



**Student's  
Book**

# ENGLISH

**Secondary Schools - Year One - Term 2**

**2025 - 2026**



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

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

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**Ministry of Education and Technical Education**  
**New Administrative Capital**  
**Cairo, Egypt**

**Name:** .....

**Class:** .....

**School:** .....

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## A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education and Technical Education presents these integrated textbooks, which have been meticulously developed to help our young learners advance their English language proficiency and skills, all while honoring and incorporating Egypt's rich cultural heritage.

### **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	Topic	Target Skills	Grammar Focus	Life Skills	Core Values
7	<b>The Daily Beat of Different Lands</b>	<p><b>Reading:</b> texts about daily routines and cultural habits</p> <p><b>Listening:</b> Specific information about cultural habits</p> <p><b>Speaking:</b> Discuss personal routines and daily routines</p> <p><b>Writing:</b> Paragraphs about routines and habits</p>	Past Simple and Past Perfect	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Cultural Awareness</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Empathy</li> <li>• Responsibility</li> </ul>
8	<b>Building Bridges with Words</b>	<p><b>Reading:</b> texts about different communication styles around cultures</p> <p><b>Listening:</b> conversations about communication challenges and greetings</p> <p><b>Speaking:</b> Discuss personal communication styles</p> <p><b>Writing:</b> Blog posts about various experiences</p>	Present Simple and Past Simple	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Intercultural Awareness</li> <li>• Conflict Resolution</li> <li>• Active Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Open-Mindedness</li> <li>• Honesty</li> <li>• Cooperation</li> </ul>
9	<b>Building a Better Future</b>	<p><b>Reading:</b> Texts about careers, jobs and personal growth</p> <p><b>Listening:</b> conversations about expectations</p> <p><b>Speaking:</b> Discuss personal goals and workplace</p> <p><b>Writing:</b> An argumentative essay on Future Career</p>	Present Perfect	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Digital Literacy</li> <li>• Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Integrity</li> <li>• Respect</li> </ul>

Unit	Topic	Target Skills	Grammar Focus	Life Skills	Core Values
10	Shopping and Money	<p><b>Reading:</b> product descriptions, posters and texts related to shopping</p> <p><b>Listening:</b> conversations about announcements, shopping and payment methods</p> <p><b>Speaking:</b> Express shopping preferences, habits and experiences</p> <p><b>Writing:</b> A persuasive poster</p>	Future Simple	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Media Awareness</li> <li>• Decision Making</li> <li>• Digital Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Respect</li> <li>• Honesty</li> </ul>
11	Food & Culture	<p><b>Reading:</b> Recipes and topics about food in various countries</p> <p><b>Listening:</b> conversations about food preferences</p> <p><b>Speaking:</b> Discuss food traditions</p> <p><b>Writing:</b> A recipe blog</p>	<ul style="list-style-type: none"> <li>• Reported Speech (Statements &amp; Questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Awareness</li> <li>• Emotional Skills</li> <li>• Social Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Diversity Appreciation</li> </ul>
12	People and Places	<p><b>Reading:</b> Texts about different landmarks</p> <p><b>Listening:</b> conversations about journeys</p> <p><b>Speaking:</b> Discuss personal experiences about a memorable trip</p> <p><b>Writing:</b> A descriptive paragraph and travel journal</p>	Modal Verbs of possibility	<ul style="list-style-type: none"> <li>• Observation Skills</li> <li>• Emotional Intelligence</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> <li>• Cooperation</li> </ul>

# 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 Routines Around the World

#### Before you start

##### Think and discuss in pairs

###### 1 Answer the following questions.

1. What are some activities that most people include in their daily routine, no matter where they live?
2. How do things like weather, work, or family traditions affect the way people plan their day?

#### Reading

##### 2 Read the following text. Is there one fixed routine all over the world?

Every culture has its own daily routine. While our **routines** may look different, they all help people stay organized, healthy, and connected. The way people plan their days often depends on climate, lifestyle, and tradition.

In Japan, mornings start early. Many workers and students take the train before 7 a.m. They **bow** politely to each other and begin the day with a short meeting called *chōrei*, which builds teamwork and **respect**. **Punctuality** is very important, so people try not to be late. Lunch is often rice, fish, and vegetables served neatly in lunch boxes called *bento*. After a long day, evenings usually end with a relaxing hot bath, a moment to **refresh** body and mind before sleeping.

In France, students usually start school around 8:30 a.m. They often enjoy a light breakfast of bread and jam or croissants with hot chocolate. Lessons continue until midday, when students have a long lunch break—often **lasting up to** two hours. Many schools provide healthy meals that include meat, vegetables, cheese, and fruit. After school ends around 4:30 p.m., students might go to clubs, play sports, or spend time with family. Dinner is a social event where everyone gathers to share food and talk about their day. French families usually eat dinner around 7:30 or 8 p.m.

In Spain, people follow a very different **schedule**. Many shops close in the afternoon for a short rest called *siesta* and reopen in the evening. Dinner is eaten late—around 9 or 10 p.m.—and families often take evening walks, enjoying music or conversation outdoors.

Even though daily routines differ, they all show respect for time, family, and health. Understanding these habits reminds us that there is no **single** "right" routine—only what best fits the people and the place.



12 Unit 7 The Daily Beat of Different Lands

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

1. French students enjoy a long lunch break because ..... .  
a. it allows them to rest and eat well      b. schools close early  
c. the weather is too hot                      d. lunch is not important
2. In Spain, a siesta means ..... .  
a. a late dinner                                      b. a short rest  
c. a family walk                                      d. a morning exercise
3. The writer's main message is that ..... .  
a. everyone should follow the same routine  
b. different cultures have unique routines  
c. people work too much  
d. mornings are always important

##### 4 Fill in the blanks with words from the box.

last up to – punctuality – bow – schedule – single (one)

1. In Japan, people often ..... to show respect when greeting someone.
2. Good ..... is important if you want to arrive on time for school or work.
3. This lesson can ..... forty minutes.
4. Every student reviews a ..... timetable for the week.
5. Many countries follow a daily ..... to help people stay organized.

##### 5 Answer the following questions .

1. What similarities and differences can you find between the routines in Japan and France?
2. Why do you think the writer included examples from several countries instead of focusing on just one?
3. What lesson can we learn about respecting different ways of life from this passage?

#### Speaking

##### 6 Ask and answer about "Talking About Daily Routines":

Topic: *Talking About Daily Routines*

Work in pairs: Take turns to talk about your daily routine.

Ask and answer questions about what you do in the morning, afternoon, and evening.

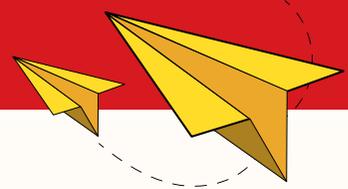
Unit 7 The Daily Beat of Different Lands 13

## Reading

Stimulating topics that capture students' interest.

## Speaking

This points to each lesson's topic that students can use during their presentation.



## Listening

Students listen to the audio texts and answer the questions.

## Language in Context

This part turns grammar rules into real communication skills.

### LESSON 2 Changing Habits for a Healthier Life

#### Before you start

#### Think and discuss in pairs

#### 1 Answer the following questions.

1. What healthy habits have you developed recently?
2. What new habits have people started since technology became part of everyday life?

#### Listening

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

1. Omar has been going to the gym .....  
 a. once a week                      b. every day  
 c. three times a week              d. only on weekends
2. Nader has been walking before work for .....  
 a. one week                      b. three weeks                      c. a month                      d. a year
3. Omar's brother uses a fitness app to .....



### LESSON 3 The Cultural Identity

#### Listening

#### 1 Listen to the audio track. Guess the meaning of the following words.

unique - generation - unity - roots



#### 2 Listen again. Then, answer the following questions in complete sentences.

1. What is the main idea of the text?
2. How does Italy show its cultural identity through food?
3. What example of a traditional celebration is mentioned from India?
4. How do festivals in India help people connect with others?
5. How can understanding cultural identity help students in a globalized world?

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

1. Which of the following is not mentioned as a part of cultural identity?  
 a. Language                      b. Food  
 c. Technology                      d. Music
2. What did Italian grandparents cook for

#### Language in context

##### 1. Past simple

- Use the past simple tense to express actions that started and ended in the past, and past habits:
- Ayman moved to a new apartment a year ago.
- I ate fish for lunch last Friday.
- My parents used to live in a village when they were young.
- A movie was watched last night by them.

##### 2. Past perfect

## Reading

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

## Writing

This part teaches you how to expand your vocabulary.

### LESSON 4 My Identity and the Grand Egyptian Museum

#### Before you read

#### 1 Answer the following questions.

1. How does learning about your country's culture shape your identity?
2. How do you include cultural activities in your daily routine?

#### Reading

#### 2 Read the following text.

Why do you think many young Egyptians have shared their museum experiences online?

Hi everyone! I'm Omar, a 17-year-old from Egypt, and I've been so **proud** recently because our country has finally opened the Grand Egyptian Museum near the Pyramids of Giza! For years, people have been talking about this project, and now it's real.

