدية في اليابان إلى الولائم السخية في المنازل في الشرق الأقصى، تعكس الضيافة الثقافية خرافة عالمية: وهي أن التعاطف يربطنا أكثر مما تفرقنا الاختلافات.

(ب) من مراسم الشاي التقليدية في اليابان إلى الولائم السخية في المنازل في الشرق الأوسط، تعكس الضيافة الثقافية حقيقة عالمية: وهي أن التعاطف يربطنا أكثر مما تجمعنا الاختلافات.

(ج) من مراسم الشاي التقليدية في اليابان إلى الولائم السخية في المنازل في الشرق الأوسط، تعكس الضيافة الثقافية حقيقة عالمية: وهي أن التعاطف يربطنا أكثر مما تفرقنا الاختلافات.

(د) من مراسم الشاي التقليدية في اليابان إلى الولائم السخية في المنازل في الشرق الأقصى، تعكس الضيافة الثقافية حقيقة محلية: وهي أن التعاطف يربطنا أكثر مما تفرقنا الاختلافات.

2. Through novels, poems, and plays, literature transcends time and culture, allowing us to walk in the shoes of others and understand worlds beyond our own.

(أ) من خلال الروايات والقصائد والمسرحيات، يتجاوز العلم الزمن والثقافة، مما يسمح لنا بالسير في أحذية الآخرين وتجاهل العوالم التي تتجاوز عالمنا.

(ب) من خلال الروايات والقصائد والمسرحيات، يتجاوز الأدب الزمن والثقافة، مما يسمح لنا بخوض تجارب الآخرين وفهم العوالم التي تتجاوز عالمنا.

(ج) من خلال الروايات والقصائد والألعاب، يتجاوز الأدب الزمن والمكان، مما يسمح لنا بالسير عكس اتجاه الآخرين وفهم العوالم التي تتجاوز عالمنا.

(د) من خلال القصص والروايات والمسرحيات، يتجاوز الأدب الزمن والثقافة، مما يسمح لنا بخوض تجارب الآخرين وفهم العوالم التي تتجاوز عالمنا.

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

١- يعتبر الأدب بمثابة مرآة للروح الإنسانية، ويكشف عن أعمق مخاوفنا وآمالنا وتناقضاتنا من خلال قوة القصة واللغة.

a. Literature services as a mirror to the humane soul, revealing our deepest fears, hopes, and contradictions through the power of story and language.

b. Literature serves as a mirror to the human soul, revealing our deepest fears, hopes, and contradictions through the power of story and language.

c. Literature serves as a mirror to the human soul, prevailing our deepest fears, hopes, and contradictions thoroughly the power of story and language.

d. Literature serves as a mirror to the humane soul, prevailing our deeper fears, hopes, and contradictions thoroughly the power of story and language.

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٢- تتجلي حفاوة الأمم وكرم ضيافتها عندما ترحب بالغرباء بأذرع مفتوحة، وتوفر لهم الأمان والكرامة والإنسانية المشتركة بغض النظر عن الحدود.

a. The kindness and hospitals of nations shine brightest when they welcome strangers with open arms, offering safe, dignity, and shared human regardless of borders.

b. The generosity and hospitality of nations shine brightest when they welcome strangers with open arms, offering safe, dignity, and shared human regardless of borders.

c. The kindness and hospitals of nations shine brightest where they welcome strangers with open arms, offering safety, dignity, and shared humanity regardless of borders.

d. The generosity and hospitality of nations shine brightest when they welcome strangers with open arms, offering safety, dignity, and shared humanity regardless of borders.

D. Reading Comprehension

• **Read the following passage, then choose the correct answer from a, b, c or d.**

Folk stories are the oral treasures passed down through generations, preserving the values, fears, and dreams of communities long before written records existed. Found in every culture—from African tales to Slavic witch legends, from Native American animal myths to Asian trickster fables—these narratives blend magic with moral lessons. Often told by elders around fires or during festivals, folk tales use simple language, repetitive structures, and anthropomorphic animals to make complex truths accessible to children and adults alike. Characters like clever rabbits, vengeful spirits, or humble heroes reflect societal norms and warnings: greed leads to downfall, kindness is rewarded, and arrogance invites disaster. Unlike modern fiction, folk stories evolve with each telling, adapting to local dialects and contemporary concerns while retaining their core message. They serve not just as entertainment but as cultural anchors, reinforcing identity and collective memory. In a world increasingly dominated by digital media, these stories remind us of our shared human heritage. UNESCO recognizes many folk traditions as intangible cultural heritage, urging their preservation. Even today, storytellers in rural villages and urban schools keep these tales alive, ensuring that the wisdom of ancestors continues to whisper through time. Whether it's "Anansi the Spider" teaching with over strength or "Cinderella" illustrating resilience, folk stories remain timeless teachers wrapped in enchantment.

