



**Student's  
Book**

# **ENGLISH**

**Preparatory Schools - Year Three - Term 2**

**2025 - 2026**



"تهدى 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."

© 2025 Ministry of Education and Technical Education

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means-electronic, mechanical, photocopying, recording, or otherwise-without the prior written permission of the copyright holders.

**Ministry of Education and Technical Education**

**New Administrative Capital**

**Cairo, Egypt**

**Name:** .....

**Class:** .....

**School:** .....

# Contents



Unit 7	Sports	11
Unit 8	Cultures and Traditions	24
Unit 9	Courage and Survival	38
Review 3		52
Unit 10	Animal Adaptations	56
Unit 11	Stories on the Move	72
Unit 12	Leadership and Teamwork	88
Review 4		103



## 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.

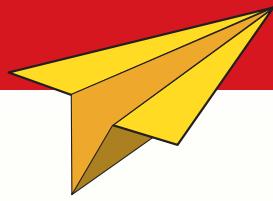
**Best Regards,**

**The Ministry of Education and Technical Education**

## Scope and Sequence

Unit & Title	Vocabulary Skills	Language (Grammar)	Skills (Reading, Writing, Listening, Speaking)	Life Skill(s) & Core Value(s)
<b>Unit 7: Sports</b>	fair play, champion, discuss, knight, chariot, respect, teamwork, admiration, focus	«used to» for past habits	<ul style="list-style-type: none"> <li>• Reading: Identify main idea, Compare ancient/modern sports</li> <li>• Writing: Write a sports report</li> <li>• Listening: Identify specific details (fair play)</li> <li>• Speaking: Compare/contrast ancient and modern sport</li> </ul>	collaboration, respect, sportsmanship, determination
<b>Unit 8: Cultures and Traditions</b>	tradition, custom, culture, harmony, identity, ceremony, connected, elderly, relatives, festival	Relative clauses (who, which, where, when, whose, that) to describe traditions	<ul style="list-style-type: none"> <li>• Reading: Identify main idea/core values</li> <li>• Writing: Write a short article describing a tradition</li> <li>• Listening: Identify the gist and answer comprehension questions</li> <li>• Speaking: Compare and contrast traditions</li> </ul>	self-awareness, respect for others, generosity, family unity
<b>Unit 9: Courage and Survival</b>	clue, riddle, artifact, explorer, hidden, shelter, survival, tribe, loyalty, strategy, wisdom, torch	Verbs + to or -ing (infinitive or gerund)	<ul style="list-style-type: none"> <li>• Reading: Identify main theme/moral lesson (legends)</li> <li>• Writing: Write a short story (folktale) with a clear structure</li> <li>• Listening: Identify main challenges/survival situation</li> <li>• Speaking: Discuss plans/Retell a folktale</li> </ul>	courage, problem-solving, teamwork, determination, curiosity

<p><b>Unit 10: Animal Adaptations</b></p> <p>adaptations, harsh, conservation, predators, remarkable camouflage, flexible fascinated, disturbing migration</p>	<p>Direct Questions Reported Speech</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Identify main ideas/details (Arctic/desert animals)</li> <li>• <b>Writing:</b> Write an animal fact file</li> <li>• <b>Listening:</b> Understand main points/details from experts</li> <li>• <b>Speaking:</b> Role-play as scientists/experts</li> </ul>	<p>critical thinking, scientific literacy, environmental awareness</p>
<p><b>Unit 11: Stories on the Move</b></p> <p>unforgettable, breathtaking, challenging, slippery, solo, landmarks, tombs, hospitality</p>	<p>Past Tenses (simple, and perfect) for narrative sequence</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Identify main events, challenges, and turning points</li> <li>• <b>Writing:</b> Write a travel narrative</li> <li>• <b>Listening:</b> Identify specific details from stories</li> <li>• <b>Speaking:</b> Share personal adventure experiences</li> </ul>	<p>self-Awareness, adaptability, independence, appreciation of culture diversity</p>
<p><b>Unit 12: Leadership and Teamwork</b></p> <p>reign, profitable, emphasize, beyond, teamwork, budget, hybrid, leader, modesty, empathy campaign</p>	<p>Reported orders for affirmative and negative commands</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Identify details (Egyptian leaders); find qualities of effective leaders</li> <li>• <b>Writing:</b> Write about a personal leadership goal plan</li> <li>• <b>Listening:</b> Identify main ideas/details (teamwork stories)</li> <li>• <b>Speaking:</b> Express different team roles and their importance</li> </ul>	<p>leadership, teamwork, communication, emotional intelligence, conflict resolution</p>



# 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 The History of Sport

#### Before you start

#### Think and discuss in pairs

##### 1 Answer the following questions.

1. Why do you think people have played sports since ancient times?
2. How do sports bring people together today?

#### Reading

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

###### The History of Sport

Sport has been part of human life for thousands of years. In ancient times, people competed to show strength, speed, and skill. For example, the Olympic Games began in Greece more than 2,700 years ago. They included running, wrestling, and **discus throwing**. These games were not only for fun, but also to bring communities together.

Later, the Romans enjoyed sports such as **gladiator** fights and **chariot** racing. Although some of these were dangerous, they showed how important sport was in Roman culture. In the Middle Ages, people in Europe practiced **archery**, horse riding, and fencing. These activities prepared **knights** for **battles**, and they also became forms of competition.

Modern sports started to grow in the 19<sup>th</sup> century. Football, tennis, and cricket became popular in England and soon spread across the world. The modern Olympic Games were restarted in 1896 in Athens, and today they are a global event where athletes from many countries compete in peace.

Sport is now practiced not only for winning, but also for teamwork, **fair play**, and health. It continues to connect people, create friendships, and inspire new generations.

#### Think about this

##### 3 Answer the following questions.

1. How do modern sports teach values like teamwork?
2. What is the difference between ancient sports and the sports you watch today?
3. If you wanted to practice a new sport, what would it be? Why?
4. In your opinion, why is sport important for young people?

12 Unit 7 Sports



#### Think about this

##### 3 Answer the following questions.

1. Give two examples of traditions from the text.
2. How can traditions help people feel connected to their culture?
3. What examples from Egypt show the importance of family and respect?
4. In your opinion, why do you think traditions continue even in modern times?
5. What do traditions teach us?

#### Vocabulary

##### 4 Match the words from column (A) with their meanings in column (B).

A
1. culture
2. identity
3. harmony
4. ceremony

B
<input type="checkbox"/> special event like a wedding
<input type="checkbox"/> peace or balance among people or things
<input type="checkbox"/> who someone is
<input type="checkbox"/> the way of life of a group of people

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

1. What do traditions often teach people?  
a. Technology and science  
b. Respect, friendship, and sharing  
c. Rules of modern sports  
d. How to speak foreign languages
2. In Egypt, what do people often do during festivals?  
a. Travel abroad  
b. Wear new clothes and visit relatives  
c. Build new houses  
d. Plant trees in parks
3. What value is shown when young Egyptians greet and care for older people?  
a. Patience  
b. Joy  
c. Respect for the elderly  
d. Celebration
4. What does the Japanese tea ceremony reflect?  
a. Speed and energy  
b. Respect, patience, and harmony  
c. Joy and celebration  
d. Friendship and music
5. Which tradition is enjoyed by both locals and tourists in Japan?  
a. Sapporo  
b. Family visits  
c. The Carnival  
d. Tea ceremony

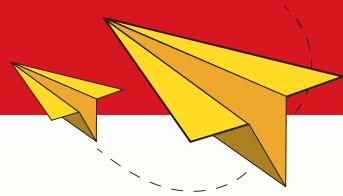
26 Unit 8 Cultures and Traditions

## 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.



## Listening

Students listen to the audio texts and answer the questions.

### LESSON 2 A True Champion



#### Before you start



#### Think and discuss in pairs



#### 1 Answer the following questions.

1. What makes a sports champion truly great: winning medals or showing respect?
2. Can you remember an event when showing fair play was valued more than the result?



#### Listening



- 2 Listen to the audio. Guess the meaning of the following words, and check them in your dictionary.

honor – respect – admiration – champion – focus

- 3 Listen to the interview again, and then answer these questions.

1. Where was Rashwan's opponent from?
2. What sport did he compete in?
3. What lesson does Rashwan's story teach us?

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

1. In which Olympic Games did Mohamed Rashwan compete?  
a. 1980 Moscow      b. 1984 Los Angeles      c. 1988 Seoul  
d. 1992 Barcelona
2. Rashwan avoided ..... in the final.  
a. attacking his opponent's injury      b. talking to his rival



## Language in Context

This feature turns grammar rules into real communication skills.

2. Pair: Ask your partner:

- Why did you avoid attacking the injury?
- How do you feel about winning silver instead of gold?
- What lesson do you want to give young athletes?

3. Share: Present your short role-play to the class, highlighting values of fair play.

#### Language in use

- 6 Complete the sentences with the correct form of "used to + inf".

1. I ..... (use) to play in the park when I was a child.
2. My father didn't ..... (used) to work in the bank.
3. We used to ..... (going) to Alexandria every summer.
4. ..... (Did / Use) you to watch cartoons when you were young?
5. He ..... (not / use) to drink tea.

- 7 Rewrite the sentences.

1. He used to ride his bike to school. (not)
2. She used to live in Luxor. (Where)

#### Tip

##### "Used to" for Past habits

→ We use "used to + inf" to talk about habits that were true in the past but are no longer true now.

e.g. → My grandparents **used to** live in the countryside.

e.g. → I **used to** play the guitar when I was thirteen.

• For negative form:

- Did you **use to swim**?

• Yes, I did. • No, I didn't.

→ **What did you use to do** when

## Writing

"Thinking Made Visible" Students organize ideas, communicate clearly, and express professionalism. Through writing, they learn to connect language, logic, and purpose in real-life contexts.



#### Vocabulary

- 4 Write the synonym and antonym of each word.

Word	Synonym	Antonym
respect		
peace		
friendship		
united		
famous		
winning		
ancient		

#### Vocabulary Tip

- Popular sports: football, basketball, volleyball, tennis, swimming, running, handball.
- Phrases:
  - ⇒ I'm a big fan of ...
  - ⇒ I enjoy ... because ...
  - ⇒ In my free time, I usually ...
  - ⇒ It makes me feel ...



#### Speaking

- 5 In groups, discuss how sports can help people from different countries become friends.



#### Writing

- 6 Write a paragraph of about (100 – 110) words on "Why I would like to attend the Olympic Games."

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

## Reading

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

### LESSON 3 Sports Events

#### Before you start

- 1 Answer the following questions.

1. Why do you think countries from all over the world join the Olympics?

2. What values can students learn from international sports events?



#### Reading

- 2 Read the following text and guess the meaning of the words in bold.

The Olympic Games are the most famous sports event in the world. Today, they are held every four years in different countries. **Athletes** from more than 200 nations come together to compete in many sports such as football, swimming, athletics, and gymnastics. The Olympic flag, with its five rings, represents the five **continents** Africa, Asia, the Americas, Europe, and Australia of the world united in friendship.

The Olympics are not only about winning medals. They also teach the values of **excellence**, respect, and friendship. Athletes are expected to compete fairly and respect their



# Start Smart



## 1 Finish the following dialog:

Maha and her friend Nada are talking about screen time.

Maha : I've been staring at my phone nonstop—  
my screen time was shocking!

Nada : Same! It's so easy to get stuck scrolling.

Maha : (1) .....

Nada : That's a lot! Have you tried setting app limits?

Maha : (2) ..... I need to be more alert.

Nada : Try leaving your phone out of the bedroom an hour before bed—it helps me.

Maha : (3) .....

Nada : Right? Less screen time at night really improves sleep.

Maha : (4) .....

Nada : I read or go for a quick walk—it feels more productive.

## 2 Read and complete the text with words from the following list:

unique - confidence - determination - confused - customize - talents

Modern education requires students to develop strong personal (1) ..... . Many successful learners show great (2) ..... when facing challenges. Teachers (3) ..... that students who (4) ..... their learning experience often achieve better results. However, some students still feel (5) ..... about new technologies. Each student has (6) ..... that should be developed.

## 3 Read the following text, then answer the questions:

Learning a new language opens doors to different cultures, improves memory, and boosts problem-solving skills. Consistent practice—even just 15 minutes a day—is more effective than occasional long sessions. Listening to native speakers, reading simple texts, and speaking regularly help develop fluency. Mistakes are a natural part of learning; they show progress, not failure. Using apps, language partners, or watching shows in the target language makes practice enjoyable and practical. Most important, stay motivated by setting small, achievable goals, like ordering food or introducing yourself. Over time, these small wins build confidence and competence.

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

1. Consistent practice, even for just 15 minutes a day, is ..... than occasional long sessions.  
a. less effective  
b. equally effective  
c. more effective  
d. unnecessary

2. According to the text, mistakes in language learning show ..... .
  - a. carelessness
  - b. lack of understanding
  - c. failure
  - d. progress
3. To stay motivated, learners should set ..... goals.
  - a. difficult and long-term
  - b. small and achievable
  - c. unclear and flexible
  - d. random and unplanned

**B. Answer the following questions:**

4. Why is consistency important in language learning?
5. How can setting small goals help you stay motivated?
6. Describe one strategy you could use to practice speaking daily.

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

1. My friends are always very ..... and helpful when I face a challenge.
  - a. awkward
  - b. silent
  - c. stressful
  - d. supportive
2. There is complete ..... in my street at night.
  - a. curiosity
  - b. confusion
  - c. silence
  - d. confidence
3. My first ..... today is to clean my room.
  - a. task
  - b. honesty
  - c. distraction
  - d. feedback
4. The charity receives ..... to help poor families.
  - a. initiatives
  - b. donations
  - c. creativity
  - d. impression
5. You can ..... your phone settings to make it work the way you like.
  - a. copy
  - b. customize
  - c. borrow
  - d. ignore
6. If I ..... about the meeting, I would have attended it.
  - a. know
  - b. knew
  - c. have known
  - d. had known
7. I think it ..... rain tomorrow, so take an umbrella.
  - a. is
  - b. was
  - c. will
  - d. has
8. You ..... wear a seat belt when you drive. It's the law.
  - a. can
  - b. must
  - c. may
  - d. should
9. She said she ..... to the gym the next day.
  - a. goes
  - b. went
  - c. is going
  - d. would go
10. They ..... in this city for ten years.
  - a. have lived
  - b. are living
  - c. live
  - d. lived

**5 Complete the sentences with the correct form of the word(s) in brackets:**

1. If he ..... (study) harder, he would have passed the exam.
2. I'm sure they ..... (arrive) on time for the meeting.
3. You ..... (can't) finish your homework before you play games.
4. She told me she ..... (not / feel) well the day before.
5. We ..... (not / see) that movie yet.

**6 Write from ONE HUNDRED (100) to ONE HUNDRED and TEN (110) words on the following:**

"An email to your friend about your last visit to the New Museum"

# UNIT 7

# Sports

## Learning Outcomes

### Reading

- correctly compare and contrast ancient and modern sports using at least three specific points of difference.

### Listening

- identify specific details regarding fair play in an audio text.

### Speaking

- compare and contrast ancient and modern sports in a 3-minute role-play.
- express personal views on values such as teamwork and fair play.
- discuss how sports unite people in a group discussion.

### Language

Use "used to + inf." to express past habits.

### Writing

- write a short descriptive or narrative text (100-110) words about a sporting event, using relevant vocabulary from the unit.



# LESSON 1 The History of Sport



## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. Why do you think people have played sports since ancient times?
2. How do sports bring people together today?



### Reading

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

#### The History of Sport

Sport has been part of human life for thousands of years. In ancient times, people competed to show strength, speed, and skill. For example, the Olympic Games began in Greece more than 2,700 years ago. They included running, wrestling, and **discus throwing**. These games were not only for fun, but also to bring communities together.

Later, the Romans enjoyed sports such as **gladiator** fights and **chariot** racing. Although some of these were dangerous, they showed how important sport was in Roman culture. In the Middle Ages, people in Europe practiced **archery**, horse riding, and fencing. These activities prepared **knights** for **battles**, and they also became forms of competition.

Modern sports started to grow in the 19<sup>th</sup> century. Football, tennis, and cricket became popular in England and soon spread across the world. The modern Olympic Games were restarted in 1896 in Athens, and today they are a global event where athletes from many countries compete in peace.

Sport is now practiced not only for winning, but also for teamwork, **fair play**, and health. It continues to connect people, create friendships, and inspire new generations.



### Think about this

#### 3 Answer the following questions.

1. How do modern sports teach values like teamwork?
2. What is the difference between ancient sports and the sports you watch today?
3. If you wanted to practice a new sport, what would it be? Why?
4. In your opinion, why is sport important for young people?





## Vocabulary

4 Match the words from column (A) with the suitable meanings from column (B).

A	B
1. knight	<input type="checkbox"/> treating others honestly in games
2. chariot	<input type="checkbox"/> cart pulled by horses
3. fair play	<input type="checkbox"/> soldier in the Middle Ages

5 Fill in the blanks with words from the text.

health – exercise – old – strength – enjoy

Sports are very important for people of all ages. Both the young and the (1) ..... can take part in games and activities that make life more active and fun. Regular (2) ..... helps the body stay strong and keeps the mind fresh. Playing football, swimming, or even walking gives people more (3) ..... to do their daily tasks. Sport is not only good for physical (4) ..... but also helps people meet friends and work as a team. Many people also (5) ..... watching sport together, which makes it a social activity.



## Speaking



## Think-Pair-Share

6 Ask and answer about the history of sport.

**Topic:** *The history of sport*

- Think:** Do you think sport connects cultures as it did before?
- Pair:** Ask your partner:
  - Why did people in ancient Greece start the Olympic Games?
  - What is your favorite sport?
  - Why do people enjoy race?
- Share:** Your ideas with your classmates.



# LESSON 2 A True Champion



## Before you start



### Think and discuss in pairs



#### 1 Answer the following questions.

1. What makes a sports champion truly great: winning medals or showing respect?
2. Can you remember an event when showing fair play was valued more than the result?



### Listening

#### 2 Listen to the audio. Guess the meaning of the following words, and check them in your dictionary.

honor – respect - admiration – champion - focus

#### 3 Listen to the interview again, and then answer these questions.

1. Where was Rashwan's opponent from?
2. What sport did he compete in?
3. What lesson does Rashwan's story teach us?



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

1. In which Olympic Games did Mohamed Rashwan compete?  
a. 1980 Moscow      b. 1984 Los Angeles      c. 1988 Seoul      d. 1992 Barcelona
2. Rashwan avoided ..... in the final.  
a. attacking his opponent's injury      b. talking to his rival  
c. losing the match      d. training hard
3. Rashwan won ..... medal in the final.  
a. gold      b. silver      c. bronze      d. none
4. What did the Japanese people give Rashwan after the Olympics?  
a. Money      b. A gold medal  
c. An award for sportsmanship      d. A job offer



### Speaking



### Think-Pair-Share

#### 5 Ask and answer questions about.

**Topic:** A true champion

1. **Think:** Imagine you are Mohamed Rashwan just after the Olympic final, and a reporter asks you about your decision, your feelings, and the lesson you want to share.

2. **Pair:** Ask your partner:

- Why did you avoid attacking the injury?
- How do you feel about winning silver instead of gold?
- What lesson do you want to give young athletes?

3. **Share:** Present your short role-play to the class, highlighting values of fair play.