Visiting the museum has become part of my routine. Every weekend, I go with my family to explore the **artifacts** and learn more about Egypt's past. I have already seen



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

A
1. heritage
2. treasure
3. appreciate
4. identity
5. proud
6. artifacts
7. shape

B
<input type="checkbox"/> feeling pleasure and satisfaction because you or people connected with you have done or got something good
<input type="checkbox"/> who you are and what makes you different
<input type="checkbox"/> the culture, history, and traditions passed from the past
<input type="checkbox"/> objects made or used long ago, often found in museums
<input type="checkbox"/> something very special or valuable
<input type="checkbox"/> to understand the value and importance of something
<input type="checkbox"/> to help form or influence something

#### Writing

#### 7 Write a paragraph about "a cultural activity you included in your daily routine" that helped you connect with your identity.

- Use the past simple and past perfect.

#### Example start:

I used to visit my city's Cultural Center every weekend. It helped me understand more about my heritage.

#### Instructions

##### 1. Think:

- Read the following questions carefully.
- Take a few minutes to think about your own answers. You can jot down brief notes if

# Start Smart



## Reading

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

Many teenagers today are more connected to the world than ever before. Through technology, travel, and social media, they learn about different cultures, lifestyles, and traditions. Some students enjoy discovering new foods from other countries, while others are interested in how people live and work in different places. Learning about other cultures helps young people become more open-minded and respectful.

In addition, many students are now thinking about their future careers. Some dream of working in business or technology, while others want to help their communities or protect the environment. Schools encourage students to develop communication skills, work independently, and cooperate with others. These skills are important for success and building a better future in life.

Understanding people and places around the world does not only improve knowledge, but also builds strong bridges between cultures. When students respect differences and share ideas, they become active members of a global society.

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

- Teenagers today are more connected to the world because of .....  
a. traveling and sports    b. technology and social media  
c. sports and activities    d. school rules
- Understanding people and places helps build strong ..... between cultures.  
a. walls    b. bridges    c. limits    d. borders

**b. Answer in complete sentences:**

- Why is it important to respect people from different cultures?

.....

- How can young people help build a better future in their communities?

.....



## Vocabulary

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

(cultures – independent – future – respectful – communicate)

1. Students should learn to ..... clearly with each other.
2. Understanding different ..... helps people live in peace.
3. Teenagers should try to be more ..... in their learning.
4. We must be ..... to people from all countries.
5. Everyone is responsible for building a better .....



## Language

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

1. He studied hard, so he passed the exam. (because)  
.....
2. She doesn't like noisy places. (hates)  
.....
3. They are still working on the project. (finished)  
.....



## Writing

**4** Write a short email of about (120) words to your friend. Tell them about:

- a culture or place you would like to learn more about
- why it interests you
- how this knowledge can help your future

.....

.....

.....

.....

.....

.....

.....

# UNIT 7

## The Daily Beat of Different Lands

### Learning Outcomes

#### Reading

- Identify main ideas and supporting details in texts about daily routines and cultural habits.
- Interpret vocabulary related to routines, habits, and cultural practices.
- Analyze short texts to infer meaning about cultural values, social norms, and lifestyle.

#### Language

- Distinguish between the past simple and the past perfect in context.
- Rewrite sentences to convey the same meaning using tense transformations (e.g., “after,” “by the time,” “before”).

#### Listening

- Listen for specific information in conversations about daily routines and healthy habits.
- Identify key details such as frequency, duration, and purpose of actions.

#### Writing

- Write clear and coherent paragraphs in a personal journal about personal routines, habits, and experiences.
- Reflect on personal growth, habits, or volunteering experiences in a structured written format.

#### Speaking

- Discuss personal routines, cultural habits, and healthy lifestyles using guided questions.
- Express opinions and make comparisons between personal experiences and those of others.



# LESSON 1 Routines Around the World



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What are some activities that most people include in their daily routine, no matter where they live?
2. How do things like weather, work, or family traditions affect the way people plan their day?



## Reading

### 2 Read the following text. Is there one fixed routine all over the world?

Every culture has its own daily routine. While our **routines** may look different, they all help people stay organized, healthy, and connected. The way people plan their days often depends on climate, lifestyle, and tradition.

In Japan, mornings start early. Many workers and students take the train before 7 a.m. They **bow** politely to each other and begin the day with a short meeting called *chōrei*, which builds teamwork and **respect**. **Punctuality** is very important, so people try not to be late. Lunch is often rice, fish, and vegetables served neatly in lunch boxes called *bento*. After a long day, evenings usually end with a relaxing hot bath, a moment to **refresh** body and mind before sleeping.

In France, students usually start school around 8:30 a.m. They often enjoy a light breakfast of bread and jam or croissants with hot chocolate. Lessons continue until midday, when students have a long lunch break—often **lasting up to** two hours. Many schools provide healthy meals that include meat, vegetables, cheese, and fruit. After school ends around 4:30 p.m., students might go to clubs, play sports, or spend time with family. Dinner is a social event where everyone gathers to share food and talk about their day. French families usually eat dinner around 7:30 or 8 p.m.

In Spain, people follow a very different **schedule**. Many shops close in the afternoon for a short rest called *siesta* and reopen in the evening. Dinner is eaten late—around 9 or 10 p.m.—and families often take evening walks, enjoying music or conversation outdoors.

Even though daily routines differ, they all show respect for time, family, and health. Understanding these habits reminds us that there is no **single** “right” routine—only what best fits the people and the place.



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

1. French students enjoy a long lunch break because .....
  - a. it allows them to rest and eat well
  - b. schools close early
  - c. the weather is too hot
  - d. lunch is not important
2. In Spain, a siesta means .....
  - a. a late dinner
  - b. a short rest
  - c. a family walk
  - d. a morning exercise
3. The writer's main message is that .....
  - a. everyone should follow the same routine
  - b. different cultures have unique routines
  - c. people work too much
  - d. mornings are always important

**4 Fill in the blanks with words from the box.**

*last up to – punctuality – bow – schedule – single (one)*

1. In Japan, people often ..... to show respect when greeting someone.
2. Good ..... is important if you want to arrive on time for school or work.
3. This lesson can ..... forty minutes.
4. Every student reviews a ..... timetable for the week.
5. Many countries follow a daily ..... to help people stay organized.

**5 Answer the following questions .**

1. What similarities and differences can you find between the routines in Japan and France?
2. Why do you think the writer included examples from several countries instead of focusing on just one?
3. What lesson can we learn about respecting different ways of life from this passage?



**Speaking**

**6 Ask and answer about "Talking About Daily Routines":**

**Topic:** *Talking About Daily Routines*

**Work in pairs:** Take turns to talk about your daily routine.

Ask and answer questions about what you do in the morning, afternoon, and evening.



**5 Fill in the blanks with words from the box.**

*energetic – stay motivated – junk food – fitness – make a difference*

1. If you want to improve your ....., you should exercise three times a week.
2. Eating too much ..... is unhealthy and can make you feel tired.
3. Helping others, even in small ways, can ..... in your community.
4. To ....., set clear goals and reward yourself when you reach them.
5. Drinking water and sleeping well help you stay ..... during the day.



**Speaking Task**

**6 Step 1: In pairs, discuss.**

How can young people build healthier habits to improve their lifestyle?

**Student A:**

Talk about physical health — exercising, sleeping well, and eating balanced food. Explain how small daily changes can make a big difference.

**Student B:**

Talk about mental and digital health — reducing screen time, managing stress, and spending time outdoors.

Explain how these habits can improve mood and energy.

**Step 2: Prepare Your Points**

**Ask each other questions such as:**

- What habits have you changed recently?
- How can young people stay motivated to be healthy?
- What problems happen when people ignore their health?

Then agree on one plan to help students stay healthy both physically and mentally.

Share your plan with the class and explain how it helps build a balanced lifestyle for teens today.

**Useful Phrases**

- One way to stay healthy is to...
- I agree because...
- That's true, but we could also...
- It hasn't been easy, but...

# LESSON 3 The Cultural Identity



## Listening

1 Listen to the audio track. Guess the meaning of the following words.

*unique – generation – unity – roots*

2 Listen again. Then, answer the following questions in complete sentences.

1. What is the main idea of the text?
2. How does Italy show its cultural identity through food?
3. What example of a traditional celebration is mentioned from India ?
4. How do festivals in India help people connect with others?
5. How can understanding cultural identity help students in a globalized world?

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

1. Which of the following is not mentioned as a part of cultural identity?  
a. Language                      b. Food  
c. Technology                    d. Music
2. What did Italian grandparents cook for many years?  
a. Rice dishes                    b. Pasta dishes  
c. Bread only                     d. Fried meals
3. What effect did Holi celebrations have?  
a. They separated communities.  
b. They brought people together.  
c. They stopped cultural practices.  
d. They focused only on history.
4. Why are traditions important according to the text?  
a. They make travel easier.  
b. They help people feel connected to their roots.  
c. They replace modern values.  
d. They are used only in schools.

### Language in context

#### 1. Past simple

- Use the past simple tense to express actions that started and ended in the past, and past habits:
  - Ayman moved to a new apartment a year ago.
  - I ate fish for lunch last Friday.
  - My parents used to live in a village when they were young.
  - A movie was watched last night by them.

#### 2. Past perfect

##### had + past participle

- Past Perfect is used with time words like after, before, until, when, and as soon as to show the order of events in the past.
- We use the past perfect (had + past participle) for the action that happened first, and the past simple for the action that happened later.