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

1. Folk stories are primarily transmitted ..... .

a. through textbooks
b. in scientific journals
c. via social media
d. orally across generations

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2. The main purpose of folk tales is often to teach ..... .

a. mathematical formulas **b.** moral lessons

c. scientific facts **d.** cooking techniques

3. Which character type commonly appears in folk tales to represent cleverness?

a. kings **b.** robots **c.** tricksters **d.** astronauts

4. Folk stories often use animals to represent human traits; a technique called ..... .

a. personification **b.** symbolism **c.** metaphor **d.** alliteration

5. UNESCO classifies many folk traditions as ..... heritage.

a. natural **b.** tangible **c.** intangible **d.** technological

6. ..... makes folk stories adaptable over time.

a. Rigid plots **b.** Strict copyright laws

c. Lack of audience **d.** Evolving details with each telling

7. Folk stories help preserve a community's ..... .

a. collective memory **b.** fashion trends

c. military history **d.** stock market data

E. Writing

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

1. A diary usually uses the ..... person point of view.

a. first **b.** second **c.** third **d.** passive

2. A diary entry is often organized by ..... .

a. rhyme **b.** date **c.** chapters **d.** stanzas

3. Diaries typically include the ..... feelings, thoughts, and daily events.

a. writer's **b.** reader's **c.** teacher's **d.** editor's

4. Poems are often divided into sections called ..... .

a. paragraphs **b.** entries **c.** chapters **d.** stanzas

5. The repeating pattern of sounds in a poem is called ..... .

a. rhyme **b.** tone **c.** biography **d.** prose

6. The mood or attitude of a poem is referred to as its ..... .

a. flow **b.** tone **c.** diary **d.** date

7. Unlike prose, poems usually pay close attention to ..... and rhythm.

a. grammar **b.** spelling **c.** word choice **d.** punctuation

8. A biography is the story of a person's life written by ..... .

a. themselves **b.** another person **c.** a teacher **d.** a poet

9. A biography usually presents events in ..... order.

a. random **b.** reversed **c.** alphabetical **d.** chronological

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10. Biographies often highlight a person's major ..... and struggles.

a. hobbies **b.** achievements **c.** favorite foods **d.** diary entries

11. Which of the following sentences is correctly punctuated:

a. My brother who lives in Toronto is visiting next week.

b. My brother, who lives in Toronto, is visiting next week.

c. My brother, who lives in Toronto is visiting next week.

d. My brother who lives in Toronto, is visiting next week.

12. Which of the following sentences is correctly punctuated:

a. I bought apples, oranges, and bananas; but I forgot to buy milk.

b. I bought apples, oranges, and bananas, but I forgot to buy milk.

c. I bought apples, oranges and bananas but I forgot to buy milk.

d. I bought apples, oranges, and bananas—but I forgot to buy milk.

13. Which of the following sentences is correctly punctuated:

a. She said "I'll be there in five minutes" and hung up the phone.

b. She said, "I'll be there in five minutes," and hung up the phone.

c. She said "I'll be there in five minutes," and hung up the phone.

d. She said, "I'll be there in five minutes" and hung up the phone.

14. Which of the following sentences is correctly punctuated:

a. He asked: "Where are you going?"

b. He asked "where are you going?"

c. He asked, "Where are you going?"

d. He asked, "where are you going?"

15. Which of the following sentences is correctly punctuated:

a. Although it was raining; we decided to go for a walk.

b. Although it was raining, we decided to go for a walk.

c. Although it was raining we decided to go for a walk.

d. Although it was raining— we decided to go for a walk.

2 Write about one of the following prompts:

a. A diary entry about "A secret I've never told anyone."

b. A short poem about "The change of seasons."

3 Write about one of the following:

a. A diary entry about "The first time I traveled alone."

b. Write a conclusion paragraph for a biography titled: "A Famous Scientist Who Changed the World."

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The Count of Monte Cristo



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CHAPTER 7

Escape to Freedom

The sea was now his road. Edmond Dantès had left behind the terrible walls of Château d'If and stood reborn as a free man. His heart still carried scars from years of suffering, but his spirit was unbroken. Freedom tasted sweet, but he knew it was only the beginning.



A New Sailor

After escaping, Edmond worked on different ships under false names. He had the strong body of a sailor and the sharp mind of a leader, so no captain refused his help. He learned quickly, stayed quiet, and never spoke of his past.

In those days, he was cautious. He was not yet ready to show himself to the world as Edmond Dantès. If people knew his name, Villefort the prosecutor, Danglars the jealous clerk, and Fernand the false friend might hear of his survival. They would try again to destroy him.