## Language in use

6 Complete the sentences with the correct form of "used to + inf".

1. I ..... (use) to play in the park when I was a child.
2. My father didn't ..... (used) to work in the bank.
3. We used to ..... (going) to Alexandria every summer.
4. ..... (Did / Use) you to watch cartoons when you were young?
5. He ..... (not / use) to drink tea.

7 Rewrite the sentences.

1. He used to ride his bike to school. (not)  
.....
2. She used to live in Luxor. (Where)  
.....
3. No, he didn't use to travel alone. (Did)  
.....

8 Choose the correct option.

1. My brother (used to / use to) play football every weekend.
2. There (use / used) to be a park here, but now it's gone.
3. We didn't (use / used) to go out at night when we were children.
4. (Were / Did) you use to visit ancient sites?

9 Find and correct the mistake in each sentence.

1. I use to play tennis every Friday. (.....)
2. Did you used to live in Aswan? (.....)
3. She doesn't use to like coffee when she was young. (.....)
4. There use to be a movie theater near my house. (.....)
5. Rashwan used train hard. (.....)

### Tip

#### "Used to" for Past habits

→ We use "used to + inf." to talk about habits that were true in the past but are no longer true now.

e.g. → My grandparents used to live in the countryside.

e.g. → I used to play the guitar when I was thirteen.

• For negative form:

→ My dad didn't use to drive along the desert when he was younger.

• For question form:

- Did you use to swim?

• Yes, I did. • No, I didn't.

→ What did you use to do when you were 10?

→ I used to run fast.

# LESSON 3 Sports Events



## Before you start

### 1 Answer the following questions.

1. Why do you think countries from all over the world join the Olympics?
2. What values can students learn from international sports events?



## Reading

### 2 Read the following text and guess the meaning of the words in bold.

The Olympic Games are the most famous sports event in the world. Today, they are held every four years in different countries. **Athletes** from more than 200 nations come together to compete in many sports such as football, swimming, athletics, and gymnastics. The Olympic flag, with its five rings, represents the five **continents** Africa, Asia, the Americas, Europe, and Australia of the world united in friendship.

The Olympics are not only about winning medals. They also teach the values of **excellence**, respect, and friendship. Athletes are expected to compete fairly, respect their **opponents**, and celebrate achievements together. Egypt has proudly joined the modern Olympics since 1912 and has won medals in weightlifting, wrestling, and judo.

The Olympic spirit reminds us that sport can bring people from different countries, cultures, and languages together in peace.



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

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

1. What do the five rings on the Olympic flag represent?  
a. Five sports      b. Five countries      c. Five continents      d. Five medals

2. When did Egypt first join the modern Olympics?  
a. 1912      b. 1920      c. 1936      d. 1948

**(b) Answer the following questions.**

3. Why do you think the Olympic Games are important for the world?
4. What Olympic value do you admire most: excellence, respect, or friendship? Why?
5. If Egypt hosted the Olympics, what would you show the world about your country?



## Vocabulary

**4** Write the synonym and antonym of each word.

Word	Synonym	Antonym
respect		
peace		
friendship		
united		
famous		
winning		
ancient		

### Vocabulary Tip

- Popular sports: football, basketball, volleyball, tennis, swimming, running, handball.
- Phrases :
  - ⇒ I'm a big fan of ...
  - ⇒ I enjoy ... because ...
  - ⇒ In my free time, I usually ...
  - ⇒ It makes me feel ...



## Speaking

**5** In groups, discuss how sports can help people from different countries become friends.



## Writing

**6** Write a paragraph of about (100 – 110) words on “Why I would like to attend the Olympic Games.”

.....

.....

.....

.....

.....

.....

.....

# LESSON 4 Story Time

## Twenty Thousand Leagues under The Sea, by Jules Verne

### Chapter One The Mystery of the Sea Monster



#### Introduction about the Author

Jules Verne (1828 - 1905) was a French novelist and is often called the "Father of Science Fiction." He wrote imaginative adventure tales that combined scientific ideas with vivid storytelling. His most famous works include Journey to the Center of the Earth (1864), Around the world in Eighty Days (1873), and Twenty Thousand Leagues Under the Sea (1870). Verne's writings inspired both readers and scientists.

#### 1 Read the following text. Why do people sometimes believe in sea legends?

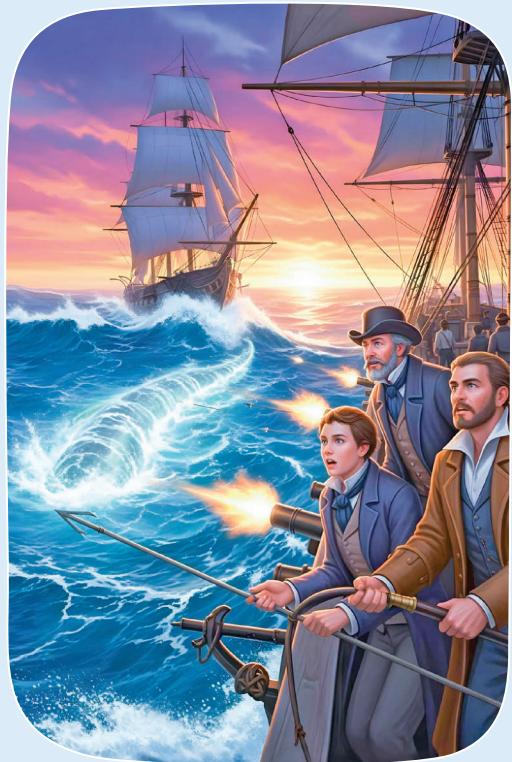
In the mid-nineteenth century, sailors across the oceans reported a strange creature. Ships claimed to have seen a huge "sea monster," moving faster than whales and smashing ships with terrible force. Newspapers described it as both marvelous and terrifying. Public debate grew so intense that a voyage was launched to capture or kill the beast.

Professor Pierre Aronnax, a French marine scientist, was invited to join the voyage. His loyal servant Conseil and a Canadian harpooner named Ned Land also became part of the crew. They boarded a warship and set sail across the Pacific. For months, they searched without success.

Some sailors doubted the monster's existence, while others became impatient.

At last, one evening, a long glowing shape appeared in the waves. The crew chased it desperately. Cannon fire and harpoons were launched. Suddenly, the "monster" turned and hit the ship with its steel-like body. Aronnax and his companions were thrown into the sea.

Struggling to survive, they swam toward the mysterious creature. To their astonishment, they discovered it was not an animal at all but a man-made submarine of especial design. Their adventure beneath the oceans was about to begin.





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

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

1. In the mid-nineteenth century, sailors claimed to have seen a huge ..... .  
a. whale      b. sea monster      c. shark      d. giant squid
2. Professor Aronnax was invited to join the ..... .  
a. party      b. voyage      c. army      d. flight
3. The sea monster was described as having a ..... body.  
a. fish-like      b. steel-like      c. long, tentacled      d. staff
4. Ned Land, a Canadian harpooner, became part of the ..... .  
a. crew      b. scientists      c. expedition      d. warship crew
5. The ship's crew chased the creature after it ..... .  
a. swam away      b. attacked them  
c. appeared in the waves      d. dove underwater

### 3 Answer the following questions.

1. Why do you think the sailors were so fascinated with the idea of a sea monster?  
.....

2. What role did professor Aronnax play in the voyage, and how did his scientific background help?  
.....

3. Why do you think some sailors doubted the existence of the sea monster while others were determined to capture it?  
.....

4. How did the description of the sea monster create a sense of both fear and wonder among the crew?  
.....

5. What do you think the importance of the "public debate" over the sea monster's existence was?  
.....

6. In your opinion, how might the voyage to capture the sea monster affect the relationships between the crew members?  
.....

# LESSON 5 Let's Talk



## Before you start

### 1 With a classmate, discuss the following questions.

1. What sports do you like to watch or play?
2. Do you prefer team sports or individual sports? Why?
3. How can sport benefit people?



**Salma** : Hi Mona! What's your favorite sport?

**Mona** : My favorite sport is basketball. I play it with my friends after school, and sometimes we even join small competitions.

**Salma** : That sounds fun! Why do you like basketball so much?

**Mona** : Because it's **fast and exciting**, and it also **helps me stay fit and active**. I love the feeling when we **work as a team** and score points. What about you?

**Salma** : I really enjoy swimming. For me, it's very **relaxing**, and I feel **healthy and refreshed** after I swim. It also makes me feel **calm and focused**.

**Mona** : That's great! Swimming sounds like a wonderful way to stay strong. Do you go to a club or a pool near your house?

**Salma** : Yes, I usually go to the sports club on weekends. It's also a good place to meet new people and practice regularly.

**Mona** : Amazing! Maybe one day we can **try each other's sport**. You can join me for a basketball match, and I can try swimming with you.

**Salma** : That would be fun! **Trying new sports** is always a good idea. We can both learn new skills and enjoy ourselves.

**Mona** : Exactly! Sports are not only for fitness but also for **making friends and having fun**.

### 2 In pairs, ask and answer questions.

1. What is your favorite sport?
2. When do you play or watch it?
3. Who do you play or watch it with?
4. Why do you like it?



## Role-Play

- In groups of three, imagine you are on a TV show called "**Sports Talk**".
- Each student introduces their favorite sport, explains why they enjoy it, and asks questions to the others.

### 3 Complete the missing parts in the following dialog.

**Ahmed** : Hey Karim, did you attend the school sports day yesterday?

**Karim** : Yes! It was exciting. I really enjoyed the relay race.

**Ahmed** : (1) .....

**Karim** : Exactly! Everyone was shouting and cheering for their teams.

**Ahmed** : I think sports events are great because (2) .....

**Karim** : True. They also teach us discipline and teamwork.

**Ahmed** : (3) .....

**Karim** : I agree. Next year, I want to take part in the long jump.

**Ahmed** : That's a good idea. (4) .....



# LESSON 6 A sports Report



## Before You Write, Let's Get Ready

### Target language

- Using tenses correctly

### Target vocabulary

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

*tournament – excitement – competition – encouraged – championship – inspiration – respect*



## Writing

### The National School Championship

Last week, our school team took part in the National School Championship, and the atmosphere here was full of excitement and energy. Teams from many cities joined the tournament to show their best skills and spirit of competition.

Our coach encouraged every player to believe in themselves and play with teamwork and honesty. Although we didn't win in the semi-final, the players showed great respect to the winners.

This event was a real inspiration for everyone. It taught us that sport is not only about winning medals, but also about friendship.

### Writing Tip

#### A sports report

It is a journalistic piece that covers sporting events and provides clear and accurate information

⇒ **It includes:**

- **Headline:** A title that reflects the event
- **Introduction:** A brief summary of the event, including teams, players and key details
- **Main Events:** Highlight key moments (goals, saves, etc...)
- **Conclusion:** Summarize the significance of future impact



## Your Task

Write a report of (100-110) words about an important football match you watched.



# Assessment Corner



## A. Vocabulary

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

1. Rashwan showed ..... when he refused to attack his opponent's injury.  
a. selfishness      b. respect      c. anger      d. weakness
2. The five Olympic rings represent ..... .  
a. medals      b. continents      c. athletes      d. sports
3. A team cannot win without ..... .  
a. luck      b. talent      c. teamwork      d. mistakes
4. Our sports teacher teaches us ..... play and friendship.  
a. fire      b. fear      c. fair      d. fare
5. ..... from many countries come together to compete in the Olympic Games.  
a. Teachers      b. Athletes      c. Actors      d. Soldiers

## B. Language

### 2 Use the correct form of the verb in brackets.

1. He ..... (use) to play judo every day.
2. Did the player ..... (used) to win many matches ?
3. He ..... (don't) use to be rude.
4. The team ..... (used to) train at noon. It was very hot at that time.
5. People used to ..... (admired) Aya's honesty.

## C. Writing

### 3 Write a report of (100 - 110) words about "A sports event".

.....

.....

.....

.....

.....

# UNIT 8

# Cultures and Traditions

## Learning Outcomes

### Reading

- identify the core values in short texts describing specific cultural practices.

### Listening

- correctly identify three specific cultural details in a short interview about cultures and traditions.

### Speaking

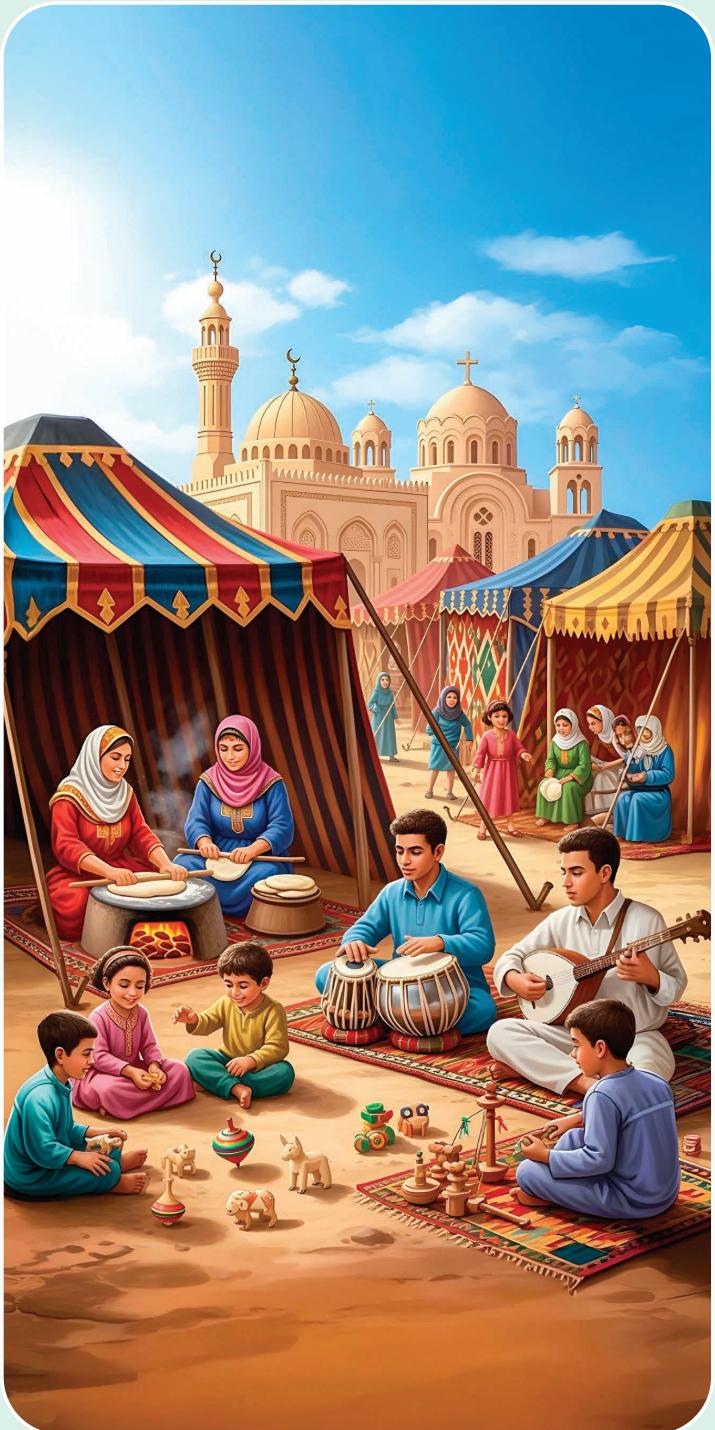
- compare and contrast traditions from two different countries.
- share personal experiences about a local or family tradition.

### Language

- use the "defining relative clauses."

### Writing

- write a short article expressing a personal opinion on the importance of traditions using at least two reasons to support their view.



# LESSON 1 Families and Communities

## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. Why do you think traditions are important for families and communities?
2. Can you name an ancient tradition that people still celebrate today in your country?



## Reading

### 2 Read the following text and guess the meaning of the words in bold.

Traditions are an important part of every **culture**. They help people feel connected to their families, communities, and history. Around the world, traditions appear in festivals, food, music, and celebrations. Each tradition tells a story about the values of a society.

For example, in Egypt, it is common for people to wear new clothes and visit relatives during festivals. This tradition, which brings joy and excitement, shows the importance of family. Another important value in Egyptian culture is respect for the elderly. Younger people are taught to greet and care for older people, which **reflects** kindness and respect. In Japan, the tea **ceremony**, which is carefully performed step by step, reflects respect, **patience**, and **harmony**. Another famous tradition is the Sapporo snow festival

in Japan, where people gather to build massive ice and snow sculptures that light up the winter city. The celebration, which draws people and tourists alike, shows creativity, community spirit and the beauty of seasonal transformation.

Although traditions are different, they often teach similar values such as respect, friendship, and sharing. Some customs are hundreds of years old, while others are modern but are quickly becoming part of cultural **identity**.





## Think about this

### 3 Answer the following questions.

1. Give two examples of traditions from the text.
2. How can traditions help people feel connected to their culture?
3. What examples from Egypt show the importance of family and respect?
4. In your opinion, why do you think traditions continue even in modern times?
5. What do traditions teach us?



## Vocabulary

### 4 Match the words from column (A) with their meanings in column (B).

A	B
1. culture	<input type="checkbox"/> special event like a wedding
2. identity	<input type="checkbox"/> peace or balance among people or things
3. harmony	<input type="checkbox"/> who someone is
4. ceremony	<input type="checkbox"/> the way of life of a group of people

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

1. What do traditions often teach people?  
a. Technology and science  
b. Respect, friendship, and sharing  
c. Rules of modern sports  
d. How to speak foreign languages
2. In Egypt, what do people often do during festivals?  
a. Travel abroad  
b. Wear new clothes and visit relatives  
c. Build new houses  
d. Plant trees in parks
3. What value is shown when young Egyptians greet and care for older people?  
a. Patience  
b. Joy  
c. Respect for the elderly  
d. Celebration
4. What does the Japanese tea ceremony reflect?  
a. Speed and energy  
b. Respect, patience, and harmony  
c. Joy and celebration  
d. Friendship and music
5. Which tradition is enjoyed by both locals and tourists in Japan?  
a. Sapporo  
b. Family visits  
c. The Carnival  
d. Tea ceremony

6 Work in pairs to complete the following paragraph about (Traditions in Italy) using words from the following box.

Festivals – communities – gather – celebration – value – gathering

Italy is a country rich in traditions that bring families and (1) ..... together. One of the most famous traditions is the (2) ..... of food. Italians enjoy long family (3) ....., often starting with pasta and ending with coffee. Every region has its own special dishes, such as pizza in Naples and risotto in Milan. (4) ..... are also an important part of Italian culture. At Easter, people share special cakes, and at Christmas, families (5) ..... to exchange gifts. Weddings, too, are celebrated with music, dancing, and big feasts. These traditions show how much Italians (6) ..... family, history, and joyful gatherings.

## Speaking

7 In pairs, compare one tradition from Egypt and one from another country. Discuss: Which is older? Which values are taught?