Examples:

- After he had finished his homework, he went out.
- She had left before I arrived.
- We waited until the teacher had explained the lesson.
- When they had eaten, they watched TV.
- As soon as he had heard the news, he called his friend.
- English had been taught before I traveled to England.

**4 Choose the correct form of the verb.**

1. When I arrived at the station, the train .....  
a. had left                      b. has left                      c. leaves                      d. is leaving
2. She ..... her homework before she went to the party.  
a. finishes                      b. finished                      c. had finished                      d. was finishing
3. They ..... in Cairo for two years before they moved.  
a. lived                      b. had lived                      c. live                      d. are living
4. I ..... the movie yesterday, but I hadn't read the book before.  
a. saw                      b. had seen                      c. see                      d. am seeing

**5 Find the mistake and correct it.**

1. She had went to school before the rain started. (.....)
2. After I have arrived, the meeting started. (.....)
3. They didn't had lunch before the trip. (.....)
4. By the time we reached the museum, it closed. (.....)
5. He has finished the project before the deadline passed. (.....)

**6 Rewrite the following sentences using the word(s) in brackets to give the same meaning.**

1. I finished my homework, then I watched TV. (after)  
.....
2. She visited the museum. Before that, she read about its history. (had)  
.....
3. They left the house and then the storm started. (by the time)  
.....
4. Omar didn't understand the story until the teacher explained it. (had)  
.....
5. We ate lunch and then we continued our trip. (after)  
.....



**Speaking**



**Think-Pair-Share**

1. How had your family preserved its cultural traditions before you learned about them at school or from others?
2. What cultural traditions or values did you grow up with, and how had they shaped who you are today?
3. How had people in your community used customs, stories, or traditions to protect their cultural identity before modern technology changed daily life?

# LESSON 4

## My Identity and the Grand Egyptian Museum



### Before you read

#### 1 Answer the following questions.

1. How does learning about your country's culture shape your identity?
2. How do you include cultural activities in your daily routine?



### Reading

#### 2 Read the following text.

**Why do you think many young Egyptians have shared their museum experiences online?**

Hi everyone! I'm Omar, a 17-year-old from Egypt, and I've been so **proud** recently because our country has finally opened the Grand Egyptian Museum near the Pyramids of Giza! For years, people have been talking about this project, and now it's real.

Visiting the museum has become part of my routine. Every weekend, I go with my family to explore the **artifacts** and learn more about Egypt's past. I have already seen thousands of **treasures**, including King Tutankhamun's collection. Seeing these artifacts has helped Omar understand his identity as an Egyptian because they connect him to the achievements, beliefs, and traditions of his ancestors. By learning how ancient Egyptians lived and what they valued, he can see how their culture has influenced modern Egypt.



This makes him appreciate his heritage more and feel proud to be part of a long and rich history.

Many young Egyptians have been sharing their museum experiences online. We have felt proud to connect our daily lives with history. This museum has reminded us that learning about our **heritage** can become a meaningful part of our **routines** and **shapes** who we are today.

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

- Omar feels proud because Egypt has opened .....
  - a library
  - the Grand Egyptian Museum
  - a new school
  - a park
- The museum visit has become part of Omar's .....
  - weekend routine
  - school schedule
  - work life
  - vacation plan
- Seeing the artifacts helps Omar .....
  - understand his identity
  - relax only
  - learn math
  - travel abroad
- Young Egyptians have been sharing museum experiences to .....
  - show off
  - feel connected to history
  - make money
  - play games
- The museum shows .....
  - modern art only
  - thousands of treasures
  - technology gadgets
  - sports history

**4 Answer the following questions.**

- How has visiting the museum become part of Omar's routine?
- How does learning about Egypt's history help Omar feel connected to his identity?
- Why have young Egyptians been sharing their museum experiences online?
- In your opinion, how can daily cultural activities influence a person's identity?



**Vocabulary**

**5 Complete the sentences with words from the box.**

*appreciate - routine – treasures – culture – identity – artifacts*

- Visiting the museum has become part of Omar's .....
- Seeing the ..... helps Omar understand his identity as an Egyptian.
- The museum teaches visitors about Egypt's .....
- Thousands of ancient ..... are displayed in the museum.
- We ..... the culture of our ancestors.

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

A
1. heritage
2. treasure
3. appreciate
4. identity
5. proud
6. artifacts
7. shape

B
<input type="checkbox"/> feeling pleasure and satisfaction because you or people connected with you have done or got something good
<input type="checkbox"/> who you are and what makes you different
<input type="checkbox"/> the culture, history, and traditions passed from the past
<input type="checkbox"/> objects made or used long ago, often found in museums
<input type="checkbox"/> something very special or valuable
<input type="checkbox"/> to understand the value and importance of something
<input type="checkbox"/> to help form or influence something

 **Writing**

**7 Write a paragraph about "a cultural activity you included in your daily routine" that helped you connect with your identity.**

- Use the past simple and past perfect.

**Example start:**

I used to visit my city's Cultural Center every weekend. It helped me understand more about my heritage.

**Instructions**

**1. Think:**

- Read the following questions carefully.
  - Take a few minutes to think about your own answers. You can jot down brief notes if it helps.
1. How did including cultural activities in your routine affect your sense of identity?
  2. Which parts of your culture did you like to explore more in your daily life?
  3. How did museums or historical sites inspire you to value your heritage?

**2. Pair:** Work with your partner and discuss the above questions together:

- Take turns sharing your thoughts on each question.
- Listen actively to your partner and ask clarifying questions if needed.

**3. Share:**

- Each pair will share one or two interesting ideas from their discussion with the whole class.
- Be respectful and attentive while others share.

# LESSON 5 My Personal Journal



## Think and discuss in pairs

### 1 Answer the following questions.

1. Do you like writing about your day or thoughts?  
Why or why not?
2. What do people usually write about in journals?
3. How can writing help you understand yourself better?

#### • You can write about:

- Something new you have done or learned
- How you have been feeling lately
- A problem you have been facing
- A habit you have started or changed

### Model Journal Entry

Dear Journal,

This week has been full of changes. I've started a new exercise routine, and I've been waking up early every morning to walk before school. It's been hard, but I already feel more energetic. I've also been trying to eat healthier food instead of snacks.

At school, we've been preparing for our Capstone Challenge; that's a project we work on as a team to research a topic and apply what we've learned to solve a real-world problem. I worked with my group to develop a website to explain a science topic we studied this year. We've worked hard on the project, and I've learned how teamwork makes everything easier. Sometimes I feel tired, but I'm proud of what I've achieved this week.

Writing this down helps me see how much progress I've made. I hope I can keep these habits next month!

### 2 In pairs, analyze the model, asking and answering these questions.

1. What tenses does Mariam use to describe her habits and experiences?
2. What new activities has she started?
3. How does she show her feelings in the journal?
4. What is the tone — formal or informal?



### A personal journal is

a private notebook or digital space where you write about your daily experiences, feelings, goals, or lessons learned. It's not like an essay — it's informal and honest. You can start with "Dear Journal," or simply write your thoughts.

**3 Fill in the blanks with your own words.**

Dear Journal,

This week has been ..... I've started ....., and I've been .....

It's made me feel ..... I've also learned that ..... I hope next week

I can .....



**Writing Task**

**4 Now, write your own personal journal entry (120–150) words about your week, weekend, or school life.**

**• Include:**

- At least two sentences in the Past Perfect
- At least two sentences in the Present Perfect Continuous
- One reflection about your feelings or lesson learned

**• Start like this:**

Dear Journal,

I've had a very interesting week...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Journal Writing Features**

- Uses first-person pronouns (I, my, we)
- Written in an informal, personal tone
- Expresses thoughts, feelings, and reflections
- Ideas are often written in a free, flexible structure
- May include opinions, questions, or reactions
- Focuses on personal experiences rather than formal arguments
- Grammar and punctuation are less rigid than in formal writing



# Assessment Corner

## A. Vocabulary & Structure

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

1. After hearing the good news, Nadeen felt more .....  
a. energetic      b. refreshing      c. single      d. mental
2. Ahmed noticed a big ..... in his grades after studying daily.  
a. punctuality      b. routine      c. variety      d. difference
3. Joury ..... the support she receives from her friends.  
a. appreciates      b. inspires      c. shapes      d. reflects

## B. Translation

2 A. Choose the correct Arabic translation from a, b, c or d.

It is certain that you know that eco-tourism is a type of tourism that pays great attention to the environment.

- a. من المؤكد أنك تعلم أن السياحة البيئية هي نوع من السياحة التي تجلب الكثير من المال.
- b. من المؤكد أنك تعلم أن السياحة البيئية تعتبر نوع من السياحة التي تهتم بالبيئة إلى حد ما.
- c. من المؤكد أنك تعلم أن السياحة المستدامة هي نوع من السياحة التي تهتم اهتماماً كبيراً بالبيئة.
- d. من المؤكد أنك تعلم أن السياحة البيئية هي نوع من السياحة التي تهتم اهتماماً كبيراً بالبيئة.