So Edmond waited. He used his time at sea to collect information about ports, routes, and politics. Every new detail was a tool for his future.

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The Smugglers

One evening, Edmond joined a group of smugglers sailing between Italy and Corsica. They carried secret goods and sold them without paying taxes. Life with them was dangerous but useful. He gained experience, courage, and, most importantly, freedom of movement.

It was with these smugglers that he returned to the island of Monte Cristo. The men thought it was only a hiding place for their cargo. Edmond knew it was the key to his destiny.

He pretended to be interested only in hunting on the rocky island. But when left alone, he dug deep and uncovered the treasure of the Spada family.

The Treasure Transforms Him

Edmond could hardly believe his eyes when he opened the chest full of gold and jewels. The treasure was greater than his wildest dreams. Suddenly, he was no longer a poor sailor or an escaped prisoner.

With such wealth, he could buy ships, houses, clothes, titles—even respect. He could create a new life, powerful and untouchable.

He remembered Abbé Faria's words: This treasure is yours. Use it wisely.

Edmond swore that day to become someone new. Edmond Dantès was the name of a victim. Now, he would choose another name, one that no man could stain with lies.

He whispered to himself: "I will be the Count of Monte Cristo."

Returning to Marseille

Before beginning his plans, Edmond felt the need to return to his old home in Marseille. He wanted to see with his own eyes what had happened during his years in prison.

When he arrived, dressed as a simple sailor, he walked the streets of his youth. But nothing was the same. His father's small house was closed, empty, and silent. The neighbors told him the truth: his poor father had died of hunger and sadness soon after Edmond's arrest.

Tears filled Edmond's eyes. His heart burned with both grief and rage. They killed him as surely as if they had struck him with a knife, he thought.

Then he asked about Mercédès, his beloved fiancée. The neighbors told him she had waited for a while, but believing Edmond was guilty or dead, she had married Fernand. Together, they had moved into a fine house. Fernand had become a respected man, even rich.

Edmond's hands clenched. The man who betrayed me now lives happily with the woman I

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loved. It was more painful than all his years in prison.

The Friend Who Remained Loyal

Not everything was lost. Edmond visited the shipping company of Morrel, the kind shipowner who had always trusted him. He learned that Morrel had fallen into debt and was close to losing his business.

Edmond, still in disguise, secretly used part of his new fortune to save Morrel's company. He wanted to reward loyalty, just as he planned to punish betrayal.

This small act gave him strength. He knew now how he would live: as an invisible hand of justice.

Building His New Identity

To prepare for the future, Edmond traveled widely. He visited Rome, Paris, and the great cities of the Mediterranean. With his treasure, he bought jewels, fine clothes, and even a yacht.

He learned the manners of noblemen, studied languages, and moved among the wealthy without suspicion. Soon, he was no longer a poor sailor in appearance but a gentleman of mystery.

In every port, he used different names. Sometimes he was a rich banker, sometimes a merchant, sometimes a sailor again. Each mask taught him something new about people—their greed, their fears, and their secrets.

But in his heart, he remained the same man: Edmond Dantès, betrayed and wronged, waiting for the right time to strike.

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Preparing for Justice

Edmond's mind worked like a machine. He made lists of his enemies:

- Danglars, the greedy clerk who envied his success.
- Fernand, the false friend who stole his fiancée.
- Villefort, the corrupt prosecutor who condemned him to hide a family scandal.

Each man had grown rich and powerful in the years of Edmond's suffering. But Edmond was patient. He would not attack in anger. He would prepare carefully, so that when the moment came, each enemy would fall by his own weakness.

A Heart Full of Conflicts

Still, there were moments of doubt. At night, when he was alone, Edmond remembered the words of Abbé Faria: "*Do not let hatred destroy you*."

Sometimes he wondered: "Was he seeking justice, or revenge? Could he still live as a happy man, or was his soul forever chained to the past?"

He tried to silence these questions. He told himself he was the instrument of justice, chosen to reward the good and punish the guilty. But deep inside, Edmond felt the dangerous fire of revenge growing stronger every day.

The Mask of the Count

Finally, after years of preparation, Edmond was ready. He no longer looked like a sailor, but like a nobleman of ancient blood. His clothes were rich but elegant, his manners refined, his voice calm and controlled.

He had built an identity that could not be questioned. To the world, he was now The Count of Monte Cristo—a man of great wealth, mysterious origins, and powerful influence.

With this mask, he could move freely in high society. He could meet his enemies face to face, and they would not recognize the poor sailor they had betrayed.

The hunter was ready, and the prey did not even know danger was near.