# LESSON 2 A Cultural Interview



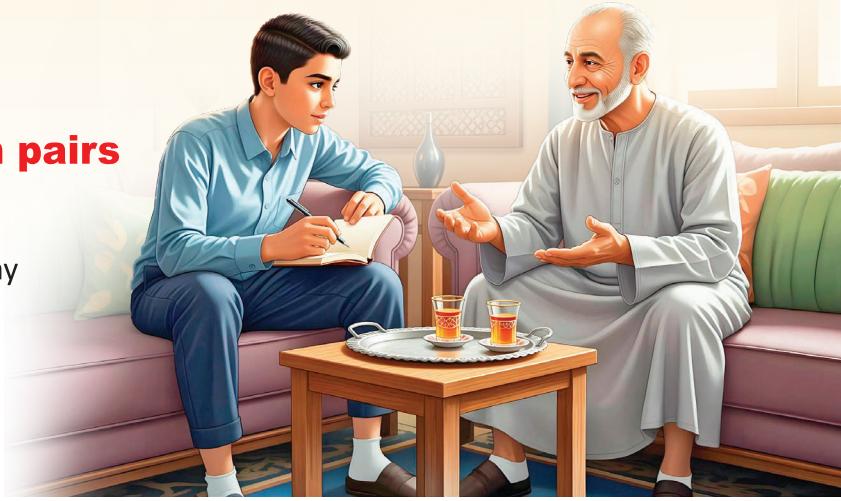
## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. Why do you think traditions can play an important role in our life?
2. What questions would you ask a visitor about their culture?



## Listening

#### 2 Listen to an interview between a presenter and a guest. Then do the following tasks.

##### (a) Answer the following questions.

1. What happens during the spring festival described by the guest?
2. How do families show kindness during the festival?
3. What are cultural interviews give us?



##### (b) Listen again and choose the correct answer from a, b, c or d.

1. When is the guest's festival celebrated?  
a. Every winter      b. Every spring      c. Every summer      d. Every fall
2. What do families prepare for neighbors?  
a. Clothes      b. Music      c. Special meals      d. Games
3. Who are considered a source of wisdom in Egypt?  
a. Teachers      b. Children      c. Tourists      d. The elderly
4. What happens to many cultural interviews?  
a. They are forgotten.      b. They are recorded and shared online.  
c. They are only written in books.      d. They are ignored by young people.
5. What do children learn about the guest's culture?  
a. How to prepare food only.      b. Customs that show kindness and honor.  
c. To speak many languages.      d. To celebrate sports events.



## Language in use

#### 3 Read the language tip on "relative clauses", then do the following tasks.

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

1. The book ..... I borrowed is very interesting.  
a. who      b. which      c. where      d. when

2. The man ..... spoke to us is my teacher.  
a. who                    b. which                    c. where                    d. when

3. The city ..... we visited last summer is very old.  
a. who                    b. where                    c. which                    d. when

4. 2006 was the year ..... my brother was born.  
a. who                    b. which                    c. where                    d. when

5. The woman ..... won the prize is very talented.  
a. who                    b. which                    c. where                    d. when

**b** Rewrite using relative clauses.

1. A festival is a special event. People celebrate it every year.

The teacher explained the tradition.  
Students asked about it.

3. I met a journalist. He writes articles about the environment.

**c** Find and correct the mistake in sentences.

1. The boy which plays football is my cousin. (.....)
2. I know the city who has a famous museum. (.....)
3. She is the teacher where teaches English. (.....)
4. That is the time who we met our teacher for the first time. (.....)
5. The festival when is held every spring is very colorful. (.....)



## Speaking

4 In pairs, role-play a short interview. One student is a presenter, the other is a guest. Ask and answer:

1. What tradition is important in your family or country?
2. What do people usually do during this tradition?
3. Why should this tradition be remembered?

Unit 8 Cultures and Traditions 29

# LESSON 3 Shared Values



## Before you start

### 1 Answer the following questions.

1. What customs do families in Egypt usually follow during festivals?
2. Why do you think customs are passed down from generation to generation?



## Reading

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

**Customs** are everyday practices that show the culture of a community. They are not always big festivals, but they play an important role in people's lives. Around the world, customs may look different, but they often share the same purpose: to bring people together.

In Mexico, people celebrate the Day of the Dead by decorating graves with flowers and candles. Families believe this custom **honors** their loved ones and keeps their memory alive. In China, the Lunar New Year is a time when families clean their houses, wear new clothes, and give red envelopes with money to children. This custom shows hope for luck and happiness. In Egypt, **hospitality** is a long-standing custom that reflects generosity and respect. Guests are welcomed warmly, and a lot of food is often prepared. Offering tea, coffee, or traditional dishes is not just polite—it is a way of showing friendship and care.



These customs may belong to different cultures, but they all remind us of shared values: love, respect, and community. Customs, whether simple or grand, keep traditions alive and connect **generations**.

### a Answer the following questions.

1. Why are customs important in daily life?
2. How do Mexicans honor their loved ones during the Day of the Dead?
3. What do Egyptian customs during festivals show about family values?

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



## Vocabulary

### 3 Write the synonym of each word.

Word	synonym
hospitality	.....
community	.....
honor	.....
generation	.....



# Speaking

**4** In groups, discuss: Which custom do you admire most from the text, and why?



# Writing

**5** Write (100–110) words about "A custom in your family or country". Explain:

- What happens in the custom      - Who takes part      - Why it is important

# LESSON 4 Story Time

## Twenty Thousand Leagues under The Sea, by Jules Verne

### Chapter Two Captives of Captain Nemo



#### Before you read, discuss in Pairs

##### 1 Answer the following questions.

1. Do you think people can really live under the sea? Why/Why not?
2. If you had the chance to travel inside a submarine, what would you expect to see?

##### 2 Read the following text. How was life on the Nautilus?

Aronnax, Conseil, and Ned Land were brought inside through an iron door. There, they met the commander : Captain Nemo, a mysterious man of strong will and deep knowledge. Nemo explained that his ship, the Nautilus, was built entirely for life beneath the sea. Powered by electricity, it could travel very long distances without surfacing.

Nemo welcomed them politely, but made it clear : once aboard, they could never return to land. They were to remain with him as long as they lived. Professor Aronnax, filled with scientific curiosity. He accepted that as he wanted to learn about the ocean and its secrets. Conseil stayed loyal to his master. But Ned Land, who valued freedom above all, was angry.

He began making a plan to escape from the Nautilus.

Life on the Nautilus was astonishing. The ship looked like a floating palace under water with a library, a museum, and big windows to see the deep ocean. Nemo showed them treasures gathered from the sea : pearls, gold, and ancient artifacts. He told them that he kept himself away from land. The sea, he insisted, was his only homeland.

Thus , they began to feel, half-prisoners and half-guests .They were kept on a journey that full of wonders and dangers.





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

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

1. Ned Land was angry because he valued ..... above all.  
a. the sea      b. freedom      c. treasure      d. knowledge
2. Professor Aronnax accepted to be on the Nautilus because of his ..... .  
a. excitement      b. curiosity  
c. fear      d. desire for freedom
3. Captain Nemo's ship, called ....., was built for life beneath the sea.  
a. Nautilus      b. Atlantis      c. Sea King      d. Odyssey
4. Nemo showed treasures collected from the sea, such as ....., and ..... .  
a. pearls, gold and ancient artifacts      b. jewels, metals, and paintings  
c. seashells, corals, and ships      d. gold, diamonds, and gems
5. Nemo declared that the sea, not ....., was his only homeland.  
a. the land      b. the ocean      c. the city      d. civilization

### 4 Answer the following questions.

1. How did professor Aronnax react to the situation on the Nautilus? Why?
2. Why was Ned Land so restless and angry about being aboard the ship?
3. How was life on the Nautilus?
4. How did Captain Nemo compare the sea to the land?

### 5 Read and write True (T) or False (F).

1. Captain Nemo welcomed Aronnax and his companions politely but told them they could never return to land.
2. Professor Aronnax refused to accept to be on the Nautilus and became very angry.
3. Ned Land valued freedom above everything else and wanted to escape.
4. The Nautilus was just a simple ship with no special features.
5. Nemo said the sea was his only homeland.

### 6 Critical Thinking

#### • Answer the following questions.

1. Why do you think Captain Nemo chose to keep Aronnax and his friends on the Nautilus instead of sending them back to land?
2. In what way could life on the Nautilus be better or worse than life on land?  
Give examples.
3. If you were in Ned Land's place, would you try to escape or stay on the ship? Why?

# LESSON 5 Let's Talk



## Before you start

### 1 Answer the following questions.

1. What traditions do you celebrate with your family?
2. Do you think traditions are important in modern life? Why or why not?

### 2 Read the following dialog between a TV presenter & an expert.



**Presenter** : Good evening, and welcome to “Culture Around Us”! Tonight, we’re talking about traditions and customs. With me is Dr. Salma, a cultural expert. Dr. Salma, could you tell us why traditions are so important?

**Dr. Salma** : Thank you. Traditions are important because they connect people to their history and values. They create a sense of identity and belonging.

**Presenter** : Interesting! Can you give us an example from England?

**Dr. Salma** : Of course. In England, one tradition is the “afternoon tea”. Families and friends gather to drink tea and eat small cakes or sandwiches. It shows the values of hospitality and friendship.

**Presenter** : That sounds lovely. What about customs in Saudi Arabia?

**Dr. Salma** : In Saudi Arabia, Eid is a very special time. Families visit relatives, wear new clothes, and share delicious meals. This reflects the values of family unity, and generosity.

**Presenter** : Beautiful. And what about Malaysia?

**Dr. Salma** : In Malaysia, during “Hari Raya Aidilfitri” (the end of Ramadan), people decorate their homes, visit neighbors, and prepare traditional foods. It shows respect, harmony, and the importance of community.

**Presenter** : So, would you say traditions are only about the past?

**Dr. Salma** : Not at all! Some traditions are hundreds of years old, but others are modern and still developing. The important thing is that they help people stay connected in today’s fast-changing world.

**Presenter** : Thank you, Dr. Salma. That was a wonderful explanation of how traditions and customs shape our lives.

**3** Read the sentences, and write True (T) or False (F).

1. Traditions only existed in the past.
2. In England, the afternoon tea is a tradition of hospitality.
3. In Saudi Arabia, people wear new clothes and share meals during Eid.
4. In Malaysia, Hari Raya shows the importance of community.



**Role-Play**

**4** One student is the TV presenter, the other is the expert. Use phrases from the dialog such as “Traditions are important because...” or “For example, in...”.

**5** Complete the missing parts in the following dialog.

**Lina** : Mariam, have you ever watched the spring festival in Thailand on TV?

**Mariam** : Yes, last year. The streets were full of decorations and music.

**Lina** : (1) .....

?

**Mariam** : People wore colorful clothes and carried flowers.

**Lina** : That's wonderful. I think traditions like this are important because (2) .....

**Mariam** : Right. They also bring happiness to children and tourists.

**Lina** : (3) .....

?

**Mariam** : Yes, I would love to go there one day.

**Lina** : That's great. (4) .....

# LESSON 6 A Short Article



## Before You Write, Let's Get Ready

### Target language

- Use relative clauses correctly.

### Target vocabulary

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

Traditions - families - together - alive - festival - carnival - share - connected

### Writing

#### The importance of Traditions

Traditions, which connect families and communities, bring people together and keep history alive. In Egypt, families gather in Ramadan to share meals, which strengthens family ties and teaches hospitality. In India, people celebrate Diwali, the Festival of Lights, which spreads joy and hope everywhere. In Brazil, the Carnival, which is full of music and colorful clothes, fills the streets with happiness.

Although traditions are different, they teach values like respect, friendship, and sharing. They also create happy memories that are passed from one generation to another. Old or new, traditions are part of cultural identity, which helps people stay connected across time.

#### Helpful Hints

##### A short Article

A short article is a piece of writing that gives information or ideas about a topic in a clear and simple way.

##### Structure of a short Article

- **Title** → Choose a catchy title
- **Introduction** → One or two sentences to introduce the main idea
- **Body** → The main topic and giving more examples
- **Conclusion** → A simple sentence to summarize your article



### Your task

- Write an article of (100 - 110) words about "Traditions in two different countries".
  - When are they celebrated?
  - What activities happen?
  - Where are they celebrated?
  - What food/clothes/tools are used?



# Assessment Corner

## A. Vocabulary

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



- What do customs often teach people?
  - Technology and science
  - Respect, friendship, and sharing
  - Rules of modern sports
  - How to speak foreign languages
- In China, what is given to children during the Lunar New Year?
  - Toys and food
  - Red envelopes with money
  - Special clothes
  - Food and drinks
- What value is shown when Egyptians welcome guests with food and drink?
  - Generosity and respect
  - Celebration and fun
  - Patience and harmony
  - Energy and power
- Which Japanese tradition reflects respect, patience, and harmony?
  - The Carnival
  - The Tea Ceremony
  - The Day of the Dead
  - Family visits
- In Sapporo festival, the participants built sculptures made of .....
  - gold
  - wax
  - snow
  - wood



## **B. Writing**

**2** Write an article of about (100-110) words about a custom in your family or community. Use these hints:

<b>1. When does it happen?</b>	<b>2. What do people do?</b>
<b>3. Who takes part?</b>	<b>4. What values does it show?</b>

# UNIT 9

# Courage and Survival

## Learning Outcomes

### Reading

- identify the moral lesson in a short legendary or heroic text.

### Listening

- identify the challenges heroes faced in a short podcast about legends and heroes.

### Speaking

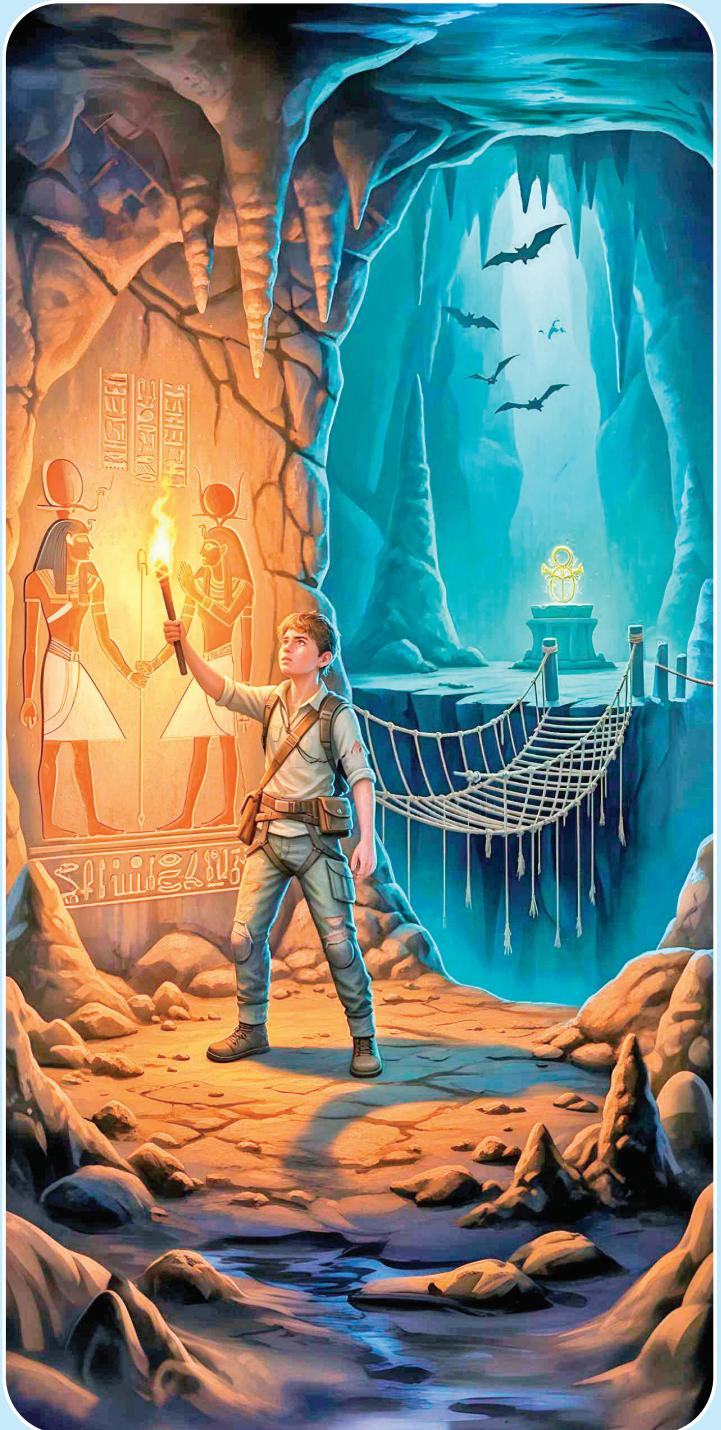
- discuss a plan for a treasure hunt in group discussion.
- retell a folktale in a short role-play using specific vocabulary and clear articulation.

### Language

- accurately identify the correct verb form (gerund or infinitive) in a variety of contexts.
- Use the correct verb form (gerund or infinitive) in a variety of contexts.

### Writing

- write a short paragraph outlining an exploration plan, connecting short-term goals to a long-term aspiration.



# LESSON 1 Treasure Hunt



## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. Have you ever joined a game or an activity where you had to follow clues to find something?
2. Why do you think people enjoy treasure hunts?



## Reading

#### 2 Read the following text, then try to guess the meaning of the words in bold.

Treasure hunts have been popular for centuries, not only in stories, but also in real life. A treasure hunt is a game in which players follow a series of **clues** to find **hidden** objects or a final “treasure.” The clues may be written on paper, hidden in places, or even given as **riddles**.

In schools, treasure hunts are often used to make learning fun. Teachers may hide small cards around the classroom, each with a question to answer. When students solve the question, they get the next clue. This activity encourages teamwork, problem-solving, and quick thinking.



In history, real treasure hunts were often connected to **explorers** and pirates. Many legends tell about pirates hiding gold on islands and brave sailors searching for it. Even today, some people search for lost treasures, such as old coins, sunken ships, or valuable **artifacts**.

A treasure hunt is more than just a game—it builds skills. Students learn to read carefully, think creatively, and work together. Whether in a classroom, a garden, or a whole city, the excitement of finding the “hidden prize” makes treasure hunts enjoyable for all ages.



## Think about this

### 3 Answer the following questions.

1. What makes a treasure hunt exciting for students?
2. How can treasure hunts help you learn teamwork?
3. Do you prefer real treasure hunts or classroom ones? Why?



## Vocabulary

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

A	B
1. clue	<input type="checkbox"/> a question or puzzle with a hidden answer
2. riddle	<input type="checkbox"/> a person who travels to discover new places
3. artifact	<input type="checkbox"/> being out of sight or not easily seen
4. explorer	<input type="checkbox"/> a piece of historical object from the past
5. hidden	<input type="checkbox"/> a hint that helps you solve something

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

1. A treasure hunt is ..... .  
a. a type of dance  
b. a game with clues  
c. a kind of food  
d. a musical instrument
2. In stories, pirates ..... .  
a. sang songs  
b. wrote books  
c. hid gold on islands  
d. became teachers
3. Treasure hunts encourage students to ..... .  
a. sleep more  
b. work together  
c. fight pirates  
d. avoid reading
4. The main idea of the text is " ..... ".  
a. Treasure hunts are only for children  
b. Pirates always win treasures  
c. Treasure hunts are fun and educational  
d. Treasure hunts are dangerous



## Speaking



## Think-Pair-Share

### 6 Work in pairs: Imagine you are planning a treasure hunt for your class. Discuss.

1. Where would you hide the clues?
2. What kind of challenges would you include?
3. What would the final treasure be?

# LESSON 2 Lost in the Jungle



## Before you start



## Think and discuss in pairs

1 Answer the following questions.

1. What dangers do you think an explorer might face in the jungle?
2. If you got lost on an island, what three items would you like to have with you?



## Listening

2 Listen to the podcast. What is the text mainly about?

3 Listen again and do the following tasks.

a Match the words with their meanings.