B. Choose the correct English translation from a, b, c or d.

مما لا شك فيه أن للتلوث آثار سيئة علي البيئة، سواء كان ذلك للإنسان أو الحيوان أو النبات.

- a. Doubtless, pollution has nice effects on the environment whether it is on man, animal or plant.
- b. Doubtless, pollution has bad affection on the environment, whether it is on man, animal or plant.
- c. Doubtless, pollution has bad effects on the environment, weather it is on man, animal or plant.
- d. Doubtless, pollution has bad effects on the environment whether it is on man, animal or plant.

## C. Writing

3 Rewrite the following sentences using the word(s) in brackets to give the same meaning.

1. Sama didn't travel to Cairo. (never)

.....

2. As soon as I had arrived at the airport, I called my mom. (until)

.....

# UNIT 8

## Building Bridges with Words

### Learning Outcomes

#### Reading

- Identify main ideas and supporting details in texts about greetings, cross-cultural communication, and language use.
- Compare and contrast communication styles and greetings across different countries and cultures using appropriate vocabulary.

#### Language

- Correctly use the present simple tense and the past simple tense to complete actions.
- Apply grammar knowledge to describe personal experiences and cultural interactions.

#### Listening

- Listen for specific details in conversations about international schools, cultural greetings, and communication challenges.

#### Writing

- Write clear and coherent paragraphs or blog posts about personal cross-cultural experiences.
- Reflect on learning from interactions with people from other cultures and describe how it has influenced personal growth using appropriate vocabulary and grammar.

#### Speaking

- Discuss personal experiences and opinions about greetings, cultural differences, and language learning.
- Explain the importance of empathy, respect, and curiosity in communication.



# The Warm Bread



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. Do you think greetings differ from one culture to another?
2. How do you usually greet people in your country?



## Reading

### 2 Read the following text. What does "The warm bread" mean ?

#### Building Bridges Through Greetings

Every culture has its own way of saying hello. A **greeting** may seem simple, but it carries powerful messages of respect, warmth, and belonging. Around the world, people express friendliness through different words, **gestures**, and traditions.

In Japan, people bow when they meet. The depth of the bow shows respect — the lower the bow, the greater the honor. Bowing is more than politeness; it reflects the Japanese value of **harmony**. In India, people press their hands together and say “Namaste,” which means “I bow to you.” It shows both respect and **spiritual** connection.

In France, people greet with a kiss on each cheek, while in Egypt, a warm handshake and smile are signs of friendship. In Kenya, people greet with long, friendly conversations about health, family, and peace. A short greeting is considered **rude** because it shows **disinterest**.



Despite these differences, all greetings have the same purpose — to build bridges between people. Learning how to greet others correctly is not just polite; it is a step toward **understanding**, respect, and **peace** among cultures.



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

**a Match the words in column (A) with their meanings in column (B).**

A
1. gesture
2. rude
3. harmony
4. spiritual
5. disinterest

B
<input type="checkbox"/> lack of interest or enthusiasm
<input type="checkbox"/> connected with the human soul, or inner feelings
<input type="checkbox"/> peace or balance between people
<input type="checkbox"/> body movement to express meaning
<input type="checkbox"/> impolite or disrespectful

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

- The main idea of the text is that greetings .....  
a. are the same everywhere  
b. show respect and build understanding between people  
c. are not important in modern life  
d. are used only between close friends
- In Japan, the lower the bow, the greater the .....  
a. honor and respect      b. surprise      c. friendship      d. happiness
- In Kenya, short greetings are considered rude because .....  
a. they are too formal      b. people prefer to talk longer  
c. they don't include a smile      d. people don't like greetings
- The writer believes that learning how to greet others correctly helps people .....  
a. show power      b. travel more easily  
c. build understanding      d. avoid talking to strangers



## Vocabulary

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

*respect – greeting – culture – peace – understand*

- Every ..... has its own way to say hello.
- Learning how others greet shows .....
- Greetings help people live in ..... and harmony.
- Through every ....., we can build trust and ..... others.



## Speaking

**5 Discuss with your partner.**

- Which greeting do you have in your area?
- What happens when people don't understand each other's greeting traditions?

# Voices from an International School



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

- How can studying with people from other countries change the way you think?
- What challenges might students face in international schools?



## Listening

### 2 Listen to the audio text. What happens when we listen and ask questions?

### 3 Listen to the audio text again and choose the correct answer from a, b, c, or d.

- Sami has been studying at an international school for ..... .
  - one year
  - two years
  - three years
  - four years
- Maya's school celebrates International Day by ..... .
  - reading poems only
  - taking exams
  - sharing food, wearing traditional clothes
  - visiting other schools
- According to Sami, teamwork becomes stronger when ..... .
  - everyone agrees
  - people think differently
  - students work alone
  - teachers give more homework
- Maya says that English has helped students ..... .
  - communicate and understand each other
  - learn grammar only
  - memorize rules of communication with others
  - forget their own language
- The secret to "building bridges with words" is ..... .
  - speaking loudly
  - asking fewer questions
  - respect and curiosity
  - using difficult vocabulary

**4 Listen again and write (T) True or (F) False.**

1. Sami's classmates come from more than twenty different countries.
2. Maya thinks International Day is boring and too long.
3. English has helped students communicate and understand each other better.
4. Sami believes teamwork is stronger when everyone has the same opinion.
5. Both students agree that respect and curiosity help people build bridges with words.

**5 Find words in the listening text which mean .....**

1. link (.....)
2. obtain (.....)
3. hidden (.....)
4. commemorate (.....)
5. honor (.....)

**6 Listen to the text again. Then find conversational expressions.**

1. That's correct! (.....)
2. That's lovely! (.....)
3. It's incredible! (.....)



**Speaking**

**7 In pairs or groups discuss the following.**

- What can we learn from studying with students from different cultures?
- How can language "build bridges" in a school community?

# LESSON 3

## Words that Connect or Confuse



### Listening

- 1** Listen to the audio script. Then, guess the meaning of the following words.

*connect / confuse / interrupt / misunderstanding / informal expression*

- 2** Listen again. Then answer the following questions in complete sentences.

1. What problems do confusing words cause in communication?
2. Why does Bassem believe polite conversations are important?
3. What example does Bassem give about misunderstanding in the past?
4. What does Rahma want to improve about her communication skills?
5. How can good listening skills strengthen relationships between people?

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

1. What caused Bassem's friend to misunderstand him?
  - a. He spoke too loudly.
  - b. He used an informal expression.
  - c. He wrote the message.
  - d. He didn't listen.
2. According to Bassem, what helps people listen more carefully?
  - a. Speaking fast
  - b. Using confusing words
  - c. Speaking politely
  - d. Asking no questions
3. What does Rahma sometimes do without noticing?
  - a. Interrupt
  - b. Speak too slowly
  - c. Use long sentences
  - d. Walk away

### Language in context

#### 1. Use the Present Simple

- for situations or actions that are usually true:
  - Water evaporates when it gets hot.
  - The moon goes around the earth.
- for habits or repeated actions, often with frequency adverbs:
  - I often take a rest after school.
  - Sama usually eats cheese and eggs for breakfast.
  - I never cycle to school.
- In timetables and after time clauses:
  - I do my hobbies after I finish work.
  - The first bus leaves at 6:00.

#### 2. Use the Past Simple

- for completed actions and successive actions in the past:
  - My brother traveled to Saudi Arabia in 2018.
  - Last year, I joined a sports club.
- for repeated actions and habits in the past:
  - My grandma told us stories every evening when we were children.
  - My teacher always helped his father on the farm when he was young.

4. What does a good listener do?
  - a. Talks without stopping
  - b. Avoids asking questions
  - c. Makes eye contact and checks understanding
  - d. Uses difficult vocabulary
5. What does Bassem say about communication at the end?
  - a. It always causes problems.
  - b. It can be a bridge connecting the world.
  - c. It only works online.
  - d. It is not important.

**4 Choose the correct form of the verb.**

1. Rahma sometimes ..... words that sound right but cause confusion.
  - a. use
  - b. used
  - c. uses
  - d. is using
2. Bassem ..... an informal expression last week.
  - a. uses
  - b. used
  - c. is using
  - d. use
3. Good listeners ..... attention to the speaker.
  - a. pay
  - b. paid
  - c. pays
  - d. paying
4. Yesterday, Rahma ..... to all of Bassem’s advice.
  - a. listens
  - b. listened
  - c. listen
  - d. is listening

**5 Find the mistake and correct it.**

1. Confusing words creates misunderstanding. (.....)
2. Rahma interrupt Bassem yesterday. (.....)
3. Good speakers uses simple vocabulary. (.....)
4. Bassem give Rahma advice about politeness last week. (.....)
5. People connects better when they listen carefully. (.....)

**6 Rewrite the following sentences using the word(s) in brackets to give the same meaning.**

1. It is Ali’s habit to follow a strict routine in his life. (always)  
.....
2. Last week, Bassem explained everything clearly. (a week)  
.....
3. Rahma listens carefully. (carelessly)  
.....
4. Samir usually cycled to school when he was in primary school. (used to)  
.....
5. Rahma and Elham didn’t use to shop online. (never)  
.....