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CHAPTER 8

The Island of Monte Cristo

The name Monte Cristo was now more than a legend for Edmond Dantès. It was a symbol of destiny. The treasure of the Spada family had already lifted him from misery to power, but the island itself became his refuge, his secret base, and the birthplace of his new identity.



A Return with Purpose

After saving Morrel in secret and traveling through Europe, Edmond returned to the rocky island once again. This time, he did not come as a poor smuggler or a desperate fugitive. He came as the master of untold riches, ready to transform the barren rocks into a fortress of wealth and mystery.

The smugglers who once brought him here had no idea that their "hunting trip" had changed his life forever. Now, Edmond returned alone with hired sailors. He ordered them to unload supplies—chests of tools, food, and equipment. The men thought he was simply a rich adventurer who wanted a private place to rest. None guessed the truth: this was his kingdom.

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The Secret Caverns

Deep inside Monte Cristo lay the hidden caverns where the Spada treasure had rested for centuries. Edmond entered with torches, and the golden light danced across mountains of coins, diamonds, rubies, and pearls.

No matter how many times he looked at it, Edmond could hardly believe it was real. The treasure was not just money—it was power, freedom, and the promise of revenge.

He arranged everything carefully. Jewels were sorted, gold weighed, and documents organized. He prepared secret passages to move small amounts without suspicion. For the world, he would always seem rich but never reveal the full size of his fortune. Mystery was part of his weapon.

Building a Base

On the island, Edmond built hidden storerooms and secret locks. He kept barrels of food, weapons, and clothing. He even created a hidden dock where a small boat could land unseen.

Monte Cristo became more than a hiding place. It became his fortress, a place where he could retreat when needed. Whenever danger grew, he would always have this island as his refuge.

To sailors and traders who passed by, it was just another rocky island in the Mediterranean. To Edmond, it was the foundation of his destiny.

The Transformation of Edmond

Each day on Monte Cristo, Edmond felt himself changing. He was no longer the simple sailor who dreamed of marrying Mercédès. That young man had been destroyed in the dark prison of Château d'If.

Here, on the island, a new man was born: mysterious, wealthy, untouchable. He chose the title Count of Monte Cristo not only to honor the island but also to hide his past. A count had power, respect, and influence. A count could move freely in Parisian society, where sailors had no place.

He practiced the noble manners he had studied in Italy and France. His speech grew calm and elegant. His movements became controlled, his face unreadable. He was creating a mask that no enemy could see through.

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Memories of Pain

Still, even in this paradise of gold, Edmond could not escape his memories. Sometimes he would walk along the rocky cliffs and stare at the endless sea.

He remembered the nights in Château d'If, when he thought he would die forgotten. He remembered the last look of his father, the sweet smile of Mercédès, the cruel words of Villefort.

The treasure gave him freedom, but not peace. Peace would only come with justice.

Experiments with Power

Edmond used his wealth to gain more power. Disguised under different names, he lent money to merchants, funded ships, and made investments. He quickly learned how power worked in the modern world: money opened doors more easily than swords.

In Rome, he played the role of a rich banker and was welcomed in noble houses. In Paris, he appeared as a foreign aristocrat and attracted the attention of politicians. Wherever he went, people respected him, but no one truly knew him.

This game of masks delighted him. It showed him how easily society could be deceived. Those who had once destroyed his life had built their fortunes on lies. Now Edmond would use lies of his own to bring them down.

One evening, as the sun set over the sea, Edmond stood on a high rock of Monte Cristo. He held a handful of golden coins and let them fall slowly into the waves.

"Gold is nothing without purpose," he whispered. "I swear to use this treasure to reward the faithful and punish the wicked. Danglars, Fernand, Villefort—you shall see justice. I am no longer Edmond Dantès. I am the Count of Monte Cristo."

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The waves carried away the gold, but his words echoed in his heart. The oath gave him strength.

Preparing the Future

Edmond made careful plans before leaving the island. He divided the treasure into parts and placed them in different banks across Europe. This way, no single government or thief could take everything from him.

He ordered documents proving noble ancestry, created with the help of experts he paid well. Soon, no one would doubt that the Count of Monte Cristo was of ancient and respected blood.

The Count of Monte Cristo was no longer an idea. He was now a living reality, prepared to enter the world stage.

Shadows of Doubt

Yet, even with all his success, Edmond sometimes felt a shadow in his soul. Abbé Faria's last words returned to him: "Be careful, Edmond. Do not let hatred eat your heart."

Was he becoming too focused on revenge? Could a man build happiness only on destruction?

He tried to silence these doubts. He told himself he was not seeking personal pleasure but carrying out justice where the law had failed. Still, a part of him feared he was slowly turning into something darker.

Leaving the Island

When all was ready, Edmond left Monte Cristo with a final look. The island would remain his secret, his fortress, and his name.