A
1. shelter
2. torch
3. survival
4. sour
5. panicked

B
<input type="checkbox"/> showed sudden fear
<input type="checkbox"/> living through a dangerous or difficult situation
<input type="checkbox"/> a safe place to stay and protect yourself
<input type="checkbox"/> having an acidic taste, like lemon
<input type="checkbox"/> a small electric lamp that you can hold in your hand

b Answer these questions.

1. What survival skills helped Nader stay alive in the jungle?
2. How did he use simple tools and nature to survive?
3. How was the weather in the jungle at the beginning of the trip?

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

1. Nader was lost in a ..... .  
a. desert      b. jungle      c. city      d. mountain
2. At first, he felt ..... .  
a. afraid but tried to stay calm      b. calm and happy  
c. angry and hungry      d. excited and lucky

3. To get water, Nader ..... .

- drank from the river
- collected rainwater
- bought bottles
- asked people for help

4. At night, he built a shelter from ..... .

- leaves and branches
- tents and blankets
- stones and fire
- metal and rope

5. To avoid walking in circles, Nader ..... .

- used a compass
- followed the sun
- used a map
- asked villagers

6. The main lesson of his story is " ..... " .

- Strength is all you need
- Courage and smart choices matter most
- Jungles are easy to survive
- Explorers always find treasures



## Language in use

### 3 Underline the correct form

- I tried **(to stay / staying)** calm when I heard a noise.
- He forced himself **(to keep / keeping)** walking.
- Nada enjoys **(to read / reading)** English novels.
- He refused **(to stop / stopping)** moving.
- Following the river helped him **(to find / finding)** a way out.

### 4 Complete the sentences with the correct form (to + inf. or -ing).

- Nader used an empty bottle ..... **(collect)** water.
- He agreed ..... **(come)** to the party.
- At night, he built a shelter ..... **(protect)** himself.
- Eating wild fruits was not easy, but he needed ..... **(eat)** them.
- I always avoid ..... **(make)** noise.

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

- The explorer decided ..... .
  - going deeper into the jungle
  - to go deeper into the jungle
  - goes deeper into the jungle
  - to going deeper into the jungle

### Tip

#### Verbs followed by "to + inf."

⇒ We use **verb + to + inf.** with verbs such as **want, promise, need, refuse, decide.**

- We wanted to survive in the jungle.**
- He hoped to find a solution for the problem.**

#### Verbs followed by "v + ing"

⇒ We use **verb + -ing** with verbs such as **enjoy, finish, keep.**

- I enjoy reading adventure stories.**
- He avoided walking in busy streets.**

## 6 Find and correct the mistake in each sentence.

1. He refused stopping in the jungle. (.....)
2. He decided buying a new car. (.....)
3. The explorer hoped to collecting water in a bottle. (.....)
4. Following the sun helped him finding the right direction. (.....)
5. He remembered to feel afraid of the glowing eyes. (.....)



# Speaking



# Think–Pair–Share

**7** Work in pairs: retell the legend in your own words. Then, invent a new folk tale hero for your village. What problem does he or she solve?

- **Discuss in pairs, then share each other's opinions.**



# Writing

## 8 Write your own folk tale (100 – 110) words. Include:

1. A hero (ordinary or magical)	2. A challenge or monster
3. How the hero solved the problem	4. The lesson people learned

# LESSON 3 Legends and Heroes



## Before you start

### 1 Answer the following questions.

1. Do you know any real legends or folk heroes from your country?
2. Why do people continue telling stories about heroes after hundreds of years?



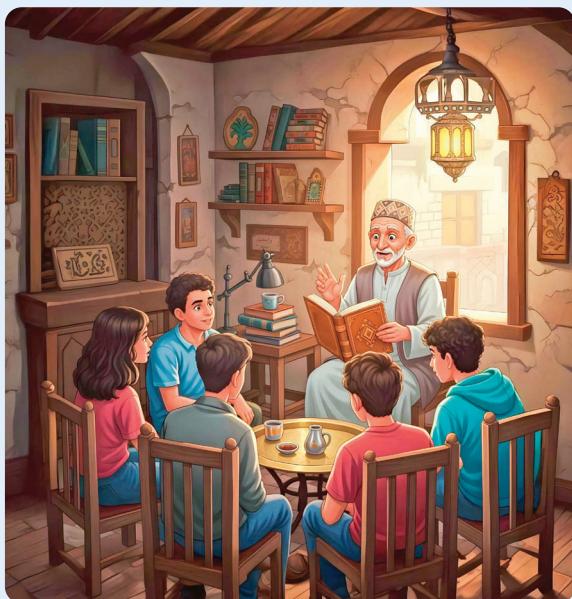
## Reading

### 2 Read the following text. How important are "Folk legends"? Why?

#### The Legend of Abu Zayd al-Hilali

Abu Zayd al-Hilali is one of the most famous Arab folk heroes. His story has been told in poems, songs, and performances for centuries. Born into the Hilali **tribe**, Abu Zayd was known for his strength, wisdom, and courage.

When his tribe faced enemies, Abu Zayd led them with bravery. He fought to defend his people and used clever **strategies** to defeat stronger armies. His adventures included long journeys across deserts, battles against **rival** tribes, and wise leadership during times of hardship.



What makes Abu Zayd's legend special is not only his strength, but also his ability to unite people. He encouraged **loyalty**, protected the weak, and inspired others to act bravely.

Even today, storytellers known as "al-Hakawati" continue telling his adventures in cafés and cultural festivals. The folk tale of Abu Zayd teaches us that a hero is not only a fighter but also a leader who gives hope.

Folk legends like this remind us of values such as courage, loyalty, and **wisdom**. They show how one person's actions can inspire generations.



## Vocabulary

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

A	B
1. tribe	<input type="checkbox"/> great intelligence and good judgment
2. rival	<input type="checkbox"/> a person or group that competes with another
3. loyal	<input type="checkbox"/> a group of families living together with shared traditions
4. strategy	<input type="checkbox"/> being faithful and supportive to others
5. wisdom	<input type="checkbox"/> clever plan to win a battle

#### 4 Answer the following questions.

1. Why is Abu Zayd al-Hilali remembered as a hero?
2. How did he protect and lead his people?
3. What values does his story teach us?

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

1. Abu Zayd al-Hilali belonged to the .....
  - a. Hilali tribe
  - b. Egyptian army
  - c. Bedouin travelers
  - d. rival tribes
2. He was famous for his .....
  - a. beauty and wealth
  - b. strength, wisdom, and courage
  - c. magic powers
  - d. silence and mystery
3. Abu Zayd fought mainly .....
  - a. to win treasure
  - b. to defend his people
  - c. to travel for fun
  - d. to become famous
4. His battles often took place in .....
  - a. jungles
  - b. deserts
  - c. mountains
  - d. cities
5. Storytellers today still .....
  - a. write his story in books only
  - b. tell his story in cafés and festivals
  - c. keep his story secret
  - d. refuse to tell his story
6. The main lesson from his folk tale .....
  - a. heroes are always rich
  - b. strength and courage can inspire people
  - c. legends are always true
  - d. tribes never fight



## Writing

6 Write a folk tale (100–110) words of another real or local hero you know. Explain who the hero was, what challenge they faced, and what lesson people learned.

# LESSON 4 Story Time

## Twenty Thousand Leagues under The Sea, by Jules Verne

### Chapter Three Wonders of the Deep



### Before you read, discuss in Pairs

1 Answer the following questions.

1. What animals or plants do you think live under the sea?
2. What dangers might explorers face under the water?

2 Read the following text. What is the name of Captain Nemo's submarine?

The days that followed showed Aronnax the wonders of the underwater world. He looked through the big windows and saw coral reefs glowing with color, fish of every shape, and shipwrecks resting silently on the ocean floor. Nemo invited his guests on diving voyages providing them with special suits that allowed them to walk over the **sea bed**.

One such journey took them through an underwater forest of strange plants, where they hunted and collected samples. Another led them to the remains of a sunken city, where Nemo hinted at forgotten civilizations swallowed by the waves.

Professor Aronnax recorded everything carefully, making use of the chance to study marine life in ways no scientist had ever done before. Conseil supported him, naming each creature accurately. But Ned Land grew impatient. Although he was excited at first, he missed freedom. To him, the beauty of the sea could not replace the freedom of land.

Despite their differences, the companions agreed on one thing : Captain Nemo was both brilliant and mysterious. His mastery of science was clear, yet his silence about his past and motives filled them with curiosity and worry.

The Nautilus kept moving, deeper and deeper into the blue mystery of the ocean and far from any familiar shore.





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

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

#### 4 Answer the following questions.

1. What was the purpose of Captain Nemo's actions during the voyage, and how did that affect the crew?
2. Why do you think Captain Nemo's past was kept a secret?
3. What was the purpose of the driving voyages with Captain Nemo?
4. Why did professor Aronnax find the chance to study marine life so exciting, and how did he take this opportunity?

**5** Read and write True (T) or False (F).

1. Aronnax saw coral reefs, colorful fish, and old shipwrecks through the great windows.
2. Nemo invited his guests on underwater walks using special suits.
3. Ned Land enjoyed every moment under the sea and never wished to return to land.
4. Professor Aronnax recorded marine life carefully, excited by the chance to study new things.
5. Captain Nemo openly shared his past and motives with the companions.



## 6 Critical Thinking.

- Answer the following questions.

1. How do you think Conseil's calmness and accuracy helped during their underwater exploration, compared to Ned Land's impatience?
2. What do you think Captain Nemo's silence about his past tells about his character and his relationship with the crew?
3. How did the companions see Nemo's character?

# LESSON 5 Let's Talk



## Before You Start

### 1 Answer the following questions.

1. What qualities make a good explorer?
2. Which place in the world would you like to explore? Why?

### 2 Read the following presentation.

#### If I were an Explorer

##### Introduction

Hello everyone. If I were an explorer, I would travel to the Amazon rainforest.

##### Body

- I would like to discover new plants and animals that people have never seen before.
- I would face many dangers, such as wild animals, heavy rain, and getting lost.
- To survive, I would use a compass to find my way and build a shelter to stay safe at night.
- I would also try to talk to local people and learn about their traditions.

##### Tip

- Begin with "If I were an explorer, I would..."
- Say where you would go.
- Explain what you would discover.
- Describe dangers or problems.
- End with a lesson or message.

##### Conclusion

Being an explorer would teach me courage and patience. I would bring back stories to inspire others to respect nature and protect the rainforest.

## Podcast



## Role-Play

### 3 In pairs, record a three-minute "Explorer's Podcast" where one student plays the explorer and the other is the host asking about their journey.



#### 4 Complete the following presentation with your own words.

##### 1 Introduction

Hello everyone. If I were an explorer, I would travel to .....

##### 2 Body

1. I would like to discover .....
2. I would face dangers such as .....
3. To survive, I would use .....
4. I would also try to .....

##### 3 Conclusion

1. Being an explorer would teach me .....
2. I would bring back ..... to share with people.

##### 4 Useful words

1. explore / discover / protect / survive
2. adventure / danger / courage / respect
3. to climb / to learn / to protect / to find

#### Speaking

5 In groups: Retell the story of a legend as if you were a storyteller. Add expressions, hand movements, or even short songs to make it exciting.



# LESSON 6 Writing a Short Story



## Before You Write, Let's Get Ready

### Target language

- Use grammar correctly.
- We enjoy reading stories.

### Target vocabulary

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

travel - goal - enjoy - discover - journey - sailing - powerful -  
dangerous - bravery - inspire

### Writing

#### A short story

One of the greatest real explorers in history was Ibn Battuta, born in Morocco in the 14<sup>th</sup> century. At the age of 21, he decided to leave his home and travel. His first goal was to visit Mecca, but his journey continued for almost 30 years!

Ibn Battuta traveled across Africa, Asia, and even parts of Europe. He enjoyed meeting kings, learning about cultures, and recording what he saw. Sometimes, the trips were dangerous: crossing deserts, sailing through storms, and avoiding attacks. But he refused to stop traveling because he loved discovering new places.

In his book, *Rihla* (The journey), he described cities, traditions, and people from more than 40 countries. Historians today still use his writing to understand the past.

Ibn Battuta became famous because he showed that knowledge and curiosity can be as powerful as bravery. His story inspires students and travelers everywhere to keep exploring and to keep learning.

#### Writing Tips

• A **short story** is a small piece of fiction that tells about one main character and one main problem. It is meant to be read in one sitting.

#### A short story includes :

- ⇒ **Beginning** → Introduce the character and setting.
- ⇒ **Middle** → Show the problem or conflict
- ⇒ **End** → Solve the problem or give a lesson.



### Your task

- Write a short story of (110) words about a special day you spent with your friends including.
  - What that day was
  - How you felt
  - What you did on it



# Assessment Corner



## A. Vocabulary

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

1. A puzzle with tricky questions is called a ..... .

- a. clue
- b. artifact
- c. riddle
- d. solution

2. Columbus was a famous ..... who discovered new lands.

**a. engineer      b. explorer      c. teacher      d. doctor**

3. The museum showed old ..... from ancient Egypt.

**a. seas**      **b. oceans**      **c. artifacts**      **d. juice**

4. They followed every ..... on the map to reach the prize.

a. lesson                    b. pirate                    c. clue                    d. story

## **B. Language**

## 2 Use the correct form of the word(s) in brackets.

1. She enjoys ..... (reads) stories before bed.

2. Mazen promised ..... (calling) me after the exam.

3. My team want ..... (win) the competition this year.

4. My mom finished ..... **(does)** the dishes in the kitchen.

5. He refused ..... (wait) for us.

6. Ali kept ..... (asks) questions about his new lessons.

## **C. Writing**

**3** Write a short story of (100-110) words about "An adventure you liked " including:

- Where you were.
- What dangers you faced.
- What lesson you learned.

# Review 3

## Lesson 1

### 1 Complete the following dialog:

Ayman and Baher are talking about their favorite sports.

Ayman : What's your favorite sport?

Baher : (1) .....  
It's the most popular sport in Egypt.

Ayman : Do you like swimming?

Baher : (2) .....

Ayman : (3) ..... ?

Baher : I really like Lebron James. He is the best basketball player.

Ayman : Do you prefer team sports or individual sports?

Baher : (4) .....  
I enjoy working with others.

Ayman : (5) ..... ?

Baher : I usually play twice a week to stay healthy.

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

1. That's the restaurant ..... (where) serves the best pizza in town.

2. I ..... (don't) use to eat fish.

3. I ..... (use) to stay up late on weekends.

4. She decided ..... (study) abroad next year instead of staying in her hometown.

### 3 Read and complete the text with words from the following list:

champion - reflect - knight - customize - harmony

1. A brave warrior who served a king or queen was known as a .....

2. The Olympic gold medalist was welcomed as a true ..... after winning the race.

3. After the difficult meeting, the manager needed time to ..... on the decisions made.

4. The team coach wants to create ..... between the players.

## Lesson 2



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

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

1. In Japan, people usually ..... to show respect.  
a. wave      b. bow      c. smile      d. nod
2. The Day of the Dead is celebrated in ..... .  
a. Mexico      b. Japan      c. France      d. India
3. Learning about other cultures helps us ..... .  
a. forget our history      b. change our traditions  
c. remember our memories      d. understand the world better

#### b. Answer the following questions:

4. What can traditions include?
5. How do traditions help people?

### 2 Read the following text, then answer the questions

Mohamed Salah was born in a small village in Egypt, in 1992. From a young age, he showed great interest in football. Salah spent hours practicing with a ball in the streets of his village.

By the time he joined El Mokawloon, he had already trained for many years with great dedication and patience. His hard work finally paid off when he signed with FC Basel in Switzerland—it was the start of his international journey.

Salah later played for Chelsea, Roma, and Liverpool, where he achieved incredible success. He scored record-breaking goals, won the Champions League, and was named one of the best footballers in the world.

Beyond football, Salah became a role model for millions. Egyptians call him "the humble star," because he never forgot where he came from.

Mohamed Salah's story teaches us that success comes from hard work, faith, and kindness. He had faced many challenges, but he never gave up—and that's why he remains a true Egyptian hero.

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

1. Before Salah joined FC Basel, he had played for ..... .  
a. Rome      b. Chelsea      c. El Mokawloon      d. Liverpool
2. The text teaches us about ..... .  
a. luck and fame      b. strength and money  
c. hardwork and kindness      d. poverty and diseases

#### b. Answer the following questions:

3. Where was Mohamed Salah born?

4. How did Salah spend most of his free time?

---

5. What record did Salah break at Liverpool?

---

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

1. Nabil isn't using the mobile phone any more. (used to)
2. His favorite hobby is to write poetry. (enjoy)
3. The man who stole the money had brown hair. (whose)

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

1. A/An ..... is a person who travels to new or unfamiliar places to learn about them, discover new things, or gather information.  
a. passenger      b. discoverer      c. inventor      d. explorer
2. The hotel staff were praised for their excellent ..... toward all the guests.  
a. honesty      b. hospitality      c. creativity      d. activity
3. The treasure was ..... in a cave where no one could find it.  
a. open      b. visible      c. known      d. hidden
4. During the match, the two ..... played with great skill and respect.  
a. workers      b. coaches      c. opponents      d. fans
5. The graduation ..... was held in the school hall with proud families watching.  
a. meeting      b. ceremony      c. party      d. trial
6. In ancient times, warriors rode into battle on a ..... pulled by horses.  
a. chariot      b. car      c. bicycle      d. carriage
7. The students looked at their teacher with great ..... for her kindness and wisdom.  
a. anger      b. admiration      c. boredom      d. surprise
8. She enjoys ..... early in the morning before work.  
a. to jog      b. jogging      c. jogs      d. jog
9. I didn't ..... to study, but he cares about it much now.  
a. use      b. used      c. uses      d. using
10. The woman ..... helped me yesterday works at the hospital.  
a. which      b. whose      c. who      d. where

# The Story

5

#### **A. Answer the following questions**

1. Who is the main character in the story?
2. What is the name of Captain Nemo's submarine?
3. What kind of animals do the crew see under the sea?

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

**6** Write from ONE HUNDRED (100) to ONE HUNDRED and TEN (110) words on the following: "How you celebrate your birthday!"

# UNIT 10

# Animal Adaptations

## Learning Outcomes

### Reading

- identify the main ideas in informational texts about desert and Arctic animals.
- identify specific details in informational texts about desert and Arctic animals.

### Listening

- recognize the gist of an interview with a wildlife expert.
- guess the meaning of unknown words based on contextual clues.
- recognize the supporting details of an interview with a wildlife expert.

### Speaking

- participate in a role-play as a wildlife expert.
- present information on animal adaptations using reported speech.

### Language

- transform direct questions into reported speech in written exercises.

### Writing

- write a fact file about animals.



# LESSON 1 Desert Animals



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What do you know about desert animals?
2. How do they survive in hot, dry places?



## Reading

### 2 Read the following. Guess the meaning of the words in bold.

#### Masters of Adaptation

Life in the desert is extremely challenging. Too much heat during the day and freezing cold at night create **harsh** conditions that would kill most animals. However, some amazing creatures have developed incredible **adaptations** to survive in these tough environments.

The fennec fox is perfectly adapted to desert life. Its large ears help it lose heat and hear prey moving underground. This small fox has thick fur on its feet to protect against hot sand and excellent hearing to locate insects and small animals. During the hot day, it stays cool in underground holes.

Desert tortoises are masters of water **conservation**. They can store water in their bodies



for months and get water from the plants they eat. Their hard shells protect them from **predators** and extreme temperatures. When food becomes scarce, they can slow down their use of energy and survive without eating.