**Speaking**

**7 Discuss in pairs.**

1. What kinds of misunderstandings can occur between different cultures?
2. How can communication bring people together?

# LESSON 4

## Uniting People Through Communication



### Before you read

#### 1 Answer the following questions.

1. Why is communication important for global cooperation?
2. Can learning languages promote peace?



### Reading

#### 2 Read the following text. What problems might appear in digital communication ?

Language is more than just words—it’s a bridge between minds and hearts. Around the world, people use language to share ideas, solve problems, and show respect. Learning a new language opens a window to another way of thinking.

In the past, trade and travel helped people exchange not only goods but also languages. English became a global **means of communication**, but many native tongues still keep their cultural heartbeat alive. For instance, Arabic connects millions across nations, helping them preserve their culture and communicate across borders.

Today, technology has **transformed** the way we connect. Students can video chat with friends from distant countries at the click of a button. Yet, online messages can be “lost in translation” if sent without care, **tone**, or facial expression.

To truly build bridges with words, we must listen with **empathy** and **curiosity**. Language learning teaches patience and respect. When people understand one another’s stories, they create **harmony**. The future of communication depends not only on technology but also on the heart that beats behind every message.

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

1. The idiom “lost in translation” means .....
  - a. something is translated perfectly
  - b. a message loses its meaning when translated
  - c. people learn new idioms easily
  - d. technology helps translation



2. Which language became a global tool for communication?
  - a. French
  - b. Arabic
  - c. English
  - d. Spanish
3. What does the text suggest about local languages?
  - a. They are disappearing completely.
  - b. They still show deep cultural identity.
  - c. They are less important than English.
  - d. They are used only for business.
4. What can cause misunderstandings online?
  - a. Lack of tone and facial expression
  - b. Using emojis and videos
  - c. Writing polite messages
  - d. Speaking face to face
5. What does the writer believe is the key to peaceful communication?
  - a. Fast internet and new devices
  - b. Respect, empathy, and understanding
  - c. Learning difficult grammar
  - d. Memorizing vocabulary

**4 Answer the following questions.**

1. What does the writer mean by saying “language is a bridge between minds and hearts”?
2. How did trade and travel help people in the past?
3. How is Arabic described in the text?
4. According to the text, what qualities are needed to “build bridges with words”?

**5 Work in pairs to look up the meanings of the words in the box. Then complete the sentences.**

*curiosity – empathy – translation – harmony – bridges – identity*

1. Learning different languages helps people build ..... between cultures.
2. A message can be lost in ..... if we don’t choose our words carefully.
3. To live peacefully, people need to understand each other and create .....
4. Arabic carries a deep cultural .....
5. Good communication always needs respect and .....
6. .... is the first step to discovery.



## Speaking

### 6 Instructions

#### 1. Think:

- Read the questions carefully:
  1. How can learning another language change your life?
  2. Why is empathy important in communication?
- Take a moment to think about your answers. You can jot down key ideas or examples.

#### 2. Pair:

- Find a partner and share your ideas.
- Listen carefully to your partner and ask one question to learn more about their thoughts.

#### 3. Share:

- Each pair shares one interesting idea from their discussion with the whole class.
- Try to use complete sentences and explain your examples clearly.

#### Tips

- Speak clearly and at a comfortable pace.
- Respect your partner's opinions and listen actively.
- Use phrases like:
  - o "I agree with you because..."
  - o "That's interesting! I also think..."
  - o "In my experience..."



## Think and discuss in pairs

### 1 Answer the following questions.

1. Have you ever met someone from another country or culture?
2. What did you learn from that experience?



### Blog Post Model

Hello readers!

Last year, I joined a youth exchange program and met a wonderful student from Indonesia. Since then, we've been exchanging emails every week, sharing our daily stories and traditions. I was amazed to discover how much we have in common — we both treasure friendship, kindness, and family.

She taught me some cheerful Indonesian greetings, and in return, I shared a few Arabic phrases with her. Through our chats, I realized that language isn't just words — it's a bridge that connects hearts. This friendship has helped me grow more open-minded, respectful, and confident when meeting people from different cultures.

It's truly exciting to learn how small conversations can make the world feel closer.

### Blog Post

When writing a blog post, use a friendly and conversational tone (writing or speaking in relaxed way, like talking to someone you know, using everyday words and expressions). Begin with a greeting, share personal feelings and real experiences, and end with a reflection or message for readers. Add emojis or expressive words to make your post lively and engaging!



## Writing Task

### 2 Write a blog post (120–150) words about a time when you communicated with someone from another culture.

#### • Include:

- What happened
- What you learned
- How it changed your way of thinking



# Assessment Corner

## A. Vocabulary & Structure

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

1. Ali made a kind ..... to show he supported me.  
a. honor                      b. link                      c. peace                      d. gesture
2. Egypt tries to make ..... prevail in the whole world.  
a. honor                      b. link                      c. peace                      d. gesture
3. When ..... you usually finish studying your lessons?  
a. are                      b. have                      c. do                      d. does
4. .... sometimes causes big problems.  
a. Harmony                      b. Identity                      c. Misunderstanding                      d. Translation

## B. Translation

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

إن وقت الفراغ كنز في حياتنا إذا أحسننا استغلاله في أنشطة مفيدة مثل ممارسة رياضة أو هواية أو المشاركة في العمل التطوعي.

- a. Free time is a treasure in our lives if we use it well in useful activities such as practicing sports, a hobby, or participating in voluntary work.
- b. Free time is a treasure in our plays if we use it well in useful activities such as practicing sports, a hobby, or participating in voluntary work.
- c. Free time is a treasure in our movies if we use it well in useful activities such as practicing sports, a hobby, or participating in voluntary work.
- d. Free time is a treasure in our programs if we use it well in useful activities such as practicing sports, a hobby, or participating in voluntary work.

## C. Writing

3 Write a blog post of about (120-150) words about the importance of learning foreign languages.

.....

.....

.....

.....

.....

# UNIT 9

## Building a Better Future

### Learning Outcomes

#### Reading

- Identify main ideas and supporting details in texts about career changes, future jobs, and personal growth.
- Use appropriate vocabulary to compare different career paths, workplace environments, and the impact of lifelong learning.

#### Language

- Use the Present Perfect to show that a recent action can influence or be important now or later.
- Correctly form sentences using the Present Perfect to describe people's experiences.

#### Listening

- Listen for specific information in conversations or audio texts about future jobs, personal growth, and training programs.

#### Writing

- Write an argumentative essay giving your opinion, supporting it and trying to convince readers.

#### Speaking

- Discuss personal career goals, training experiences, and workplace expectations.
- Make comparisons between personal experiences and examples from texts.



# LESSON

# 1

# The Courage to Change



## Before you read



## Think and discuss in pairs

### 1 Answer the following questions.

1. Why do people sometimes decide to change their careers or lifestyles?
2. What qualities do you think help people face big life changes?



## Reading

### 2 Read the following passage. What does "work" mean to Rania?

Rania grew up in a small town and started working at a local clothing factory after finishing school. She enjoyed her job and worked hard, but she dreamed of developing her skills and taking on new challenges. She wanted to find a job that would help her learn more and build a stable future for herself and her family.

One day, she joined a community **training** program that offered workshops on communication, teamwork, and computer skills. The program inspired her to aim higher and believe in her potential. After completing the course, Rania applied for an office assistant position at a nearby company known for its fair pay and supportive work environment.

Today, Rania enjoys her work, continues to learn every day, and feels proud of her achievements. She also volunteers at the same community center, helping young women prepare for their first jobs. "Work should make you feel valued," she says. "For me, decent work means learning, growing, and helping others succeed."

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

#### a Complete the sentences with the correct form of the word in brackets.

1. Rania's love of learning was her greatest ..... (achieve)
2. She received important ..... through the community program. (train)
3. Rania ..... in improving her speaking skill after the language course. (success)
4. It is important for everyone to feel ..... and appreciated. (value)



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

1. Where did Rania first work after finishing school?
  - a. At a local shop
  - b. In a clothing factory
  - c. In an office
  - d. In a restaurant
2. What motivated Rania to attend the training program?
  - a. She wanted to travel abroad.
  - b. She wanted to learn new skills and grow.
  - c. She wanted to change careers completely.
  - d. Her friends encouraged her to go.
3. What new skills did Rania learn during the workshop?
  - a. Communication and teamwork
  - b. Sports and fitness
  - c. Art and design
  - d. Finance and accounting
4. What kind of workplace does Rania have now?
  - a. Busy but unsafe
  - b. Fair and supportive
  - c. Competitive and stressful
  - d. Unstable and temporary
5. What does Rania do to support others?
  - a. She manages a large company.
  - b. She teaches at a university.
  - c. She volunteers at a community center.
  - d. She starts her own business.

**4 Answer the following questions.**

1. What does “decent work” mean to you personally?
2. How can training programs help people improve their lives?
3. What makes a workplace fair and supportive?
4. Why do you think personal growth is important in a career?
5. What can communities or companies do to promote decent work for everyone?



**Speaking**



**Role-Play**

- **Student A:** You want to improve your career and find a job that offers fair pay, learning opportunities, and respect.
- **Student B:** You are Rania, giving advice about how to build skills and find decent work.  
**Use key vocabulary:** fair pay, dignity, training, opportunity, respect, teamwork, growth.