As his yacht sailed away, the island stood behind him like a silent guardian. The next part of his journey awaited him in Paris, where his enemies had built their lives of wealth and lies.

Edmond Dantès, once a prisoner without hope, now sailed as the mysterious Count of Monte Cristo. The game of revenge was about to begin.

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CHAPTER 9

A New Identity

The world now knew Edmond Dantès only by a different name: the Count of Monte Cristo. The poor sailor had disappeared forever, buried in the darkness of Château d'If. In his place stood a man of elegance, mystery, and unlimited wealth.



Arrival in Paris

When Edmond's luxurious carriage rolled through the streets of Paris, people turned their heads. They whispered about the foreign nobleman who had recently arrived from the East, bringing jewels, fine horses, and strange servants.

Paris was a city where appearances mattered. To survive, one needed money, connections, and an old family name. The Count had all three—at least, he made it seem so.

He rented a magnificent house in the Champs-Élysées, filled it with rare paintings, rich carpets, and shining silver. His servants wore elegant uniforms. No one doubted his fortune, but few could discover its true source. This mystery only increased his fame.

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Masks and Disguises

Edmond understood that to win his secret battle, he needed more than wealth. He needed to play roles, to wear masks.

At times, he appeared as the mysterious Count, charming and untouchable. At other times, he disguised himself as an Italian priest, Abbé Busoni, to gather information. He also used the identity of Lord Wilmore, an English nobleman known for acts of generosity.

Each mask gave him access to different worlds: the aristocracy, the business community. His enemies would never suspect that the generous Englishman, and the powerful Count were the same man.

Meeting Old Names

The Count soon learned what had happened to the men who betrayed him.

- Danglars, once a jealous ship clerk, had become a wealthy banker. He now lived among Paris's richest, proud of his success.
- Fernand, who stole Mercédès from him, was now Count de Morcerf, a respected soldier and politician.
- Villefort, the prosecutor who sent him to prison, had risen high in the legal world, with influence and honor.
- Caderousse, the neighbor who remained silent during Edmond's arrest, had fallen into misery, living as a greedy innkeeper and criminal.

Each had built a new life, but Edmond saw them differently. To him, they were thieves of his youth and happiness.

First Impressions in Society

The Count's arrival in Parisian society caused a storm of curiosity. At dinner parties and salons, people spoke of his strange knowledge of the East, his endless fortune, and his mysterious character.

Some feared him; others admired him. But all wanted to know him. The Count accepted invitations with polite coldness. He never revealed too much about himself, and this silence made him even more interesting.

Mercédès, now Madame de Morcerf, also heard of the Count's arrival. When she first saw him from a distance, she felt a strange pain in her heart. The man's face seemed familiar, but twenty-four years of sorrow and change had hidden the sailor she once loved.

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The Power of Wealth

The Count began using his money to test the weakness of Parisian society. He lent huge sums to Danglars and watched the banker become greedy and careless. He gave rich gifts to influential families, ensuring they opened their doors to him.

He also rewarded the good. He secretly helped young Maximilien Morrel, son of the man who had once been kind to him. To Maximilien, he became a silent guardian, watching from the shadows.

Edmond had learned that money was not just wealth—it was a weapon sharper than any sword.

The Visit to Caderousse

Before striking at his greatest enemies, the Count wanted to see what had become of Caderousse. Disguised as Abbé Busoni, he visited the man's inn.

Caderousse lived poorly, filled with bitterness and greed. He confessed how he had witnessed Edmond's arrest years ago and had done nothing to stop it. His words burned in Edmond's heart.

The Count realized that some men destroy themselves without help. He decided Caderousse would not need punishment from him—his own choices would bring his ruin.

A Cold Heart

The more Edmond played his roles, the more he felt himself changing inside. The warm-hearted sailor who once dreamed of a simple life was gone. Now, every meeting, every word, and every smile was part of a plan.

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He had friends, but he did not love them. He had admirers, but he did not trust them. His heart was no longer free—it was a prisoner of revenge.

Still, when he saw Mercédès at a social gathering, something old awoke inside him. Her eyes were softer, older, and touched with sadness. For a moment, Edmond felt the pain of his lost love. But he quickly pushed the memory aside. The Count of Monte Cristo could not afford weakness.

The Count's Reputation

Soon, the Count's name spread through every corner of Paris. He was known for his sudden acts of generosity, like saving a poor family from debt, or paying for a young artist's education. At the same time, he was feared for his cold intelligence and strange power.

No one could resist his influence. Doors opened, secrets were revealed, and his enemies welcomed him into their homes without suspecting who he really was.