Camels are famous for their survival skills. They can drink huge amounts of water quickly and store it. Their humps contain fat which provides energy during long journeys. Their wide feet prevent them from sinking into sand, and their long eyelashes protect their eyes from sandstorms.





## Think about this

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

**a** Answer the following questions.

1. What makes desert life difficult for animals?
2. How do fennec foxes stay cool during the day?
3. What helps desert tortoises survive without food?
4. How can camels' eyelashes help them in the desert?



## Vocabulary

**(b)** Match the words from column (A) with their meanings from column (B).

A	B
1. adaptations	<input type="checkbox"/> protecting nature and natural resources
2. harsh	<input type="checkbox"/> animals that hunt and eat other animals
3. conservation	<input type="checkbox"/> changes that help living things survive in their environment
4. predators	<input type="checkbox"/> rough or severe (like very hot, cold, or tough conditions)

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



## Speaking



### Think-Pair-Share

4 Ask and answer about “How animals adapt to survive in their environments.”

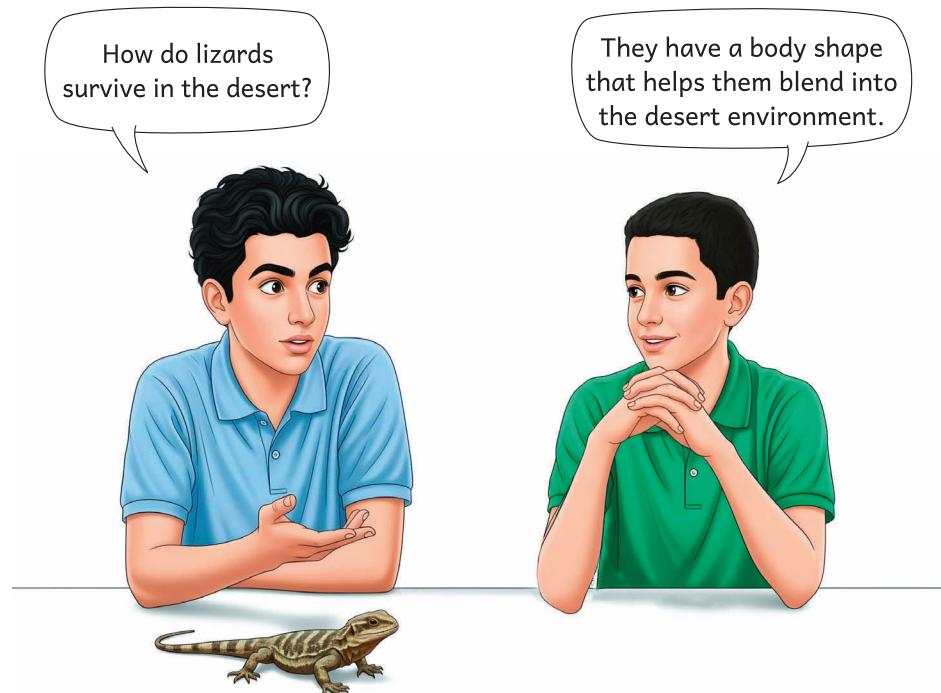
Topic: Amazing Animal Adaptations!

1. **Think:** What do animals do to survive in their habitats?

2. **Pair:** Ask your partner:

- What's your favorite desert animal?
- How does it survive in its environment?
- What special body part or behavior helps it live there?

3. **Share:** Your ideas with your classmates.



# LESSON 2 Wildlife Experts



## Before you start



### Think and discuss in pairs

#### 1 Answer the following question.

- What topics do you think wildlife experts discuss when talking about animals and their homes?



## Listening

#### 2 Listen to the podcast, then choose the correct answer from a, b, c or d.



1. Dr. Maha studies animal ..... .  
a. bodies      b. behavior      c. diseases      d. medicine
2. Dr. Maha's current research focuses on ..... animals.  
a. desert      b. sea      c. forest      d. Arctic
3. She became interested in this work because ..... .  
a. animals are good problem-solvers      b. she likes traveling  
c. she was born in the countryside      d. it is very dangerous

#### 3 Listen again and do the following tasks.

##### (a) Complete the following.

1. Research method 1: Use ..... devices to follow animal movements.
2. Research method 2: Use hidden ..... to watch behavior.
3. Surprising discovery: Animals can change ..... in one generation.

##### (b) Match the words from column A with their meanings from column B.

A	B
1. fascinated	<input type="checkbox"/> able to change easily
2. migration	<input type="checkbox"/> annoying or interrupting
3. disturbing	<input type="checkbox"/> amazing or extraordinary
4. flexible	<input type="checkbox"/> the movement from one place to another



## Speaking



### Think-Pair-Share

#### 4 Ask and answer questions about "Wildlife Experts".

**Topic:** *Wildlife Experts*

1. **Think:** How do wildlife experts collect data?

2. **Pair:** Ask your partner:

- What made wildlife experts interested in animals?
- How do they research animals in the wild?
- How does climate change affect animals?

3. **Share:** Your ideas with your classmates.



### Language in use

#### 5 Read and change into reported speech.

1. "How do Arctic foxes survive in their habitats?"  
**(The student asked...)**

.....

2. "Do penguins migrate south?"  
**(She wanted to know...)**

.....

3. "How do camels store water?"  
**(He asked...)**

.....

4. "Can polar bears swim long distances?"  
**(They wondered...)**

.....

5. "Why do some animals hibernate?"  
**(The teacher asked...)**

.....

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

1. She asked me if I ..... to the party that evening.

a. would go

b. will go

c. went

d. go

#### Tip

##### Reported Questions

- A reported question is when you tell someone what another person asked, but you are not quoting their exact words.
- Don't use question marks.
- Use "ask, wonder, inquire, want to know" + (if/whether or question word).
- e.g., "Do you like ice cream?" → She asked if I liked ice cream.
- e.g., "When is the test?" → He asked when the test was.
- Change the tense (present → past) if needed.

2. Ahmed asked Hana if she ..... a new job.  
a. finds                    b. find                    c. had found                    d. finding

3. They wondered ..... their homework.  
a. if they will finish                    b. whether they had finished  
c. if they have finished                    d. whether they finish

4. The teacher asked him what the answer ..... .  
a. was                    b. is                    c. does                    d. do

5. She asked if he ..... any news about the event.  
a. has                    b. had                    c. will have                    d. can have

6. They asked me ..... to the concert the day before.  
a. whether I go                    b. if I had gone                    c. if I'm going                    d. if I will go

7. She asked her dad ..... use his laptop.  
a. if could she                    b. if she could                    c. if she can                    d. if can she

**7** Read and write the correct form of the words in brackets.

1. She asks her friend where she ..... (live).

2. Basma wondered if I ..... (am) coming to the festival.

3. Hatem wanted to know if Hisham ..... (can) help him with the project.

4. I asked him when the report ..... (be) done.

5. He asked me what I ..... (think) of his presentation.

**8** Find and correct the mistake in these reported questions.

1. They wanted to know if I have a bicycle. ( ..... )

2. I wondered where Sami has met Nabil before. ( ..... )

3. Azza said when they arrived the night before. ( ..... )

4. The policeman asked me if I see the thief before. ( ..... )

5. Bassem asked Rahma which dress she chooses. ( ..... )

# LESSON 3 Arctic Animals



## Before you start

### 1 Answer the following questions.

1. What do you think animals need to survive in very cold places?
2. Can you name an animal that lives in the snow or ice? How does it stay warm?
3. Why might an animal change its fur in winter?



## Reading

### 2 Read the following text and guess the meaning of the words in bold.

#### Surviving the Frozen North

The Arctic is one of Earth's most extreme environments. With temperatures dropping to -40°C and months of total darkness. However, many remarkable animals can survive in these icy wilds.

Polar bears are the best at surviving in the Arctic. Their thick, white fur provides excellent **warmth** and perfect **camouflage** against snow. Under their fur, black skin absorbs heat from the sun. Large paws work like snowshoes to walk on thin ice. These powerful hunters can smell seals from **miles** away.

Arctic foxes **demonstrate** amazing seasonal adaptations. In winter, their fur turns completely white and becomes much thicker for warmth. During summer, it changes to brown or gray to mix with rocks and vegetation.

Male emperor penguins stand on ice for months, protecting their eggs before hatching in freezing winds. They gather to take turns moving to the warm center. Their **thick** feathers create natural warmth for them.

### 3 Read again and do the following tasks.

#### (a) Put True (T) or False (F).

1. Arctic foxes have the same color fur all year round.
2. Polar bears have white skin under their fur.
3. Emperor penguins take turns staying warm in groups.
4. Arctic animals need adaptations for cold weather.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



**(b) Find synonyms from the text for.**

1. amazing : ..... 2. very cold : .....

3. hide : ..... 4. show : .....

**(c) Find antonyms from the text for.**

1. thin : ..... 2. warm : .....

3. die : ..... 4. small : .....

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

1. Polar bears have ..... fur that keeps them warm and hidden.  
a. brown      b. thick, white      c. short, black      d. soft, gray

2. The Arctic fox changes the color of its fur during winter and ..... .  
a. spring      b. fall      c. summer      d. season

3. Emperor penguin males protect their eggs before hatching during the cold months by standing on ..... .  
a. ice      b. air      c. rocks      d. water

4. Polar bears use their large paws like ..... to walk on thin ice.  
a. boots      b. fins      c. claws      d. snowshoes

5. Emperor penguins can stay warm using their ..... feathers.  
a. wet      b. colorful      c. light      d. thick

**(e) In pairs, answer the following questions.**

1. Why do polar bears have black skin under their white fur?  
2. How does the Arctic fox stay warm in winter?  
3. What do emperor penguins do to keep warm in freezing weather?

**4 Complete the following sentences with words in the box.**

hide - thick - miles - demonstrate - strength

1. The soldier's uniform allowed him to ..... in the forest.

2. The school is five ..... from my house.

3. The teacher will ..... how to solve the problem.

4. Running a marathon needs a lot of .....

5. The forest is so ..... that little sunlight gets through.

# LESSON 4 Story Time

## Twenty Thousand Leagues under The Sea, by Jules Verne

### Chapter Four Battles and Dangers



#### Before you read, discuss in pairs

##### 1 Answer the following questions.

1. What do you think "battles" and "dangers" might mean in a sea story?
2. What sea animals do you think could be dangerous to sailors?

##### 2 Read the following text. Who killed the giant squid?

Life on the Nautilus was not without risk. Once, the submarine was attacked by a giant squid in a desperate struggle on deck, Nemo and his crew fought bravely with axes and harpoons. Ned Land, fearless as always, killed the monster. Only by great effort did they escape the danger.

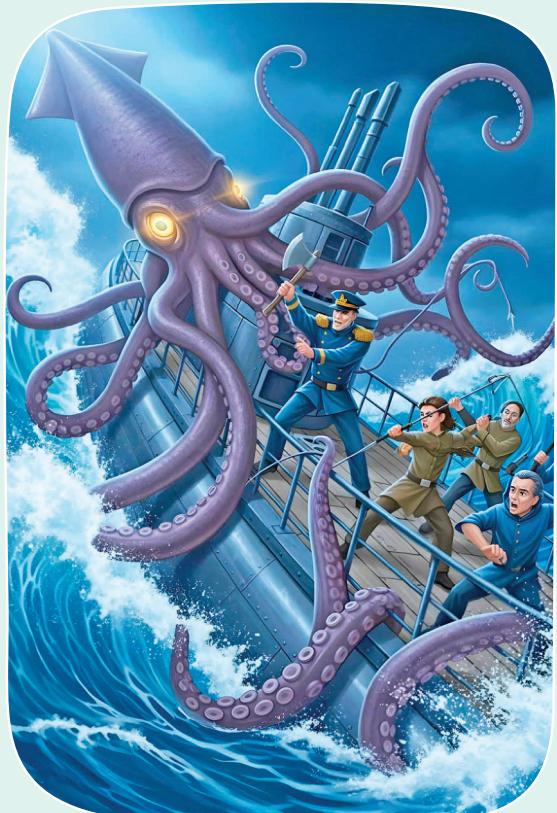
Another time, the submarine became trapped beneath thick ice at the South Pole. With oxygen running low, the crew worked hard to break a path to the surface. At the last moment, the Nautilus forced its way free, and the men breathed fresh air again.

When warships appeared on the surface, Nemo attacked them without mercy, sending them to the depths.

Through such dangers, the passengers learned more about Nemo's character. He showed calm courage and remarkable leadership, yet also a cold indifference to human life.

Aronnax began to admire Nemo but at the same time fear him.

The ocean, though beautiful, was also full of threats and dangers. For Aronnax it was a school of wonder; for Nemo it was a battlefield; for Ned Land it remained a prison. The tension among them grew as the voyage continued.





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

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

1. What was the main risk faced by Captain Nemo and his crew?  
a. A dangerous sea monster  
b. Cold weather  
c. A submarine breakdown  
d. Warships
2. What did the submarine do to escape the danger?  
a. It dived deeper  
b. It fought the monster  
c. It surfaced slowly  
d. It broke a path to the surface
3. How did Captain Nemo react to the situation?  
a. He panicked  
b. He showed calmness and leadership  
c. He escaped with his crew.  
d. He ignored the danger
4. What does Ned Land's character show in this situation?  
a. Fearless and strength  
b. Calm and leadership  
c. Anger and impatience  
d. Confusion and fear
5. What was the most dangerous creature mentioned in the text?  
a. A giant squid  
b. A shark  
c. A giant whale  
d. A giant octopus

### 4 Read and write True (T) or False (F).

1. Captain Nemo and his crew fought bravely against a giant squid.
2. The submarine was trapped under the ocean surface for days.
3. Captain Nemo showed fear and panic during the attack.
4. The crew used axes and harpoons to fight off the monster.
5. The submarine successfully escaped the danger without any loss of life.

### 5 Answer the following questions.

1. What was Captain Nemo's role in facing the dangers on the submarine?
2. How did the crew manage to survive the attacks from the giant squid?
3. How would you describe the relationship between Captain Nemo and his crew?
4. What can we learn from Captain Nemo's leadership in dangerous situations?

### 6 Critical Thinking.

Answer the following questions.

1. If you were a crew member, how would you have reacted to the dangers described in the text?
2. Why do you think Captain Nemo was able to stay calm during such difficult situations?
3. Do you think Captain Nemo's calmness was a key factor in their survival? Why or Why not?
4. If Captain Nemo had panicked, how might the crew's chances of survival have changed?

# LESSON 5 Let's Talk



## Before you start

1 Read these adaptation strategies. Which animals use them?

- 1. Hibernation
- 2. Migration
- 3. Changing color
- 4. Storing fat
- 5. Growing thick fur

2 Read the following conversation and identify the phrases in bold.

### Amazing Adaptations of Polar Bears

**Hadeer** : Look at this polar bear exhibit! It's amazing how big they are.

**Mona** : Yeah, and did you know their fur isn't actually white? Each hair is hollow and reflects light.

**Hadeer** : **Really? That's so cool!** I wonder why they adapted that way.

**Mona** : Well, it helps them hide in snow and ice when they're hunting seals. Plus, the hollow hairs keep air for extra warmth.

**Hadeer** : **That makes sense.** What about their paws? They look huge.

**Mona** : Those big paws help them walk on thin ice without falling through. It's like wearing snowshoes.

**Hadeer** : **Nature is incredible!** I read that they can smell seals from really far away too.

**Mona** : **Exactly!** Their sense of smell is about seven times stronger than a dog's. They can detect seals under three feet of snow.

**Hadeer** : **I had no idea!** polar bears are such amazing survivors.

3 Practice the model dialog with a partner.

Then create similar conversations about:

- Desert animals (camels, fennec foxes)
- Mountain animals (snow leopards, mountain goats)

### Useful Expressions

#### Showing surprise:

Really? / That's amazing! / I had no idea!  
Wow, I didn't know that!

#### Explaining adaptations:

It helps them... / This allows them to...  
The reason is... / That's because...  
It's like... (for comparisons)

#### Asking for explanations:

Why do they...? / How do they...?  
I wonder why... / What's the purpose of...?



## Role-Play

4 Work with a partner. Take turns reading the lines below. Fill in blanks using the words/phrases in the box.

Wow - Exactly - It's amazing - Really

**Mona** : Look at this Arctic fox exhibit! (1) ..... how small and fluffy it is.

**Hadeer** : Yeah, did you know that its fur changes color with the seasons? In winter, it turns white to blend in with the snow.

**Mona** : (2) .....? That's so cool! What happens in summer?

**Hader** : In summer, its fur turns brown or gray, so it can hide among the rocks and plants.

**Mona** : (3) .....! What about its paws? They look covered in fur.

**Hadeer** : The thick fur on their paws works like warm boots. It helps them walk on snow and ice without freezing.

**Mona** : Nature is incredible! I read that Arctic foxes can survive in temperatures as low as 50°C.

**Hadeer** : (4) .....! Their keen hearing also helps them find small animals under the snow.

Penguins can dive more than 500 meters deep to catch fish.

Wow! That's incredible! I never imagined they could dive that far!



# LESSON 6 Animal Fact File

## Before You Write, Let's Get Ready

### Target language

- She asked where polar bears lived.
- They wanted to know how long they hibernated.



### Target vocabulary

Try to include **at least 6** these words in your **FACT FILE**:

habitat – size – adaptations – diet – status – features – description

### Writing

Read this fact file and identify the different sections.

#### Snow Leopard Fact File

<b>Physical Description :</b> (size, color , features)	<ul style="list-style-type: none"><li>• Snow leopards are large cats with thick, gray fur covered in dark spots.</li><li>• They have long tails and powerful legs.</li></ul>
<b>Habitat:</b> (place , climate)	<ul style="list-style-type: none"><li>• They live in mountain regions of Central Asia, at heights up to 18.000 feet.</li></ul>
<b>Adaptations:</b> (For temperature, food, protection)	<ul style="list-style-type: none"><li>• Their wide paws work like snowshoes.</li><li>• Thick fur keeps them warm.</li><li>• Long tails help them balance on rocky cliffs.</li></ul>
<b>Diet</b>	<ul style="list-style-type: none"><li>• They hunt wild sheep, goats, and smaller animals.</li></ul>
<b>Conservation Status</b>	<ul style="list-style-type: none"><li>• Endangered - only about 4,000 left in the wild.</li></ul>

#### Writing Tip

A fact file is a short report that gives important information about a topic—like an animal, a place, a person, or a machine—in a clear and organized way.

#### Writing a fact file

- Start with a title
- Use sections : - physical description, habitat, ..
- Write Short notes
- include interesting facts
- keep the language simple
- add a picture



## Your task

**1** Choose one of these animals to research about:

- Arctic wolf
- Desert kangaroo rat
- Snowy owl
- Fennec fox



**2** Complete this planning sheet "about an animal you choose":

<b>Animal</b>	.....
<b>Physical Description:</b>	Size: ..... Color: ..... Special features: .....
<b>Habitat</b>	Where it lives: ..... Climate: .....
<b>Adaptations</b>	For temperature: ..... For finding food: ..... For protection: ..... Diet: ..... Interesting Facts: .....