# LESSON 2 The Jobs of Tomorrow



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What kind of job do you want to have in the future?
2. What new jobs might appear because of technology?



## Listening

### 2 Listen to the audio track. Will flexible and open-minded people have more job opportunities in the future?

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

1. Technology will make all jobs disappear.
2. Some future jobs will help the environment.
3. Robots can replace creativity and emotions.
4. Students should continue learning new skills.
5. Virtual-reality designers work with 3D worlds.

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

1. What is one example of a future job?  
a. Taxi driver      b. Drone delivery pilot      c. Postman      d. Shop assistant
2. What will green jobs focus on?  
a. Teaching      b. Fashion      c. Clean energy      d. Marketing
3. What should students develop for future success?  
a. Memory      b. Flexibility      c. Laziness      d. Fear
4. Which job is about helping people emotionally?  
a. Care worker      b. Solar engineer      c. Pilot      d. Artist
5. What will not disappear in the future?  
a. Machines      b. Creativity      c. Robots      d. Pollution

### Listening Tip

Listen twice — first for main ideas, then again for details and keywords such as numbers, jobs, and skills.

**5 Answer the following questions.**

1. Why will people who understand the environment be in high demand?
2. What three soft skills are important for the future?
3. Which future jobs use technology?
4. Which future jobs use creativity and empathy?

**6 Match the words in column (A) with their meanings in column (B).**

A
1. adapt
2. virtual
3. artificial
4. drone
5. empathy
6. replace

B
<input type="checkbox"/> made by humans, not natural.
<input type="checkbox"/> the ability to feel what others are experiencing.
<input type="checkbox"/> to put something or someone in the place of something or someone
<input type="checkbox"/> to change so you fit in a new situation or purpose
<input type="checkbox"/> a flying machine controlled remotely
<input type="checkbox"/> something that exists in a digital or computer-created form, not physically

**7 Fill in the blanks with words from the box.**

*adapt – creativity – green – solar – virtual*

1. .... jobs will protect the environment.
2. Students should learn to ..... to new situations.
3. .... energy comes from the sun.
4. .... designers create 3-D worlds.
5. Machines can't replace human .....



**Speaking**



**Think-Pair-Share**

**8 Discuss:** Which future job would you like to have and why?

**Think:** Students write 2–3 sentences quietly.

**Pair:** Discuss their answers in pairs using words like "because, I'd love to, I think".

**Share:** Each pair presents one idea to the class.

# LESSON 3

## New Paths, Old Habits



### Listening

- 1** Listen to the audio track. Then guess the meaning of the following words from context.

*balanced life – routine – discipline – progress – challenges*

- 2** Listen again, and answer the following questions in complete sentences.

1. What were Samir's old habits like?
2. Why did Samir decide to change his lifestyle?
3. What new activities has he added to his daily routine?
4. How has his life improved after making changes?
5. Why is balance important when building new habits?

- 3** Listen again. Then, choose the correct answer from a, b, c or d.

1. What problem did Samir face in the past?
  - a. He traveled too much.
  - b. He worked too little.
  - c. His unhealthy routine affected his life.
  - d. He had no job.
2. What did Samir start doing after joining the gym?
  - a. Exercising regularly
  - b. Eating fast food
  - c. Sleeping later
  - d. Working nonstop

### Language in context

Use the present perfect (have/has + past participle) for:

- action that started in the past and continued till now.
  - I've studied English for ten years.
  - She's lived here since she got married / since 2011.
- action which has happened very recently:
  - We've just returned home from a six-day holiday.
- action which has not happened but might happen in the future:
  - I've never visited Giza Zoo.
  - Ahmed hasn't bought a car yet.
- Questions and answers about people's experiences:
  - Have you enjoyed your weekend?
  - Yes, I've had a nice time.
  - Have you ever been to Edfu?
  - No, I've never been there.

**Note :**

- has/have been to → (went and returned)
- has/have gone to → (went and is still there)

Use the past simple for:

- action that started and finished in the past:
  - I lived in Giza in 1999.
  - I bought this car six years ago.

3. What has Samir discovered about progress?
  - a. It requires competition.
  - b. Balance is important.
  - c. It is impossible.
  - d. Gym training is enough.
4. How does Samir relax every evening?
  - a. By working late
  - b. By running
  - c. By practising mindfulness
  - d. By traveling
5. What has Samir done to strengthen his personal life?
  - a. Spent less time with family
  - b. Spent more time with family
  - c. Moved to another city
  - d. Quit his job

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

1. She ..... her room 4 times, but it still looks unpleasant .
  - a. have painted
  - b. has painted
  - c. paints
  - d. painting
2. He ..... a lot of stress because of yesterday's test.
  - a. have felt
  - b. has felt
  - c. is felt
  - d. feeling
3. Samir ..... new routines that made his life healthier.
  - a. builds
  - b. had built
  - c. has built
  - d. building
4. Hoda ..... the washing up yet.
  - a. doesn't do
  - b. hadn't done
  - c. didn't do
  - d. hasn't done

**5 Find the mistake and correct it.**

1. Samir has joined the gym last year. (.....)
2. Mr. Badawy has gone to Luxor. He is at home now. (.....)
3. His old habits affected his life badly. He seems another person now. (.....)
4. He has started working yet. (.....)
5. How long did you start living in the country? (.....)

**6 Rewrite the following sentences using the word(s) in brackets to give the same meaning.**

1. Sama started learning English in 2009. (for)  
.....
2. Mo Salah has played for Liverpool since 2017. (in 2017)  
.....
3. He practiced swimming daily when he was young. (since)  
.....
4. Although he is 55, he didn't see a lion in his real life. (has never)  
.....
5. Sami went to Benha. He came back home 5 minutes ago. (has been)  
.....

# LESSON 4 Careers That Will Shape Tomorrow



## Before you read

### 1 Answer the following questions.

1. How do you think technology is changing the kinds of jobs people can have today?
2. What new jobs do you think might appear in the next ten years? Why?



## Reading

### 2 Read the following passage. Is adaptability important for tomorrow's job market?

The job market is always changing, and many future careers are already starting to appear. Technology and new needs in society are creating exciting chances for people who are ready to change and learn. Artificial Intelligence **Specialists** are in high demand because companies want to use smart technology in their work. These workers create modern systems and train computer programs. This job needs strong technical skills and good **problem-solving** abilities.

**Sustainability Consultants** help companies reduce their effect on the environment. As climate change becomes a bigger problem, businesses are spending a lot of money on green technology and eco-friendly methods. These consultants check how companies affect the environment, suggest green solutions, and help them reach their sustainability goals.

**Digital-Wellness Coaches** are part of a completely new job field. As people face technology **addiction** and stress from too much screen time, these specialists help clients build healthy habits with technology. They give personal plans for reducing screen time and keeping a balance between work and life in our connected world.

Space Industry Professionals are getting ready for the next big step. From aerospace engineers to space tourism planners, this industry is growing very fast. Private companies are making space travel easier for more people, creating many new jobs.

The key to success in the future job market is **flexibility**. People who continue learning and stay updated with new technology will succeed in this **fast-changing** world.



**3 Read again, and answer the following questions.**

1. Why are artificial intelligence specialists in high demand in today's job market?
2. How do sustainability consultants help companies protect the environment?
3. What problems do digital wellness coaches help people deal with?
4. Why is the space industry creating new career opportunities?
5. According to the text, what is the most important skill for success in future jobs?

**4 Complete the sentences with the correct word from the box below:**

*specialists – problem-solving – sustainability – Digital wellness – addiction – fast-changing*

1. Artificial intelligence ..... are needed to design smart systems.
2. Businesses invest in green technology to improve their .....
3. Some people struggle with technology ..... and screen time.
4. The modern job market is ..... and full of new careers.
5. .... coaches help people build healthy habits with technology.
6. A successful worker needs strong ..... skills to deal with challenges.

**5 Match each of the words in column (A) with its meaning in column (B):**

A
1. addiction
2. digital wellness
3. fast-changing
4. flexibility
5. problem-solving
6. specialists
7. sustainability

B
<input type="checkbox"/> experts who work in a specific field
<input type="checkbox"/> happening quickly and continuously
<input type="checkbox"/> protecting the environment and using resources responsibly
<input type="checkbox"/> staying healthy and balanced when using technology
<input type="checkbox"/> the ability to change easily in new situations
<input type="checkbox"/> the ability to deal with and fix difficult situations
<input type="checkbox"/> when someone cannot stop using something



**Speaking**

- 6** With a partner choose one future career from the text (e.g., AI specialist, sustainability consultant, digital wellness coach, or space industry professional). Then ask and answer what skills or qualities are needed for that job.

**Speaking Tip**

When discussing jobs, use expressions of opinion and future predictions:

- In my opinion, the most exciting job will be ...
- I believe people will need ... skills to succeed.
- There might be more ... in the future because ...



## Think and discuss in pairs

- What Is Good for My Future Career?

### 1 What Is an Argumentative Essay? (Simple Explanation)

An argumentative essay:

- gives your opinion
- supports it with reasons and examples
- tries to convince the reader

### 2 Useful Expressions (Language Support)

#### • Giving an Opinion:

- I believe that ...
- In my opinion, ...
- I think that ...