A Silent Oath

Late at night, in his grand house, the Count sometimes stood before a mirror. He saw the elegant nobleman staring back at him, but deep inside he still felt the shadow of Edmond Dantès.

He remembered the prison walls, his father's lonely death, and his stolen love. These memories reminded him why he wore the mask.

"I will not stop," he whispered to himself. "Justice will be done. The guilty will fall. And I, the Count of Monte Cristo, will see it happen."

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CHAPTER 10

Justice and Revenge

For years, Edmond Dantès had dreamed of this moment. His wealth, his masks, and his patience had brought him into the homes of those who had betrayed him. Now the time had come. The Count of Monte Cristo would begin to strike.



The First Blow: Caderousse

The first test was Caderousse, the greedy neighbor who had kept silent during Edmond's arrest. Though not the mastermind, he had chosen selfishness over justice.

One stormy night, Caderousse attempted to steal a diamond from a jeweler. In the struggle, he killed a man. Later, while trying to escape, he was stabbed by an accomplice. The Count, disguised once again as Abbé Busoni, visited him as he lay dying.

"Your greed destroyed you, Caderousse," he said coldly.

Caderousse whispered with his final breath, "You… you are Edmond Dantès!" Then he died.

The Count left silently. "*Justice had been served.*"

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Danglars the Banker

Next came Danglars, the jealous ship clerk who had accused Edmond of treason.
Now a rich banker, Danglars cared only for money.
The Count began to attack not his body, but his fortune. Using his knowledge of finance, he tricked him into lending enormous sums of money and then manipulated the market so that Danglars lost millions.
At dinner parties, the Count praised Danglars's "wisdom," while secretly guiding him toward ruin. Soon, the proud banker found himself drowning in debts.

Villefort the Prosecutor

The cruelest betrayal had come from Villefort, the public prosecutor who had sent Edmond to prison without trial. Villefort had destroyed Edmond's life to protect his own career.
Now the Count prepared a punishment worse than death; he would destroy Villefort's family honor.
Through careful investigation, the Count uncovered Villefort's darkest secrets. Step by step, he revealed his hidden crimes to society. Newspapers whispered about corruption and dishonor in Villefort's family. Slowly, the prosecutor's reputation collapsed.
In his proud home, Villefort felt his life fall apart. His daughter Valentine was poisoned by his second wife. His wife was caught in lies. Villefort's mind broke. He wandered his house like a madman, unable to face the justice he had once denied Edmond.

Fernand the Traitor

The most painful revenge was reserved for Fernand, once Edmond's best friend and later the thief of Mercédès. He had married her, taken Edmond's happiness, and risen to power as Count de Morcerf.
The Count attacked him by revealing his secret past. During the war, Fernand had betrayed his commander, Ali Pasha, and sold him to the enemy.
The Count gathered witnesses, letters, and proof. At a government trial, these crimes were read aloud. Paris gasped in horror. Fernand, once a hero, was now branded a traitor.
Mercédès stood pale in the courtroom. Their son Albert challenged the Count to a duel, but Mercédès went to beg for mercy.
"Edmond, if you ever loved me, spare my son."
The Count spared Albert, but Fernand's life was over. Shamed, abandoned, and dishonored, Fernand shot himself.

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The Weight of Revenge

Each act of justice gave Edmond a strange satisfaction. Yet with each victory, he felt a new emptiness.

Sometimes at night, he asked himself; “Am I the hand of justice, or only another sinner blinded by hatred?”

A Ray of Light

In the middle of this darkness, one person reminded him of goodness: Maximilien Morrel, the son of the shipowner who had once tried to save Edmond from prison. The Count watched him in secret and saw his honesty, courage, and love for Valentine, Villefort’s daughter. When Valentine was poisoned, the Count stepped in. He secretly gave her medicine that made her appear dead but kept her alive. He placed her in safety until Maximilien could be reunited with her.

For the first time, Edmond used his power not for revenge but for protection.

The World Whispers

Paris buzzed with rumors. Some said the Count of Monte Cristo was an angel, others said he was a devil. Wherever he appeared, people felt awe and fear.

But only Edmond knew the truth: he was a man who had suffered deeply and who had chosen to punish those who had stolen his life.

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CHAPTER 11

The Fall of the Guilty



The storm that Edmond Dantès had carefully prepared for years now swept through Paris. Each of his enemies faced the weight of their own sins.

Danglars: Prisoner of Greed

Danglars, the banker who had once plotted Edmond's destruction, had finally reached the bottom of his ruin. His greed, encouraged by the Count's tricks, left him surrounded by debts. In despair, Danglars tried to escape the city with the little gold he still possessed. But his flight ended in Italy, where he fell into the hands of the Count's allies.

They robbed him of everything. For days he was kept prisoner, starved until his pride broke. When at last the Count himself appeared, Danglars fell to his knees.