# Assessment Corner

## A. Vocabulary

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

1. Lions are ..... that hunt other animals for food.  
a. predators      b. farmers  
c. plants      d. travelers
2. Eating healthy food helps keep our ..... strong.  
a. muscles      b. houses      c. work      d. environment
3. Polar bears ..... to the cold by growing thick fur.  
a. adapt      b. dance      c. cry      d. melt
4. The forest is so ..... that little sunlight reaches the ground.  
a. empty      b. dark      c. thick      d. light
5. A chameleon uses ..... to hide from danger.  
a. running      b. camouflage      c. music      d. laughing



## B. Language

### 2 Use the correct form of the word(s) in brackets.

1. She asked me where I ..... (go) the night before.
2. The teacher asked us if we ..... (understand) the lesson.
3. He ..... (said) his friend if he could lend him some money.
4. I asked him where he ..... (spend) his weekend.
5. They wondered when he ..... (reply) to their messages.

## C. Writing

### 3 Complete the Fact File below using information from the passage.

The Komodo dragon is the world's largest living lizard. It can grow up to 3 meters long and weigh over 70 kilograms. These reptiles live only on a few Indonesian islands, including Komodo, Rinca, and Flores. They are meat eaters and sometimes they eat very large prey like deer or water buffalo.

#### FACT FILE: KOMODO DRAGON

1. Name: .....
2. Category: ..... (e.g., mammal, reptile, bird, etc.)
3. Habitat / Origin: .....
4. Average Length: .....
5. Weight: .....
6. Diet: .....

# UNIT 11

# Stories on the Move

## Learning Outcomes

### Reading

- identify the main idea in a narrative text.
- correctly identify the main challenge, the turning point in the story, and the final realization of the narrator.

### Listening

correctly identify specific facts (e.g., activity, location, feeling) mentioned in a short travel narrative audio.

### Speaking

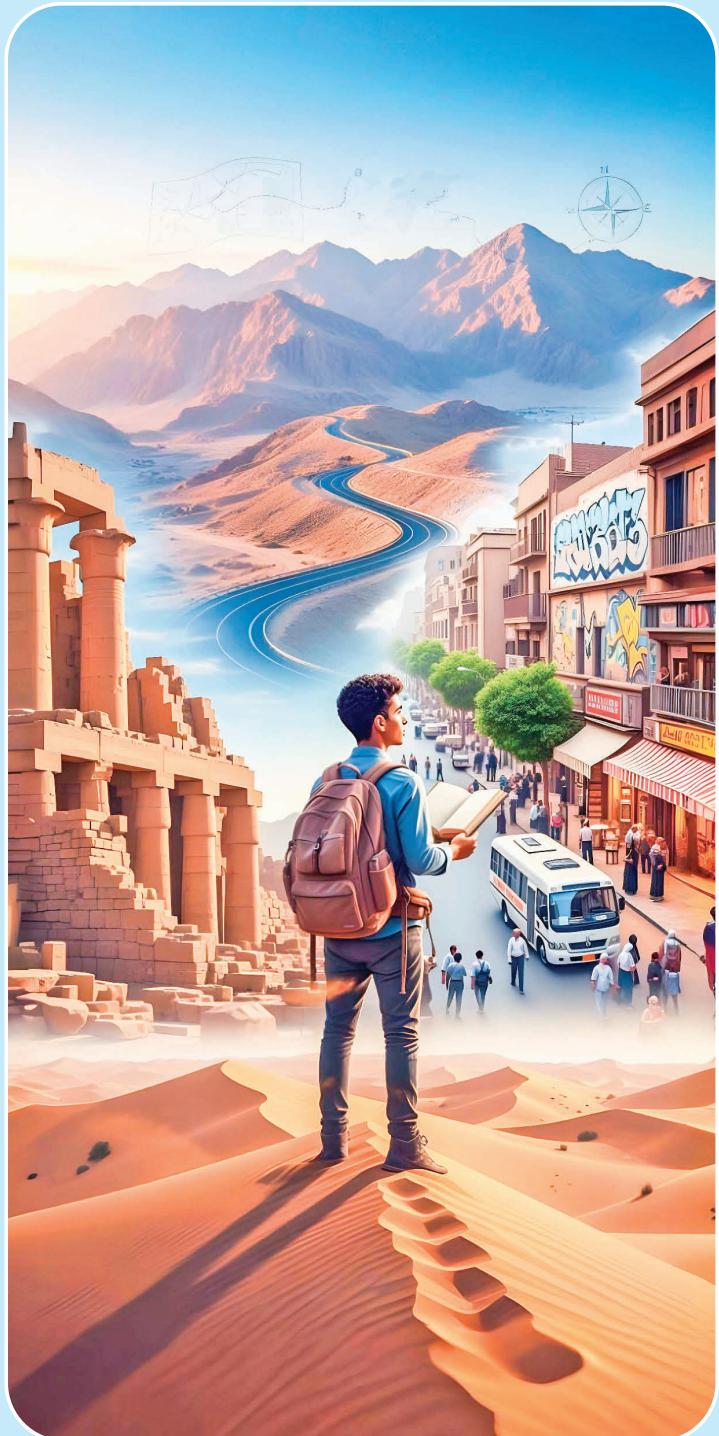
- share a personal travel experience.
- describe the setting, a turning point/challenge, and the final outcome.
- use appropriate past narrative tenses.

### Language

correctly use the appropriate past tense (Simple, or Perfect) to establish a clear timeline.

### Writing

- write a cohesive travel narrative that describes a personal trip.
- use varied past tenses (simple, perfect) to sequence events logically.



# LESSON 1

# Travel Tales



## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. Have you ever been on a camping trip?  
Where did you go?
2. What kind of problems can happen when people go hiking or camping?
3. How can meeting new people during a trip make the experience more enjoyable?



### Reading

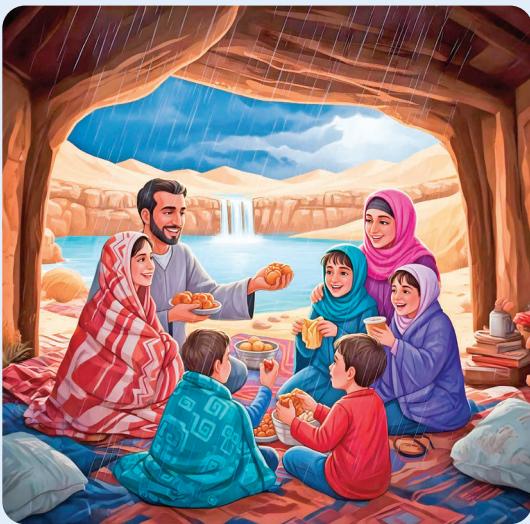
#### 2 Read the following text. Where did the writer's family take shelter?

Last summer, my family planned a simple camping trip to Wadi El-Rayyan in Fayoum, Egypt. We had booked a comfortable place and packed all the necessary things. However, our journey turned into an **unforgettable** adventure that we still talk about today.

On the second day, we decided to take a **challenging** hiking trail to see a remote waterfall. The **breathtaking** scenery along the path was absolutely amazing - golden

desert hills, crystal-clear lakes, and rare plants and birds everywhere. We felt completely relaxed.

Suddenly, dark clouds gathered overhead, and heavy rain started pouring down. We had ignored the weather and weren't prepared for such conditions. Our lightweight jackets became very wet within minutes. The path became **slippery** and dangerous, so we took shelter under some large rocks.



While waiting for the storm to pass, we met another family who had been caught in the same situation. They shared their extra food and warm blankets with us. We spent hours talking, laughing, and sharing travel stories. When the rain finally stopped, we had made new lifelong friends. That unexpected experience turned our ordinary camping trip into an unusual one.



## Think about this

### 3 Read the text again and choose the correct answer from a, b or c.

1. The family's original plan was .....  
a. a long flight      b. a simple camping trip      c. visiting friends
2. ..... made their trip unforgettable.  
a. The beautiful weather      b. The unexpected storm      c. Visiting new places
3. When the weather changed, they .....  
a. went home early      b. took shelter      c. continued hiking
4. The positive result of the rain was .....  
a. seeing the waterfall      b. learning about weather      c. making new friends



## Vocabulary

### 4 Complete the table with different word forms.

Noun
comfort
.....
preparation
.....

Adjective
.....
challenging
.....
.....

Verb
.....
challenge
prepare
connect

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

A	B
1. unforgettable	<input type="checkbox"/> very beautiful, impressive or surprising
2. breathtaking	<input type="checkbox"/> smooth and hard to stand on because you might slide
3. challenging	<input type="checkbox"/> impossible to forget
4. slippery	<input type="checkbox"/> difficult in a way that tests your abilities and skills

6 Work in pairs to complete the following text about (An Unforgettable Day) using words from the following box.

challenging – unforgettable – together – breathtaking – unexpected

Last summer, my family and I went on a camping trip in the forest. The place was (1) ..... , with tall green trees and birds singing everywhere. Setting up the tent was a bit (2) ..... , but we were excited. While enjoying our picnic, something (3) ..... happened. A hungry monkey suddenly appeared and tried to steal fruit from our basket. I jumped to scare it away, but I slipped and fell, which made everyone laugh. The monkey ran off with an apple, and I felt very embarrassed. It was an (4) ..... day that we still talk about and laugh at (5) .....

## Speaking

### Think-Pair-Share

7 Topic : An unexpected adventure

1. Think : Do you think camping trips are enjoyable?

What was the most unforgettable trip you have ever had?

It was when we decided to visit Wadi El-Rayyan ...

2. Pair : Ask your partner:

- Have you ever had an **unforgettable trip**? What happened?
- Have you ever faced a **challenging situation** while traveling?
- Did you meet new people during a trip? How did it make you feel?



3. Share : Your ideas with your classmates.

# LESSON 2 The Journey to a Better Life



## **Before you start**



## Think and discuss in pairs

1 Answer the following question.

- Why do people move to different places? Make a list of reasons with your partner.

## Listening

## 2 Listen to the following stories, and match the words to their meanings.



A	B
1. snorkeling	<input type="checkbox"/> places where the dead are buried, often underground
2. safari	<input type="checkbox"/> warm and friendly treatment to guests and visitors
3. hospitality	<input type="checkbox"/> a trip into the desert to explore and enjoy nature
4. columns	<input type="checkbox"/> large stone structures in temples or buildings
5. tombs	<input type="checkbox"/> swimming near the surface of the sea using a mask to see underwater

### 3 Listen again, and do the following tasks.

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

1. Where did Sophie go snorkeling?  
a. In the Nile River  
b. At the Blue Hole in Dahab  
c. In Lake Nasser  
d. At the Valley of the Kings
2. What activity did Sophie enjoy in the desert?  
a. Visiting temples  
b. Watching a light show  
c. A safari and Bedouin tea  
d. Shopping in Cairo
3. Where did John see ancient tombs?  
a. Alexandria  
b. Luxor  
c. Dahab  
d. Fayoum

4. Which river did John sail on?  
a. The Amazon      b. The Nile      c. The Mississippi      d. The Jordan

**(b) Answer the following questions.**

1. How did Sophie describe Dahab?
2. What did Sophie read about before visiting Dahab?
3. What impressed John most in Luxor?



## Speaking

**4 Discuss in Pairs.**

1. If you could visit Dahab or Aswan, which would you choose? Why?
2. What activities would you like to try there?



## Language in use

**5 Choose the correct tense in the following sentences.**

1. I **(found / has found)** the book after I **(searched / had searched)** for two hours.
2. We **(had visited / visited)** Rome before we **(travel / traveled)** to London.
3. After she **(have finished / had finished)** packing, she **(called / had called)** a taxi.
4. The tour guide **(explained / had explained)** that the museum **(closed / had closed)** early.

**6 Use the correct past tense to complete the story.**

Last summer, I ..... **(plan)** a perfect beach vacation in Hawaii. I ..... **(book)** flights, ..... **(reserve)** a hotel, and ..... **(research)** all the best beaches. However, when I ..... **(arrive)** at the airport, I discovered that I ..... **(forget)** my passport at home! I ..... **(miss)** my flight and had to reschedule everything. It ..... **(turn out)** that this mistake ..... **(lead)** to an even better trip because the new flights ..... **(be)** cheaper and the weather ..... **(be)** perfect.

**Tip**

**Past tenses**

are the set of tenses used to tell stories. They include:

**Past Simple:** Used for the main events of a story in chronological order.

e.g., He **got up, opened the door, and left.**

**Past Perfect:** Used to go back even further in time, describing an event that happened before the main events of the story. It provides the order of actions in the past.

e.g., After he **had reached the train station, he realized that he was late.**

**Note**

The key is that the past perfect helps to show the order of events when you are not telling the story in strict chronological order. It creates a clear timeline for the reader or listener.

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

## 8 Find and correct the mistakes in these sentences.

1. After we had ate dinner, we went for a walk. (.....)
2. I was surprised because I never had seen such beautiful mountains. (.....)
3. Before we arrived at the stop, the bus left. We didn't catch it. (.....)
4. She had forgot to bring her camera on the trip. (.....)
5. We had already visited five countries before we had gone to Italy. (.....)

**9** Complete this travel story with the correct past tense.

After we ..... **(reach)** the mountain village, it ..... **(get)** completely dark. We ..... **(not expect)** the journey to take so long because we ..... **(never travel)** on such difficult roads before. The GPS ..... **(stop)** working an hour earlier, and we ..... **(begin)** to worry that we were lost. Fortunately, we ..... **(see)** lights in the distance and ..... **(realize)** we ..... **(find)** our destination at last.

# LESSON 3 A Solo Ride Across Egypt



## Before you start

1 Discuss these different types of journeys.  
Which would you prefer?

1. Business trip
2. Family vacation
3. Solo adventure
4. Educational tour



## Reading

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

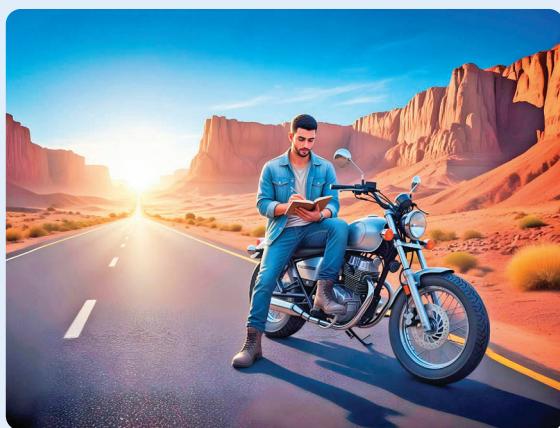
Three months ago, I set off the journey of a lifetime - a **solo** motorcycle ride across Egypt from Cairo to Luxor. Many people thought I was crazy to try such a long trip alone, but I was **determined** to prove them wrong.

The first week was absolutely exhausting. I faced many problems, got lost several times, and **struggled** alone. In small towns along the Nile Valley, friendly people helped me fix my motorcycle, and suggested excellent street food places. Their kindness helped me not to give up.

As I continued **southward**, the landscape changed, green fields, then endless desert stretched on both sides of the road. Each governorate offered special attractions - from historic **landmarks** in Minya to amazing temples near Qena. I wrote down everything

in my travel journal, including both the wonderful sights and my personal images.

The most **memorable** moment happened near Luxor. While riding through a desert valley close to the mountains, I saw an incredible sunset that painted the sandstone cliffs in brilliant colors. In the end, I realized this journey had changed me forever. I had discovered inner strength I never knew I really had.



**3** Read the text again, then do the following tasks.

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

1. Three months ago, the narrator started a motorcycle ride from ..... .  
a. Alexandria to Aswan      b. Cairo to Luxor  
c. Giza to Hurghada      d. Minya to Qena
2. What problem did the narrator face in the first week?  
a. Difficulty finding food      b. Struggling alone  
c. Sandstorms in the desert      d. Trouble crossing the Nile
3. Which governorate is mentioned as having historic landmarks?  
a. Luxor      b. Suez      c. Minya      d. Fayoum
4. What made the most memorable moment of the trip?  
a. Eating local food in a small village.  
b. Seeing ancient temples during the day.  
c. Watching an incredible sunset in the desert near Luxor.  
d. Crossing the Nile on a ferry.

**b** Answer the following questions.

1. Why did people think the narrator was "crazy" for taking the trip alone?
2. How did the kindness of local people help the narrator during the journey?
3. How did the scenery change as the narrator traveled southward from Cairo to Luxor?
4. In what way did this journey change the narrator's view of himself?

**c** Read and complete the sentences with the correct words from the box.

struggled – southward – solo – landmarks – determined – memorable

1. He played music ..... in front of the class.
2. He was ..... to finish his project on time.
3. The boy ..... to carry the heavy box.
4. The travelers moved ..... toward the mountains.
5. Visiting Luxor is the most ..... visit in my life.
6. We visited famous ..... , like the Cairo Tower.

# LESSON 4 Story Time

## Twenty Thousand Leagues under The Sea, by Jules Verne

### Chapter Five

#### Secrets of Captain Nemo



#### Before you read, discuss in pairs

**1** Answer the following questions.

1. Why do you think Captain Nemo doesn't tell others about his past?
2. Do you think it is fair for Nemo to keep the crew as prisoners?

**2** Read the following text. Who wanted to learn the truth about Captain Nemo?

As the Nautilus traveled across the world's oceans, Aronnax became more determined to learn the truth about Nemo. The captain was clearly a man of wealth, education, and sorrow, but he kept his past hidden.

Nemo's actions sometimes confirmed that. He attacked warships without hesitation, claiming to fight against cruelty.

Yet he never told the details of his personal story. To Aronnax, Nemo was both brave and mysterious.

Meanwhile, Ned Land planned escape. He argued that no man had the right to keep them prisoners, no matter how wonderful the submarine. Aronnax hesitated, torn between scientific discovery and freedom. Conseil remained calm and loyal to his master.

One evening, as Nemo guided the submarine through a graveyard of sunken ships, Aronnax realized the captain saw himself as part of the dead world beneath the waves. The mystery of Nemo deepened, but so did the companions' determination to find a way home.





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

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

1. Captain Nemo spoke passionately against .....  
a. wealth      b. injustice      c. education      d. discovery
2. Nemo attacked ..... without hesitation.  
a. warships      b. submarines      c. islands      d. whales
3. To Aronnax, Nemo seemed both brave and .....  
a. boring      b. loyal  
c. mysterious      d. supportive
4. Ned Land planned to .....  
a. explore the sea      b. escape      c. stay forever      d. join Nemo
5. Conseil remained ..... between scientific discovery and his master's choice.  
a. torn      b. angry      c. sad      d. determined

### 4 Read and write True (T) or False (F).

1. Captain Nemo revealed all the details of his personal story.
2. Nemo attacked warships without hesitation.
3. Ned Land agreed with Aronnax to remain on the Nautilus forever.
4. Conseil remained torn between discovery and freedom.
5. Aronnax saw Nemo as part of the dead world beneath the waves.

### 5 Answer the following questions.

1. Why do you think Captain Nemo keep his past hidden?  
.....

2. How did Nemo's actions confirm people's thoughts about him?  
.....

3. What did Ned Land decide to do while living on the Nautilus?  
.....

4. How did Aronnax feel when he saw the graveyard of sunken ships?  
.....

5. What mystery about Nemo deepened as the story went on?  
.....

### 6 Critical Thinking.

#### Answer the following questions.

1. Why do you think Captain Nemo chose to fight against cruel land?
2. Nemo attacked warships without hesitation. Do you think this makes him a hero or a dangerous man? Why?
3. Conseil was torn between discovery and freedom. If you were in his place, which would you choose, and why?

# LESSON 5 Let's Talk



## Before you start

- Have you ever traveled somewhere that was completely different from what you expected? What was it like? How did you feel?