#### • Giving Reasons:

- First of all, ...
- Another reason is ...
- This is because ...

#### • Adding Examples

- For example, ...
- For instance, ...

#### • Concluding

- In conclusion, ...
- To sum up, ...
- For these reasons, ...



### Essay Structure

#### 1. Introduction

- Present the topic
- State your opinion clearly

#### 2. Body Paragraph(s)

- Give reasons for your opinion
- Add examples or explanations

#### 3. Conclusion

- Restate your opinion
- End with a future hope or advice

### 3 Writing Tips for Students

- Write one clear opinion
- Use simple, clear sentences
- Give 2–3 strong reasons
- Use linking words (first, also, because)
- Check spelling and punctuation

### 4 Model Argumentative Essay

#### What Is Good for My Future Career?

Choosing the right career is very important for my future. In my opinion, continuing my education is the best choice for a successful career.

First of all, education helps me gain knowledge and skills. When I study hard, I learn how to think, solve problems, and work with others. These skills are important for any job. For example, many good jobs need people who can communicate well and make decisions. Another reason is that education gives better job opportunities. People with higher education usually find better jobs and earn more money. This helps them have a stable and comfortable life in the future.

In conclusion, I believe that focusing on education is good for my future career. If I work hard now, I will be able to achieve my dreams and become successful.



### Writing Task

#### 5 Write an argumentative essay (120–150) words:

##### Topic:

What is the best choice for a successful future career: continuing education or starting work early?

##### Instructions:

- Write one opinion
- Give at least two reasons
- Use linking words
- End with a clear conclusion

.....

.....

.....

.....

.....



# Assessment Corner

## A. Vocabulary & Structure

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

- A ..... can deliver small packages quickly.  
a. growth                      b. robot                      c. dignity                      d. drone
- A ..... can help do dangerous jobs in factories and hospitals.  
a. dignity                      b. robot                      c. growth                      d. drone
- Mona is in Cairo now. She ..... to Alex.  
a. has gone                      b. go                      c. has been                      d. goes
- The company hired a business .....  
a. addict                      b. sustainability                      c. consultant                      d. adaptability

## B. Translation

2 Choose the correct Arabic translation from a, b, c or d.

Try to draw a roadmap for your ambitions because a goal without a plan remains just a wish.

- حاول أن ترسم خارطة طريق لطموحاتك، لأن الهدف بلا خطة يبقى مجرد أمنية.
- حاول أن ترسم خريطة مرنة لطموحاتك، لأن الهدف بلا خطة يبقى مجرد أمنية.
- حاول أن تصمم خريطة مرنة لأمنياتك، لأن الهدف بلا خطة يبقى مجرد أمنية.
- حاول أن ترسم خارطة مستقبلية لأمنيتك، لأن الهدف بلا خطة يبقى مجرد أمنية.

## C. Writing

3 Write an argumentative essay of about (150 words) about.

"Being your own boss is better than being just a clerk"

.....

.....

.....

.....

.....

.....

.....

# Review 3

## A. Vocabulary

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

- "The depth of the bow in Japan reflects a high level of respect." The synonym of the underlined word "reflects" is .....  
a. hides            b. shows            c. expresses            d. ignores            e. avoids
- "Omar felt energetic after he started his new exercise routine." The synonym of the underlined word "energetic" is .....  
a. active            b. lazy            c. lively            d. tired            e. sleepy
- "The teacher emphasized that punctuality is a key trait of a successful student." The synonym of the underlined word "punctuality" is .....  
a. lateness            b. promptness            c. timeliness            d. delay            e. laziness
- "We must preserve our natural heritage to maintain our cultural identity." The antonym of the underlined word "preserve" is .....  
a. protect            b. keep            c. destroy            d. guard            e. neglect
- "The new infrastructure project will significantly improve the city's transportation." The synonym of the underlined word "infrastructure" is .....  
a. framework            b. base            c. decoration            d. interior            e. furniture
- "The Grand Egyptian Museum features unique artifacts from ancient history." The antonym of the underlined word "unique" is .....  
a. rare            b. special            c. common            d. ordinary            e. singular

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

- In Japan, the morning routine often includes a short meeting called ..... to build teamwork.  
a. bento            b. chōrei            c. kimono            d. namaste
- A ..... is a scheduled period of work, common for nurses and doctors.  
a. siesta            b. shift            c. routine            d. heritage
- Many people in Spain follow a different ....., eating dinner as late as 10 p.m.  
a. artifact            b. schedule            c. emergency            d. dynasty
- The ..... of the bow in Japan indicates the level of respect shown.  
a. depth            b. length            c. weight            d. speed
- "Namaste" is a traditional greeting in ..... that shows spiritual connection.  
a. France            b. Japan            c. India            d. Egypt
- An ..... is an object made by humans, typically of cultural or historical interest.  
a. artifact            b. treasure            c. gadget            d. routine
- It is important to ..... the values passed down from our ancestors.  
a. ignore            b. appreciate            c. destroy            d. forget

8. The ..... system in the office was automated to save time.  
 a. security      b. traditional      c. artifact      d. regular
9. Good ..... is vital in Japan; being late is considered disrespectful.  
 a. looking      b. emergency      c. punctuality      d. heritage

## B. Language

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

10. By the time we arrived at the cinema, the movie .....  
 a. starts      b. has started      c. had started      d. is starting
11. After he ..... his lunch, he went back to work.  
 a. eats      b. had eaten      c. has eaten      d. is eating
12. She ..... English since she was five years old.  
 a. is learning      b. had learned  
 c. has been learning      d. learns
13. My grandfather ..... walk five kilometers every morning when he was young.  
 a. is used to      b. used to      c. uses to      d. was used
14. I was exhausted because I ..... all day for the exam.  
 a. have studied      b. study      c. had been studying      d. am studying
15. She ..... since 8:00 a.m. and she still hasn't finished her work.  
 a. had been writing      b. has been writing  
 c. wrote      d. writes
16. Until the teacher ..... it, I hadn't understood the lesson.  
 a. explains      b. explained      c. has explained      d. is explaining
17. My father ..... smoke, but he quit ten years ago.  
 a. used to      b. is used to      c. uses to      d. was used to

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

18. First, the students finished their bento lunch. Then, they started the afternoon lessons. (After)
19. Sarah was very tired because she exercised at the gym for two hours. (had been)
20. I had a habit of biting my nails when I was a child, but I stopped long ago. (used to)
21. He cleaned the house, then his guests arrived. (By the time)
22. The plane took off before we reached the airport. (already)
23. It started raining in the morning and it didn't stop until 3:00 p.m. (had been)
24. I didn't recognize the artifacts until the guide explained their history. (Only after)
25. Omar played football every weekend in the past, but he doesn't anymore. (used to)
26. She studied English for five years, then she moved to London. (before)
27. The teacher entered the room immediately after the bell rang. (As soon as)
28. I didn't see the Grand Egyptian Museum until last week. (Before)
29. I wasn't in the habit of waking up early, but now I do. (didn't use to)

## C. Translation

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

30. Every culture has its own daily routine, and while these habits may look different, they all help people stay organized, healthy, and connected to their traditions.

- (أ) كل ثقافة لها روتينها اليومي الخاص، وبينما قد تبدو هذه العادات متشابهة، إلا أنها جميعًا تساعد الناس على البقاء منظمين، وبصحة جيدة، ومنفصلين عن تقاليدهم.
- (ب) كل ثقافة لها روتينها اليومي الخاص، وبينما قد تبدو هذه العادات مختلفة، إلا أنها جميعًا تساعد الناس على البقاء مشغولين، وبصحة جيدة، ومرتبطين بتقاليدهم.
- (ج) كل ثقافة لها روتينها اليومي الخاص، وبينما قد تبدو هذه العادات مختلفة، إلا أنها جميعًا تساعد الناس على البقاء منظمين، وبصحة جيدة، ومرتبطين بتقاليدهم.
- (د) كل ثقافة لها روتينها السنوي الخاص، وبينما قد تبدو هذه العادات مختلفة، إلا أنها جميعًا تساعد الناس على البقاء منظمين، وبصحة جيدة، ومرتبطين بتقاليدهم.

31. Cultural identity is a powerful force that shapes who we are, as it provides a sense of belonging and helps us value the heritage passed down by our ancestors.

- (أ) الهوية الثقافية قوة جبارة تشكل من نحن، فهي توفر شعورًا بالانتماء وتساعدنا على تقدير التراث المتوارث عن أجدادنا.
- (ب) الهوية الثقافية قوة ضعيفة تشكل من نحن، فهي توفر شعورًا بالانعزال وتساعدنا على تجاهل التراث المتوارث عن أجدادنا.
- (ج) الهوية الثقافية قوة جبارة تشكل من نحن، فهي توفر شعورًا بالانتماء وتساعدنا على تقدير التراث الذي سنتركه لأحفادنا.
- (د) الهوية الثقافية قوة جبارة تدمر من نحن، فهي توفر شعورًا بالانتماء وتساعدنا على تقدير التراث المتوارث عن أجدادنا.

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

٣٢- يلعب المتحف المصري الكبير دورًا حيويًا في الحفاظ على تراثنا، حيث يعرض آلاف الكنوز الأثرية التي تربط بين ماضي مصر العريق ومستقبلها المشرق.