"Who are you?" he cried.

"I am Edmond Dantès—the man you sent to die in prison."

Danglars wept. "Spare me, at least my life!"

"I will not kill you," Edmond replied. "Your punishment is to live, empty, dishonored, and alone."

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Villefort: Madness and Despair

If Danglars was ruined by greed, Villefort was destroyed by ambition. The Count had revealed every secret of Villefort's past. The crimes of his second wife, the poisoning in his house—all of it had become public. The once-proud prosecutor stood in court, pale and broken. The society he once ruled now spit his name in disgust.

When Villefort returned home, he found his worst punishment waiting. His wife had poisoned herself and their young son. Only Valentine, whom the Count had secretly saved, remained alive.

Madness overcame him. He wandered his ruined house, speaking to ghosts. His brilliant mind collapsed under the weight of guilt.

The Ghost of the Past: Mercédès

Mercédès had lost her husband to shame and death. She had seen her son Albert nearly ruined, and in the mysterious Count she had finally recognized her lost fience.

One evening, she visited him in secret.

"Edmond," she whispered, "have you found peace in your revenge?"

The Count's face hardened. "Peace? No. I have seen justice done."

"Justice without mercy is only another kind of cruelty," she said. "Do not let hatred destroy what is left of your heart."

Maximilien and Valentine: A Different Justice

While his enemies fell, Edmond found hope in the young lovers Maximilien Morrel and Valentine Villefort.

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Maximilien, son of the man who had once tried to save Edmond, represented loyalty and honor. Valentine, innocent victim of her stepmother's poison, represented purity.
In grief, Maximilien prepared to kill himself. On the appointed day, Edmond revealed the truth: Valentine lived. He had hidden her until the danger passed.
When Maximilien saw her alive, he fell to his knees, overcome with joy. For the first time, Edmond smiled—not the cold smile of revenge, but the warm smile of hope.

The Last Visit

Before leaving Paris, Edmond returned one last time to Mercédès. She lived now in quiet poverty, her son Albert beside her.
"I cannot give you back the years we lost," he said softly, "but I can give you the fortune Fernand left behind."
Mercédès shook her head. "I need no fortune. I only wish you peace, Edmond."
Her forgiveness broke through the walls of anger around his heart.

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CHAPTER 12

A New Dawn

The storm had passed. Paris no longer whispered about the mysterious Count of Monte Cristo. His enemies were destroyed, their power and pride reduced to dust.
Yet Edmond Dantès felt no triumph in his heart.

The Empty Victory

In his luxurious house, Edmond sat alone. Around him were treasures collected from across the world—gems, gold, works of art. Yet all seemed lifeless.
He thought of his father, of Mercédès, of the sailor he once was. "Have I killed that man forever?" he whispered to himself.

A Farewell to Mercédès

One morning, Edmond visited Mercédès one last time. She now lived quietly in a small house by the sea with her son Albert.
"You still carry the man I once loved," she said, "but he is buried beneath anger."
He bowed his head. "I have punished those who betrayed me, but I do not feel free. Instead, I feel more chained than ever."
"Then let go of hatred," she urged. "You cannot bring back the past, but you can still choose the future."



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A Gift of Love

Before leaving, Edmond gave Albert the fortune of his father, Fernand. "Use it to build a new life, a life of honor." Albert swore to live with courage and honesty. Mercédès thanked Edmond with silent tears.

The Lovers' Reward

Edmond's last act of kindness was for Maximilien Morrel and Valentine Villefort. He had saved them both—Valentine from poison, Maximilien from despair.

He brought them to his island home, Monte Cristo itself. There, in the gardens filled with sunlight, he revealed the truth.

"You were the light that saved me from darkness," he said. "Through your love, I have learned that mercy is greater than revenge."

On the island, Edmond made his final decision. "The fortune of Monte Cristo will be yours. Gold has no meaning without love, and revenge brings no peace. Only freedom remains. Wait and hope."



Sailing into the Unknown

Edmond boarded his ship, the Yacht of Monte Cristo. With him was Haydée, the daughter of Ali Pasha, whom he had once saved from slavery. As the sails caught the wind, Edmond turned to her. "Haydée, I have nothing left but you. Will you walk with me into this new life?"

She answered with quiet certainty, "Forever."

Together they sailed away, leaving behind the prisons of the past, the ruins of Paris, and the ashes of revenge.

The sun rose on the horizon, bright and full of promise. For the first time in decades, Edmond Dantès felt truly free.