### 1 In pairs, read the following dialog.

**Emma** : Hey Jake! How was your trip to Egypt? I want to hear everything!

**Jake** : Oh wow, it was absolutely incredible! I had never seen so much history in one place before.

**Emma** : Really? What was the most exciting part?

**Jake** : Well, on the third day, we were exploring the Pyramids when we suddenly saw the Great Sphinx right in front of us. It was breathtaking!

**Emma** : No way! Were you amazed?

**Jake** : Totally! Our guide explained how ancient Egyptians built these monuments thousands of years ago. I couldn't believe they are still standing.

**Emma** : That sounds amazing! Did you get any photos?

**Jake** : I tried to, but there were so many tourists. Still, I managed to capture the pyramids glowing in the sunset.

**Emma** : That's such a cool experience! What else did you do?

**Jake** : We took a boat ride on the Nile and visited the Egyptian Museum in Cairo. I had never seen so many ancient treasures in one place! The whole trip opened my eyes to how proud Egyptians are of their culture.

**Emma** : I'm so jealous! I really need to plan an adventure like that.

### 2 Discuss the following questions with your partner.

1. Why was Jake surprised by the pyramids and the Sphinx?
2. How did Jake feel about his visit to Egypt?

### 3 With your partner, read and complete the following dialog.

**Aya** : Hey Malak! How was your tour to Luxor and Aswan? I want to hear everything.

**Malak** : It was absolutely unforgettable ! I had never seen such amazing temples.

**Aya** : That sounds amazing!

(1) .....

**Malak** : The most exciting part was visiting the Valley of the Kings. I was amazed by the ancient tombs.

**Aya** : No way! How did you feel when you saw them?

**Malak** : (2) ..... It opened my eyes to how powerful the pharaohs were.

**Aya** : (3) .....

**Malak** : Ok : I'll tell you more. We took a boat trip on the Nile in Aswan. The sunset was breathtaking.

**Aya** : Wonderful ! (4) .....

**Malak** : Yes, I took a few. There were so many tourists, but I managed to capture some beautiful shots.



### Role-Play

**Student A** : You're planning your first solo trip abroad. Ask for advice.

**Student B** : You're an experienced traveler. Give helpful suggestions.

### Switch roles

Example phrases:

- I'm thinking of going to... What should I expect?
- Have you ever been to...?
- I'd recommend... / You should definitely...
- The most important thing is...

### Tip

#### Useful Expressions

##### Showing Interest:

Really? / No way! / That sounds amazing!

Tell me more! / What happened next?

I want to hear everything!

##### Describing Experiences:

It was absolutely... / I had never...

The most exciting part was...

We suddenly... / All of a sudden...

##### Expressing Emotions:

I was thrilled/terrified/amazed

It opened my eyes to...

I'll never forget when...

##### Asking Follow-up Questions:

What was it like? / How did you feel?

Did you...? / Were you...?

What else did you do?

# LESSON 6 Writing a Travel Narrative



## Before You Write, Let's Get Ready

### Target language

- Last summer, I **went** to the beach with my family. The weather was sunny. We **swam** in the sea and **built** a sandcastle. It **was** a wonderful day!



### Target vocabulary

Places	beach, city, mountain, museum, park, hotel, desert
Transportation	bus, train, car, plane, bike, on foot
Activities	visited, saw, walked, ate, played, took photos
Feelings	happy, tired, excited, surprised, relaxed, bored
Time words	yesterday, last week, in June, on Saturday, then, after that

### Writing

#### An Unforgettable Trip

Last summer, I traveled with my family to Sharm El-Sheikh. It was a wonderful holiday that I had always dreamed of.

On the first day, we went snorkeling in the Red Sea. The colorful fish and coral reefs were really wonderful, and I felt amazed by the beauty under the water.

The next day we joined a desert safari. Riding camels and watching the sunset in the desert was magical. We met tourists from different countries. We shared travel stories and became new friends.

This trip opened my eye to the natural beauty of Egypt. I will never forget that experience.

#### Writing Tip

##### Writing a travel Narrative

• A travel narrative is a short story about a trip or journey.

⇒ It includes :

- **Introduction** : say when and where you traveled.
- **Setting the scene** : describe the place (what you saw, heard, felt).
- **Main Events** : Write the activities and use past tense verbs.
- **Conclusion** :
  - Summarize your experience.
  - Say why the trip was special



## Your Task

- Now write your own short travel narrative of (100 – 110) words. Use the steps and vocabulary above.

**Title:** My Trip to -----

1. Where and when did you go? Who did you go with?
2. How did you travel?
3. What did you do? (2–3 things)
4. How did you feel?
5. Would you go again?



# Assessment Corner



## A. Vocabulary

1 Fill in the blanks with the correct word from the box.

unforgettable – breathtaking – bound – slippery  
struggled – solo – landmarks

1. The view from the top of the mountain was absolutely .....
2. The trip to Paris was ..... because I saw the Eiffel Tower for the first time.
3. Be careful when walking on the wet floor; it's very .....
4. She decided to take a ..... journey across the desert on her camel.
5. The tourists visited famous ..... like the Pyramids and the Great Wall of China.
6. They ..... to reach to the top of the mountain.

## B. Language

2 Rewrite the following sentences with the word(s) in brackets to give the same meaning.

1. We arrived at the station. The train had already left. (After)
2. He finished his homework and then he watched TV. (before)
3. First, she ate her breakfast, then she went to the park. (before)
4. He visited Rome before he knew the best places to eat. (After)

## C. Writing

3 Write a paragraph of (100-110) words about: "Your last visit to the zoo"

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

# UNIT 12

# Leadership and Teamwork

## Learning Outcomes

### Reading

- list the key traits of an effective Egyptian leader
- answer comprehension questions based on the information in the text.
- identify synonyms for at least four key words related to leadership and teamwork.

### Listening

- identify the gist of stories about leadership and teamwork
- recognize specific details of stories about leadership and teamwork.
- Use vocabulary related to leadership and teamwork in a meaningful context

### Speaking

- discuss leadership styles in a debate format.
- use at least two well-reasoned arguments to support their viewpoint on what makes an effective leader.

### Language

- accurately transform direct orders and commands into reported speech
- use the structure [told/ordered/advised] + [person] + [not] + to + [verb].

### Writing

- write a short text about your personal leadership goal.



# LESSON 1 Egyptian Leaders in History



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What do you already know about ancient Egypt?
2. Can you name any famous pharaohs or queens from Egyptian history?
3. Do you think a good leader should focus more on peace or on war? Why?



## Reading

### 2 Read the following text. How long did Ramesses II rule Egypt?

#### Great Leaders of Ancient Egypt

Egypt has produced some of history's most amazing leaders who shaped one of the world's greatest civilizations. They left **heritage** that continues to **inspire** people today.

Queen Hatshepsut was one of the most successful female pharaohs in Egyptian history. She ruled Egypt for twenty-two years and brought peace and **prosperity** to the country. Hatshepsut concentrated on building projects and trade relationships, great temples and **important** trading routes. Her leadership style **emphasized** cooperation rather than fight.

Pharaoh Thutmose III, was a brilliant military leader. He led many successful campaigns and brought **immense** wealth and power to the country. **Beyond** his military skills,

Thutmose III also built monuments and temples that celebrated Egypt's glory.

Ramesses II, known as Ramesses the Great, was famous for his military achievements and great projects. During his sixty-seven-year rule, he built incredible monuments, including the famous Abu Simbel temples.

All these leaders are still remembered as great kings who showed the power and beauty of ancient Egypt's great civilization.





## Think about this

### 3 Answer the following questions.

1. How did Queen Hatshepsut make Egypt richer and more peaceful?
2. Why was Thutmose III a great leader?
3. In your opinion, what qualities made Ramesses II and Queen Hatshepsut successful leaders?



## Vocabulary

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

A	B
1. heritage	<input type="checkbox"/> a state of being successful and having enough money
2. inspire	<input type="checkbox"/> farther than or outside something; more than
3. prosperity	<input type="checkbox"/> to show that something is important by saying or doing it strongly
4. emphasize	<input type="checkbox"/> the history, traditions, and culture of a country or family
5. beyond	<input type="checkbox"/> very big or great
6. immense	<input type="checkbox"/> to make someone feel interested or want to do something good



## Speaking



## Think-Pair-Share

### 5 Ask and answer about "Leadership".

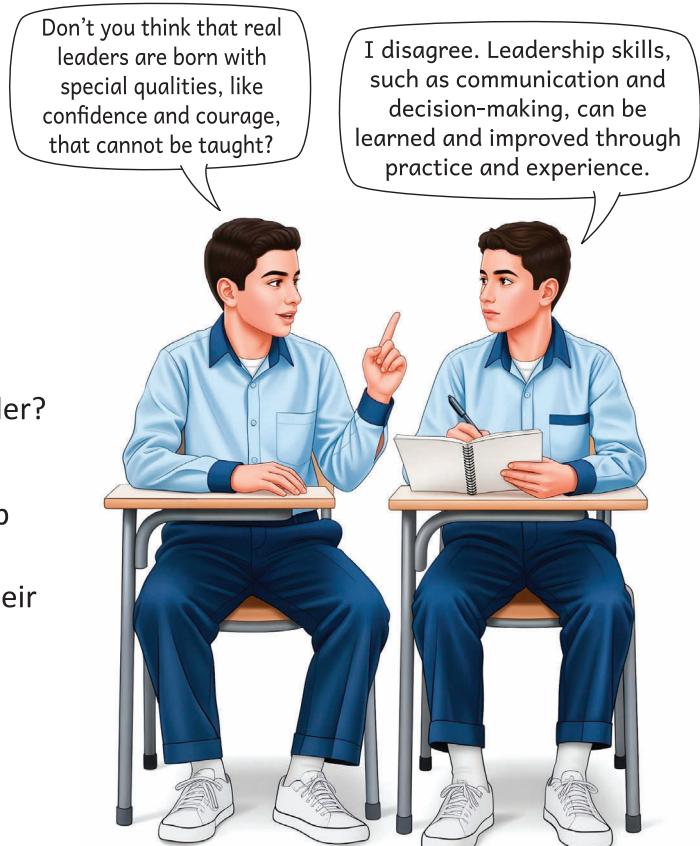
**Topic:** *Leadership styles*

1. **Think:** How can you describe a leader?

2. **Pair:** Ask your partner:

- How does a supportive leader help their team members?
- How does a good leader inspire their team to do their best?

3. **Share:** Your ideas with your class.



# LESSON 2 Teamwork Stories



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. Have you ever worked in a team?  
What did you do together?
2. What do you do when your team has a problem? Do you talk about it or work alone?
3. Can working with others generate good ideas?



## Listening

### 2 Listen to the audio. Then, answer the questions.



1. Where is Dina's science team from?
2. What problem did Dina's team have with their solar-powered water pump?
3. Who suggested dividing the team into small groups in Hassan's story?
4. How much did the marketing campaign increase sales?

### 3 Listen again and do the following tasks.

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

1. Dina's team worked on a solar-powered water pump for villages in .....  
a. Lower Egypt    b. Alexandria    c. the desert    d. Upper Egypt
2. Instead of giving up, Mona said, "Let's find a better way ....."  
a. together    b. later    c. alone    d. quickly
3. Hassan works in ..... in Alexandria.  
a. engineering    b. marketing    c. farming    d. teaching
4. Thanks to teamwork, Hassan's team finished the project ..... early.  
a. one week    b. two days    c. two weeks    d. one month

**(b)** Match the words from column (A) with the suitable meanings from column (B).

A	B
1. hybrid	<input type="checkbox"/> the work of telling people about a product to help sell it
2. judges	<input type="checkbox"/> the amount of money you can spend
3. marketing	<input type="checkbox"/> a plan to share a message and reach a goal
4. campaign	<input type="checkbox"/> a mix of two different things
5. budget	<input type="checkbox"/> people who watch or listen and then decide who wins



## Role-Play

**4** Imagine you are Hassan. You're talking to a new employee about a difficult project you completed. Explain how your team managed the pressure and finished the project successfully.

Use words such as "we had to," "at first," and "then our manager."



## Language in use

**5** Rewrite the following direct orders as reported orders.

1. The teacher said, "Close your books."

» **The teacher told us to close our books.**

2. My mother said, "Help your brother with his homework."

» **My mother asked me .....**

3. The coach said to the players, "Run faster!"

» **The coach ordered the players .....**

4. Our manager said, "Send the report by Monday."

» **Our manager told us .....**

5. The doctor said to me, "Take this medicine twice a day."

» **The doctor advised me .....**

### Tip

#### Reported Orders

- **For Commands** Use a reporting verb like "told," "ordered," "asked," "advised," or "commanded."
- **Form:** [Subject] + [reporting verb] + [person receiving the order] + to + [verb]
- **Example:**  
Direct: The teacher said to me, "Open your book."  
Reported: The teacher told me to open my book.
- **For negative commands**, you simply add "not" before "to."
- Direct: The police officer said, "Don't move!"
- **Reported:** The police officer ordered him not to move.

**6 Choose the correct way to report the order.**

1. The teacher said, "Stop talking!"
  - a. The teacher asked us stop talking.
  - b. The teacher told us to stop talking.
  - c. The teacher told us stop to talking.
  - d. The teacher said us to stop talking.
2. The teacher said, "Don't be late tomorrow."
  - a. The teacher told us not to be late the next day.
  - b. The teacher said us not be late the next day.
  - c. The teacher told us to don't be late the next day.
  - d. The teacher asked we are not late.
3. My father said, "Switch off the lights."
  - a. My father said to switch off the lights.
  - b. My father told me to switch off the lights.
  - c. My father told me switch off the lights.
  - d. My father told me switching off the lights.

**7 Find the mistakes and correct them in the following.**

1. The manager said us to finish the report by 5 p.m. (.....)
2. The policeman ordered me to stopped right there. (.....)
3. The coach ordered the players run faster. (.....)
4. She told me don't to talk during the meeting. (.....)
5. The teacher told me sitting down. (.....)
6. The officer ordered us not parking there. (.....)

# LESSON 3 Leadership Lessons



## Before you start

### 1 Answer the following questions.

1. What qualities do you think make someone an effective leader?
2. What kind of leader helps a team succeed?
3. Why is it important for a leader to listen to others and show empathy?



## Reading

### 2 Read the following text. Find the main idea of the text.

#### What Makes an Effective Leader?

Modern leadership research shows that the most effective leaders share key qualities that help them **inspire** teams, solve problems, and achieve goals. These qualities are about how leaders connect with and **guide** others.

Great leaders communicate clearly and listen carefully. They understand others' feelings and viewpoints, which build trust and help solve **conflicts** peacefully. Emotional intelligence allows them to build respectful, strong team relationships. They also stay adaptable, ready to adjust plans, welcome new ideas, and **trust** their teams.



Successful leaders also have a clear vision. They set goals, break them into steps, and celebrate progress to keep teams **motivated**. Importantly, the best leaders never stop learning. They admit mistakes, ask for feedback, and work to improve. This **modesty** earns respect and encourages their teams to grow, too. Leadership isn't about having all the answers, but about guiding others with honesty, purpose, and a willingness to develop. In today's world, the most successful leaders are those who lead with both confidence and **empathy**, supporting their teams to achieve shared success.

**3** Read the following and do the following tasks.

**a** Choose the correct answer.

1. Great leaders should listen with ..... to their teams.  
a. anger      b. empathy      c. silence      d. fear
2. Emotional intelligence helps leaders build ..... team relationships.  
a. weak      b. strong      c. temporary      d. distracted
3. Adaptable leaders are ready to ..... new ideas.  
a. welcome      b. refuse      c. deny      d. attack
4. Successful leaders ask for feedback, and work to ..... .  
a. avoid change      b. improve themselves  
c. control others      d. stay the same

**b** Answer the following questions.

1. Why is empathy important for effective leadership?
2. How does emotional intelligence help leaders manage conflicts?
3. In what ways can adaptability make a leader more successful?
4. Why is it important for leaders to keep learning and asking for feedback?

**c** Work in pairs, and find the synonyms and the antonyms of the following words.

Synonyms	Antonyms
• powerful → effective	• pride → modesty
• guide → .....	• doubt → .....
• adapt → .....	• discourage → .....

**d** Read and complete the sentences with the correct words from the box.

modesty - motivated - empathy - guide - conflict

1. The teacher will ..... the students through the science project.
2. She showed ..... when her friend was sad.
3. The team was ..... to win the game.
4. He won the race but showed ..... by saying, "I was just lucky."
5. The ..... between the two team members was solved after they understood each other's point of view.

# LESSON 4 Story Time

## Twenty Thousand Leagues under The Sea, by Jules Verne

Chapter Six  
Escape to Freedom



### Before you read, discuss in pairs

1 Answer the following questions.

1. Would you like to travel under the sea? Why?
2. What dangers can people face in the ocean?

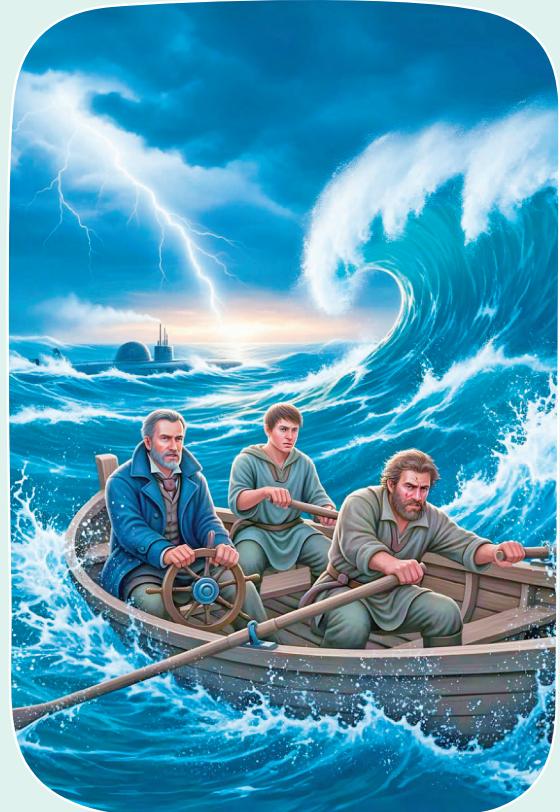
2 Read the following text. What moral does the story have?

At last, after many months, the Nautilus neared the coasts of Europe. Ned Land saw this as a chance to escape. During a strong storm, the three companions secretly lowered a small boat into the sea. They drifted away, because of the storm, yet driven by the hope of freedom.

The night was long and dangerous. Waves crashed over them, and the wind threatened to damage their weak craft. But at dawn, exhausted and half-conscious, they reached the safety of a shore. For the first time in many months, they felt solid ground under their feet.

Aronnax later wrote down their incredible adventures : the wonders of the sea, the dangers they had faced, and the strange brilliance of Captain Nemo. He never discovered the full truth about Nemo's past, nor what became of the Nautilus. Did it still explore the depths, hidden from mankind, or had it crashed in the storm?

The story closed not with final answers but with a lesson : Human curiosity and knowledge are powerful and can achieve wonders. Yet ambition mixed with sorrow may lead to isolation. The ocean remains vast and mysterious, holding secrets beyond our reach.