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Chapters Questions

Chapter 7: Escape to Freedom

1 **Match the words with their meanings**

A	B
1. disguise	☐ change of appearance to hide one's identity
2. escape	☐ someone who imports or exports illegally without paying duties.
3. scandal	☐ the state of being free, not controlled by others
4. freedom	☐ a disgraceful action, rumor, or event that causes public shock
5. smugglers.	☐ the act of breaking free from prison or danger

2 **Answer the following questions**

1. What does Edmond's successful escape reveal about his character?

.....

2. How does the sea play both a danger and a path to freedom in this chapter?

.....

3. Do you think Edmond's escape was more about intelligence or luck? Why?

.....

4. If you were in Edmond's situation, would you have the courage to risk drowning for freedom? Explain.

.....

5. The sea represents more than water. What does it symbolize in Edmond's journey?

.....

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Chapter 8: The Island of Monte Cristo

1 Match the words with their meanings

A	B
1. identity	☐ the change of something into something else
2. justice	☐ the state of having a lot of money or valuable things
3. wealth	☐ punishment for wrong actions in a fair way
4. transformation	☐ actions taken to hurt someone who caused harm
5. revenge	☐ who or what a person really is

3 Answer the following questions

1. What does Edmond do after escaping the prison that shows his new identity?

.....

2. Why does Edmond choose to hide his true self from others?

.....

3. How does the idea of "identity" play a central role in this chapter?

.....

4. Do you agree with Edmond's plan to seek revenge, or should he forgive and move on? Explain.

.....

5. If you could take on a completely new identity, how would you use it to change your life?

.....

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Chapter 9: A New Identity

1 Match the words with their meanings

A	B
1. betrayal	☐ an unpleasant sharp taste
2. loyalty	☐ a selfish and excessive desire for more of something
3. charming	☐ the act of being false or unfaithful to a friend or trust
4. bitterness	☐ extremely pleasing or delightful
5. greed	☐ being faithful and supportive to someone

2 Answer the following questions

1. Why does Edmond return to his city in disguise instead of showing himself openly?

.....

2. What does Edmond's careful planning suggest about his personality after prison?

.....

3. How do loyalty and betrayal shape Edmond's feelings toward his old friends and enemies?

.....

4. Do you think Edmond's revenge is justified after so many years? Why or why not?

.....

5. If someone betrayed you deeply, would you choose forgiveness or revenge? Explain your reasoning.

.....

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Chapter 10: Justice and Revenge

1 Match the words with their meanings

A	B
1. abandoned	☐ a feeling of happiness when needs or wishes are met
2. satisfaction	☐ a lawyer who argues against someone accused of a crime
3. prosecutor	☐ a person who does something wrong or against moral/religious law
4. sinner	☐ left behind, deserted

2 Answer the following questions

1. How does Edmond present himself when he returns as the Count of Monte Cristo?

.....

2. Why does Edmond prefer to act through disguise and secrets rather than reveal himself directly?

.....

3. How does Edmond's new wealth give him power that he never had before?

.....

4. Do you agree that using deception can sometimes be justified if the goal is justice? Why or why not?

.....

5. If you suddenly gained great wealth and influence, what would be the first change you would make in your society?

.....

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Chapter 11: The Fall of the Guilty

1 Match the words with their meanings

A	B
1. plotted	☐ amounts of money that someone owes to another person, bank, or company.
2. destruction	☐ secretly planned something, usually in detail and often for a bad or tricky purpose.
3. debts	☐ forgiveness shown to someone, even when you have the power to punish them.
4. mercy	☐ the act of breaking or damaging something so badly that it no longer exists

2 Answer the following questions

1. Who becomes the Count's main target in this chapter, and why?

.....

2. What do his secret arrangements show about his personality?

.....

3. How is the difference between justice and revenge shown in this part of the story?

.....

4. Do you think the Count is right to manipulate others, even if they are guilty? Why or why not?

.....

5. Is it possible for revenge to ever truly bring peace to someone's heart? Explain your view.

.....

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Chapter 12: A New Dawn

1 Match the Words with their Meanings

A	B
1. triumph	☐ the quality of good judgment based on knowledge and experience
2. forgiveness	☐ freedom from anger, war, or trouble
3. peace	☐ a belief in a better future
4. wisdom	☐ excusing someone for their mistakes or wrongs
5. hope	☐ a great victory or achievement

2 Answer the following questions

1. What choice does Edmond make at the end of the story: more revenge or peace?

.....

2. What does the Count's final decision suggest about his character growth?

.....

3. How does the theme of forgiveness change the meaning of the story compared to pure revenge?

.....

4. Do you agree that forgiveness is stronger than revenge? Why or why not?

.....

5. If you had power to punish your enemies, would you stop at justice or go further to seek revenge? Explain.

.....

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English

Secondary Three - Term 2

Academic Year: 2026/2027

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ENGLISH

Secondary Schools
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