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

### 3 Match the words in column (A) with their meanings in column (B).

A	B
1. weak	<input type="checkbox"/> amazing things
2. exhausted	<input type="checkbox"/> delicate and easily damaged
3. explore	<input type="checkbox"/> feeling extremely tired or loss of energy
4. wonders	<input type="checkbox"/> to journey or travel over or through

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

1. What was the main motivation of the characters when they secretly lowered a small boat into the sea?  
a. To escape their enemies  
b. To find treasure  
c. To seek freedom  
d. To explore new lands
2. How was the weather described during their escape attempt?  
a. Dangerous and stormy  
b. Calm and peaceful  
c. Clear and sunny  
d. Foggy and cloudy
3. What happened at dawn after the storm?  
a. They reached the shore.  
b. The boat sank.  
c. They were captured.  
d. They turned back to the submarine.
4. Who was the inventor of the Nautilus mentioned in the text?  
a. Aronnax      b. Conseil      c. Captain Nemo    d. Ned Land
5. What was the final lesson learned by Aronnax about human knowledge?  
a. It can solve all problems.  
b. It cannot achieve true freedom.  
c. It can achieve great things but is limited.  
d. It is useless in the ocean.

### 5 Read and write True (T) or False (F).

1. The story ended with Aronnax finding all the answers about Nemo's past.
2. The companions faced no difficulties during their escape from the submarine.
3. The weather was calm when they tried to escape.
4. Aronnax never discovered the full truth about the dangers of the sea.
5. The ocean is described as a place of freedom and exploration.

## 6 Answer the following questions.

1. Why did Aronnax and his companions choose to escape despite the dangers they faced?

.....

2. How did the storm affect the companions' journey and what challenges did it present?

.....

3. What did Aronnax write about the events in the story?

.....

4. How did the three companions feel when they finally reached safety?

.....

5. What do you think Aronnax meant by "the ocean remains vast and mysterious"?

.....

## 7 Critical Thinking

Answer the following questions.

1. Why did Captain Nemo choose isolation instead of interacting with the world?

.....

2. Does the sea symbolize freedom or danger in the story? Why?

.....

3. What does Aronnax's view of human knowledge being "limited" tell us about humanity's relationship with the unknown?

.....



# LESSON 5 Let's Talk

## Before you start.

- Which role(s) do you usually play in teams?

- 1 In pairs, read the following dialog.



### Discussing Team Roles

**Maher:** We need to organize our group presentation for next week. What role does everyone want to take?

**Ramy:** I'd like to be the main researcher. I've been reading a lot about our topic, and I enjoy finding detailed information.

**Hazem:** That's perfect! I'm good at organizing schedules and keeping track of deadlines. I can be our project coordinator.

**Maher:** Great! I think I work best as a creative person. I've been practicing with presentation software, and I have some ideas for making our slides more interesting.

**Ramy:** What about you, Ahmed? You're always so good at helping people work together.

**Ahmed:** Thanks! I guess I'm naturally a team supporter. I like making sure everyone's ideas are heard and helping resolve any disagreements.

**Hazem:** This is working out well. We all have different strengths, and they complement each other perfectly.

**Maher:** Exactly! I've noticed that our best group projects happen when everyone plays to their strengths.

**Ahmed:** And we've been getting better at teamwork each semester. Practice really makes a difference.

**Ramy:** So, when should we have our first official planning meeting?



## Role-Play

2 Work with your partner. Read the conversation below and complete from the given phrases.

That sounds great – That works – I agree completely – I'd like to

**Mona** : Hey, Rodayna! What's your preferred role in group work? Why?

**Rodayna** : Hi Mona ! (1) .....  
be the organizer. I'm good at keeping track of tasks and making sure everything runs smoothly.

**Mona** : (2) .....!  
What makes a team successful?

**Rodayna** : A team is successful when everyone plays to their strengths. We complement each other and work well together.

**Mona** : I agree ! How do you handle disagreements in teams?

**Rodayna** : I listen to everyone's views and suggest regular check-ins. What do you think?

**Mona** : (3) .....  
well! What's the worst team experience you've had?

**Rodayna** : When we didn't communicate well and some felt left out?

**Mona** : (4) ..... ! When we communicate well, everything comes together perfectly.

### Useful Expressions

- Talking About Roles:

I'd like to be... / I'm good at...  
I work best as... / I'm naturally a...  
My strength is... / I enjoy...

- Describing Team Dynamics:

We complement each other  
Everyone plays to their strengths  
We work well together  
Our skills balance each other out

- Making Suggestions:

How about if I...? / What if we...?  
I think it would be good if...  
Maybe we should... / We could try...

- Expressing Agreement:

That's perfect! / Great idea!  
That works well / That makes sense  
I agree completely / Absolutely!

3 Practice the model dialog, then create similar conversations about.

- Organizing a school event.
- Planning a group trip.
- Starting a study group.
- Creating a class project.

# LESSON 6 Writing a Short Text



## Before You Write, Let's Get Ready

### Target language

- Use the grammatical rules correctly.

### Target vocabulary

- Use the following when you write your plan.

communication - problem - cooperation - decision -  
inspire - achieve

### Writing

Read and complete the text with words from the box above.

#### My Leadership Goal

I want to become a better leader. To do this, I will improve my (1) ..... skills by working with my team and listening to everyone's ideas. I will focus on team (2) ..... and help solve any (3) ..... we face together.

I also want to (4) ..... others by encouraging them to do their best. (5) ..... making is important, so I will practice making choices that help the group. In the future, I hope to be a leader who helps others (6) ..... their goals.

#### Writing Tip

##### Writing a short text

When writing a short text :

- Focus on one idea
- Keep sentences simple
- Use clear vocabulary
- Start with an introduction
- Follow with the main point
- End with a conclusion



### Your task

- Write a short text of (100-110) words about "Your personal leadership goal." Including:
  - What you have been doing to develop leadership skills.
  - Why this goal is important to you.
  - Your plan to achieve it.
  - How it will help your future.

.....

.....

.....

.....



# Assessment Corner



## A. Vocabulary

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

1. She stayed humble and showed great ..... even after winning the award.  
a. modesty      b. judge      c. treaty      d. conflict
2. The soldiers were ..... by their leader's brave words to keep fighting.  
a. negotiated      b. discouraged      c. resisted      d. motivated
3. Her story ..... me to study harder.  
a. admitted      b. prevented      c. inspired      d. discouraged
4. Our ..... of the project always encourages everyone in the team to do their best.  
a. leader      b. rules      c. opponent      d. followers

## B. Language

**2** Complete the sentences with the correct form of the verb in brackets:

1. She commanded me ..... (**stopping**) talking.
2. He ordered the soldiers ..... (**stand**) at attention.
3. The teacher told the students ..... (**handed**) in their assignments.
4. The doctor ..... (**advise**) the patient to rest for a few days.
5. They requested us ..... (**not do**) use our phones during the meeting.

## C. Writing

**3** Write a paragraph of (100-110) words about: "Ancient Egyptian Leaders".

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

# Review 4

## Lesson 1

**1** Listen to the following text, then choose the correct answer from a, b, c or d:



## 2 Complete the following dialog:

## Two classmates are talking about animal adaptation

**Amany** : Why do polar bears have white fur?

**Gamila** : Their white fur helps them blend in with the snow so

(1) .....

**Amany** : (2) .....

**Gamila** : They store fat in their humps, which their bodies can turn into water and energy when needed.

**Amany** : (3) ..... ?

in the hot desert.

**Amany** : How do emperor penguins stay warm in freezing temperatures?

**Gamila : (4)** .....

**Amany** : Why do some animals change color with the seasons?

: (5) .....

One cold winter morning, a young boy named Omar was walking to school when he saw smoke coming from a small house nearby. Without thinking twice, he ran to the door and heard a child crying inside. Omar quickly called for help and then crawled

through the open window to rescue the frightened boy. Just as he got out, firefighters arrived and put out the fire. Everyone praised Omar for his bravery. He said he didn't feel like a hero—he just wanted to help. His quick thinking and courage saved the child's life and inspired others to act bravely in difficult situations. Sometimes, true bravery comes from caring about others more than yourself.

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

1. Omar saw ..... coming from a small house.  
a. water      b. light      c. smoke      d. a dog
2. Omar's brave action helped save a ..... .  
a. dog      b. child      c. firefighter      d. hero

**b. Answer the following questions:**

3. What would you have done if you were in Omar's place?
4. Why do you think Omar didn't see himself as a hero?
5. What makes a person truly brave?

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

1. The police came to the crime scene, but the criminal escaped. **(before)**
2. "Where did you buy this book?" **(She asked me..)**
3. "Don't be late for class," **(The teacher ordered us)**

## Lesson 2



**1 Listen to the following text, then put (T) True or (F) False:**

1. The Great Pyramid of Giza is one of the Seven Wonders of the Ancient World. ( )
2. The Sphinx has the body of a human and the head of a lion. ( )
3. The Egyptian Museum is located in Cairo. ( )
4. The temples of Abu Simbel were moved to lower ground to protect them from floods. ( )
5. These landmarks show Egypt's long and creative history. ( )

**2 Match the words with their correct meanings.**

### A

1. solo
2. predator
3. slippery
4. demonstrate
5. immense

### B

<input type="checkbox"/> to show or explain how something works
<input type="checkbox"/> very big or great
<input type="checkbox"/> done alone, without anyone's help
<input type="checkbox"/> an animal that hunts and eats other animals
<input type="checkbox"/> smooth or wet, making it easy to fall or slide

**3** Complete the sentences with the correct form of the word(s) in brackets:

1. She asked me where I ..... (go) the previous night.
2. The teacher told us ..... (turn off) our phones before the exam.
3. After we ..... (arrive) home, it started to rain.

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

1. Animals like chameleons use ..... to blend in with their surroundings and hide from predators.  
a. decoration      b. camouflage      c. color      d. shadow
2. The scientist felt an ..... sense of pride when her team discovered a new species.  
a. small      b. tiny      c. immense      d. weak
3. The polar bear's thick fur is an ..... that helps it survive in the cold Arctic.  
a. invention      b. decoration      c. adaptation      d. attraction
4. Life in the desert can be very ..... because of the extreme heat and lack of water.  
a. gentle      b. easy      c. harsh      d. soft
5. The view from the top of the mountain was absolutely ..... .  
a. boring      b. breathtaking      c. ordinary      d. ugly
6. Be careful when walking on the wet floor; it's very ..... .  
a. rough      b. dry      c. sticky      d. slippery
7. The Eiffel Tower and the Pyramids are famous ..... that attract millions of tourists.  
a. landmarks      b. streets      c. restaurants      d. mountains
8. He asked me where I ..... the day before.  
a. go      b. went      c. am going      d. had gone
9. Before we ..... at the station, the train had already left.  
a. arrive      b. arrived      c. arriving      d. arrives
10. The teacher told the students ..... talking during the test.  
a. not to start      b. not start      c. don't start      d. to not start

## The Story

**5**

**A. Answer the following questions.**

1. How does the submarine get its power?
2. What happens when the submarine is attacked by a giant squid?
3. Do the characters ever return to land at the end of the story?

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

4. The men see a huge ..... that attacks the submarine.

**6** Write from ONE HUNDRED (100) to ONE HUNDRED and TEN (110) words on the following: "Your school trip to Cairo".

# Audioscripts



## Unit 7

### Mohamed Rashwan

Mohamed Rashwan used to be one of Egypt's most admired sports champions. He became famous during the 1984 Olympic Games in Los Angeles, where he reached the judo final against a strong Japanese opponent. His rival used to train hard, but he was injured at that time. Many people said Rashwan had the chance to attack his rival's weak point to win the gold medal.

Rashwan used to believe that fair play was more important than victory. He chose to compete with honor and refused to take advantage of his rival's injury. Although he lost the final and won only the silver medal, he earned something far greater — respect and admiration. Later, the Japanese people gave him a special award for his great sportsmanship.

Rashwan's story reminds us that sport isn't just about medals. Athletes often say, "We used to train harder," or "We should have focused more." Rashwan proved that honesty and respect can make someone a true champion — even without gold.



## Unit 8

An interview between a presenter and a guest.

Welcome to Culture Talk! Today we are



learning about traditions and customs. Can you share an example from your country?

**Guest** : Of course. In my town, there is a festival which is celebrated every spring. People wear colorful clothes and play traditional music, which makes the streets full of life.

**Presenter** : That sounds exciting! What do people usually do during this festival?

**Guest** : Families prepare special meals that are shared with neighbors. Dancing and singing are also enjoyed, and everyone feels connected.

**Presenter** : Wonderful. In Egypt, many people respect the elderly, who are considered a source of wisdom. Is there a similar value in your culture?

**Guest** : Yes, respect for older people is very important. Children are taught customs that show kindness and honor.

**Presenter** : One last question—why are cultural interviews important?

**Guest** : Because they give us real-life stories. Many interviews are recorded and then shared online, so traditions are preserved and passed to new generations.



## Unit 9

### Lost in the Jungle Podcast

“My name is Nader, and this is the story of how I survived in the jungle.”

I had planned a trip, but unfortunately, I got lost in the jungle. The air was hot, and the trees seemed to block every path. Suddenly, I heard a strange sound that made my heart race. I tried to stay calm, reminding myself that panicking means losing energy.

The rain kept falling heavily, but I forced myself to keep walking. I used an empty bottle to collect water. I remembered packing a filter straw in my backpack. For food, I chose sour fruits, even though they weren’t easy to eat. At night, I built a shelter from leaves and branches. Hearing animals near my shelter made me nervous, but holding my torch helped me to feel safe.

During the day, I followed the sun to avoid walking in circles. I was tired, but I refused to stop moving. After three days, I reached a river. Following it meant finding a way out.

Finally, I discovered a small village. People welcomed me and listened to my story.

“The jungle taught me this,” I say now. “Survival isn’t about being physically strong —it’s about thinking clearly,

making smart choices, and never giving up.”

## Review 3

Every culture has its own traditions that make it unique. These traditions can include food, clothing, festivals, and ways of greeting. For example, in Japan, people bow to show respect, while in many Western countries, people shake hands. In Mexico, families celebrate the Day of the Dead to remember loved ones who have passed away. Traditions help people feel connected to their history and community. Learning about other cultures teaches us respect and helps us understand the world better.



## Unit 10

Recently, I interviewed Dr. Maha Ezzat, a researcher who studies animal behavior in extreme environments. I began by asking what had made her interested in this field. She explained that she had always been fascinated by the ways animals solve survival problems. She added that when she was studying biology, she had learned that animals are incredible problem-solvers and that they often develop solutions that humans are still trying to understand.

Next, I asked if she had ever researched Arctic animals. Dr. Maha told me that her current research was about how Arctic animals were adapting to climate change. She mentioned that some species were changing their migration patterns and

feeding habits much faster than scientists had expected. For example, she said that some seals were moving to new areas where the ice lasted longer.

Then, I asked how she and her team collected their data. She explained that they used several methods, including attaching small tracking devices to animals to follow their movements. She also said that they used hidden cameras to observe natural behavior without disturbing the animals.

Finally, I asked what the most surprising thing she had discovered was. Dr. Maha replied that animals were much more flexible than people had thought. She said they could change their behavior in just one generation when they needed to survive.



## Unit 11

### Story 1 – Adventure in Dahab

Last winter, Sophie, a tourist from France, visited Dahab on the Red Sea. She had dreamed of visiting Egypt before she finally made the trip. Before arriving in Dahab, she had read about its beauty and the hospitality of its people. She loved the relaxing atmosphere of the small town and spent her mornings walking along the seaside. After exploring the beaches, she went snorkeling at the Blue Hole, where she saw colorful fish and coral reefs. On another day, she joined a desert safari and enjoyed Bedouin tea under the stars. After the trip, Sophie said that Dahab had been the perfect mix of adventure and peace, and she hoped to return soon.

### Story 2 – Exploring Luxor and Aswan

John, an American traveler, spent a week exploring southern Egypt. He had long wanted to visit the country before he finally made the trip. Before arriving in Luxor, he had read about its ancient temples and tombs. In Luxor, he visited the Valley of the Kings and walked inside tombs that had been decorated with colorful paintings thousands of years earlier. He also admired the great Karnak Temple with its tall columns.

After John had visited Luxor, he sailed on a felucca boat along the Nile River to Aswan. There, he enjoyed the calm waters and visited the famous Philae Temple, which had been moved to a new island to protect it from flooding. After the trip, John said that southern Egypt had been even more amazing than he had imagined, and he hoped to return one day.



## Unit 12

### Listening Script: Two Teamwork Success Stories

#### Story 1 – School Project Success

Hi, I'm Dina. Our science team from Cairo won the national competition with our renewable energy project. For three months, we worked on a solar-powered water pump for villages in Upper Egypt. At first, our design wasn't working well under the hot sun. Instead of giving up, Mona, our team leader, encouraged us and ordered us to find a better way together. Sandra, who knew about electricity and mechanics, reminded us to do more research. We followed her advice, met every day after school, and finally built a solar–wind hybrid system.

The judges praised our creativity and advised us not to stop developing such ideas. In the end, we proudly won first place!

### Story 2 – Workplace Challenge

Hi, I'm Hassan. I work in marketing in Alexandria. Last year, our company was losing customers, and we had only six weeks to design a campaign for a new line of Egyptian cotton products. We had never worked under such pressure. At first, we had too many ideas and no clear direction. Then our manager stepped in. He ordered one group to focus on research, another team to work on the design, and a third team to prepare the budget. He also instructed everyone to share updates online every day. By following his plan, we finished two weeks early. The campaign was a huge success, and sales increased by 35%!

## Review 4

### 1

Last week, our class had to build a bridge using only paper and tape. At first, everyone wanted to do things their own way, and it didn't work well. Then, we decided to listen to each other's ideas and divide the tasks. Some students worked on the design, while others focused on testing the strength. By the end of the day, our bridge held ten books without breaking! We realized that teamwork isn't just about working together—it's about respecting each person's skills and ideas.

### 2

Egypt is famous for its ancient landmarks that attract visitors from all over the world. The Great Pyramid of Giza is one of the Seven Wonders of the Ancient World and still stands today. Nearby, the Sphinx guards the desert with its lion's body and human head. In Cairo, the Egyptian Museum holds thousands of treasures from ancient times, including the mask of King Tutankhamun. Farther south, the temples of Abu Simbel were built by Pharaoh Ramses II and later moved to higher ground to protect them from the rising waters of the Nile. These landmarks remind everyone of Egypt's rich history and creativity.

# Notes



# English

## Preparatory Three - Term 2

Academic Year: 2025/2026

**No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, photocopying, recording, or otherwise—without prior written permission of the Ministry of Education and Technical Education.**

### Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

**Developed and produced with the participation of  
the Content Department Team  
at GPS Publishing and Printing Company.**

### Reviewed by:

Prof. Zeinab El-Naggar  
Dr. Mai Kamal  
Mr. Mohamed Gomaa

Mr. Ayman Elsayed

Prof. Attia El-Sayed  
Mr. Reda Shalby  
Mr. Mostafa Zaghlol

**The Central Administration for Curriculum Development:**  
Ms. Eman Mahmoud Youssef  
Mr. Maher Abd El Raouf

Dr. Amira Fawzy Ahmed  
Dr. Shaimaa Salah El Din Afify

**General Supervision  
Dr. Akram Hassan Mohammed**

*Assistant to the Minister for Curriculum Development  
Supervisor of the Central Administration for Curriculum Development*

رقم الكتاب	عدد الصفحات	ألوان الكتاب	ورق الغلاف	ورق المتن	مقاس الكتاب
٣٠/٣/٢٢/٢/٦١/٢٧٨	١١٢ صفحة	٤ لون	١٨٠ جم كوشيه	٧٠ جم ورق أبيض	٢٧ × ١٩ سم