- a. The Grand Egyptian Museum plays a vital role in destroying our heritage, displaying thousands of artifacts that connect Egypt's ancient past with its bright future.
- b. The Great Egyptian Museum plays a simple role in preserving our heritage, displaying thousands of treasures that connect Egypt's ancient past with its dark future.
- c. The Grand Egyptian Museum plays a vital role in preserving our heritage, displaying thousands of archaeological treasures that connect Egypt's ancient past with its bright future.
- d. The Grand Egyptian Museum plays a vital role in preserving our lifestyle, displaying millions of treasures that connect Egypt's ancient past with its modern present.

٣٣- تُعد الدقة في المواعيد والاحترام المتبادل من القيم الأساسية في العديد من الثقافات، حيث تساعد في بناء جسور التواصل وفهم الآخرين بشكل أفضل.

- a. Punctuality and mutual respect are essential values in many cultures, helping to build bridges of communication and understand others better.
- b. Punctuality and mutual respect are useless values in many cultures, helping to build bridges of communication and understand others worse.
- c. Promptness and mutual ignore are essential values in few cultures, helping to build walls of communication and understand others better.
- d. Punctuality and self-respect are essential values in many cultures, helping to build bridges of transportation and understand others better.

## D. Reading Comprehension

- Read the following passage, then answer the questions below.

In today's fast-paced world, many people worry that modern technology is making us forget our roots. However, cultural identity remains a powerful force that connects individuals to their past. Every culture has its own unique traditions, from the way people greet each other to the food they eat. For instance, while some cultures value a quick handshake, others, like in Kenya or Japan, see greetings as a long-standing tradition of respect and social connection.

Museums play a vital role in preserving this heritage. The opening of the Grand Egyptian Museum (GEM) is a perfect example of how a country can celebrate its history. This massive project allows young Egyptians to explore thousands of artifacts that had been hidden for years. By seeing the treasures of King Tutankhamun, students begin to appreciate the achievements of their ancestors and understand how ancient traditions have shaped modern life.

Preserving heritage is not just about looking at the past; it is about building a bridge to the future. When young people engage with their culture through school projects or museum visits, they develop a sense of pride and belonging. This helps them stay motivated and confident as they navigate a globalized world. Understanding where we come from is the best way to decide where we are going.

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

1. The main idea of the passage is that .....
  - a. technology has destroyed all ancient traditions
  - b. museums are only for tourists to visit not for the citizens
  - c. cultural identity and heritage connect our past to our future
  - d. King Tutankhamun was the only important leader in history.
2. According to the text, greetings in Kenya and Japan are a sign of .....
  - a. being in a hurry
  - b. modern technology
  - c. respect and social connection
  - d. wasting time
3. The Grand Egyptian Museum is mentioned as an example of .....
  - a. preserving and celebrating national heritage
  - b. a place to learn about computer science
  - c. the only museum in the world
  - d. a modern shopping mall for tourists
4. Learning about ancestors helps young people feel a sense of .....
  - a. fear and worry
  - b. isolation
  - c. pride and belonging
  - d. confusion
5. The word "artifacts" in the second paragraph refers to .....
  - a. modern digital gadgets
  - b. objects made by humans in the past
  - c. futuristic buildings
  - d. types of art made by our ancestors
6. According to the writer, understanding our past helps us .....
  - a. forget our modern daily routine
  - b. decide our direction in the future
  - c. stop using modern technology
  - d. live exactly like ancient people

7. The passage suggests that technology ..... .
  - a. makes some people worry about losing their roots
  - b. is the only way to save heritage
  - c. has no effect on cultural identity
  - d. is more important than history especially for young people
8. Engaging with culture makes students more ..... in a globalized world.
  - a. aggressive
  - b. motivated and confident
  - c. shy and restless
  - d. lazy and bored

## E. Writing

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

1. In a Personal Journal, phrases like "I felt so proud when..." or "I've been wondering if..." are used to show ..... .
  - a. formal academic facts
  - b. personal reflections and feelings
  - c. a biased political opinion
  - d. a technical manual instruction
2. The purpose of using first-person pronouns (**I, me, my**) in a journal is to make the writing ..... .
  - a. personal and informal
  - b. professional and distant
  - c. difficult for others to read
  - d. suitable for a scientific report
3. In an essay about culture, a "Thesis Statement" is used to ..... .
  - a. list the table of contents
  - b. state the main argument or central idea
  - c. provide a list of vocabulary words
  - d. greet the reader politely
4. The phrase "All in all" or "To sum up" is typically used in the ..... .
  - a. introductory paragraph
  - b. body paragraph
  - c. conclusion
  - d. title

### 2 Write about (120 - 150) words on one of the following.

- a. Personal Journal: "A Day I Will Never Forget at the Grand Egyptian Museum"
- b. An Opinion Essay: "The Importance of Maintaining Cultural Traditions in a Digital World"
- c. A Reflective Paragraph: A healthy habit you have recently started and how it has changed your daily energy levels
- d. A Descriptive Paragraph: A traditional greeting or festival in your country and what it represents for your community

## F. The Novel

### • Answer the following questions.

1. In the past, people thought Santiago was unlucky. How do the villagers treat him now, and what does their "nod" show?
2. How does Manolin practicing his knots show that skills are being passed from the old generation to the new?
3. How do the villagers show they respect Santiago when they see him walking?
4. According to Santiago, what three things must a good fisherman know about a fish?

# UNIT 10

## Shopping and Money

### Learning Outcomes

#### Reading

- Use key shopping-related vocabulary.
- Interpret written materials such as product descriptions, posters, and texts on online vs. in-store shopping.

#### Language

- Use different grammatical structures to express the future (will, present simple or present continuous).

#### Listening

- Listen for key information in conversations, announcements, and dialogs about shopping, discounts, and payment methods.

#### Writing

- Write a short organized and visually attractive poster about "Back to School Bargains".
- Create persuasive and informative content, such as posters, including prices, features, and deals.

#### Speaking

- Discuss personal shopping habits, preferences, and experiences with peers.
- Explain and justify smart shopping strategies using appropriate vocabulary and grammar.



# LESSON 1 Smart Shopping Tips



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What do you usually consider before buying something?
2. How can smart shopping help you save money and time?



## Reading

### 2 Read the following passage. What should we avoid when shopping online?

Shopping can be fun, but it's easy to **overspend** or buy things you don't really need. Smart shopping is about making thoughtful decisions and getting the best value for your money. One of the most important tips is to make a list before you go shopping. This helps you focus on what you really need and avoid **impulse purchases**.

Another tip is to compare prices. Many stores sell the same items at different prices, and online shopping makes it easier to find the best deals. Look for discounts, promotions, or **coupons**, but make sure the sale is real and not just a marketing trick.

**Quality over quantity** is another important idea. Buying cheaper items may seem like a good choice, but if they break or wear out quickly, you end up spending more in the long run. Always check the materials, reviews, and **durability** before buying.



Finally, be careful with online shopping. While it's convenient, it's important to read product descriptions carefully and check the **seller's ratings**. Avoid sharing too much personal information and always use secure **payment methods**.

By following these smart shopping tips, you can save money, avoid waste, and make purchases that truly meet your needs.



**3 Read the passage again, and choose the correct answer from a, b, c or d.**

1. Why is it important to make a shopping list?
  - a. To buy more items than needed
  - b. To focus on what you really need
  - c. To compare online stores
  - d. To find cheap products
2. What does “quality over quantity” mean?
  - a. Buy many cheap items
  - b. Buy fewer but better-quality items
  - c. Always buy expensive things
  - d. Ignore product reviews
3. Why should you check product descriptions online?
  - a. To avoid buying the wrong item
  - b. To get free shipping
  - c. To compare store locations
  - d. To make the payment faster
4. Which of these is NOT mentioned as a smart shopping tip?
  - a. Make a list
  - b. Compare prices
  - c. Buy only online
  - d. Check product quality

**4 Answer the following questions.**

1. How do you decide if an item is worth buying?  
.....
2. Have you ever regretted buying something impulsively? Explain.  
.....
3. What tips would you give a friend to shop smartly?  
.....
4. Do you think online shopping is safer or riskier than in-store shopping? Why?  
.....



## Vocabulary

**5 Complete the sentences with suitable words from the box.**

*purchases – quality over quantity – durability – coupons – impulse*

1. She made several ..... at the online store yesterday.
2. Many stores offer ..... that can help you save money on your purchases.
3. Always remember the principle of ..... when deciding what to buy.
4. Before buying a product, check its ..... to make sure it will last a long time.
5. Buying items without thinking carefully can lead to unnecessary ..... purchases.

# LESSON 2 At the Store



## Before You Start

### 1 Answer the following questions.

1. What things do you usually ask about before buying electronic items?
2. Have you ever used a promo code or asked for a discount when shopping?
3. Why is it important to keep your receipt after a purchase?



## Listening

### 2 Listen to the following audio track. How will the customer pay?

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

1. The wireless earbuds are originally priced at \$64.
2. The discounted earbuds come with a one-year limited warranty.
3. The cheaper pair has longer battery life than the discounted pair.
4. The store accepts promo codes only if they are from its own website.
5. Customers can return items anytime, even without a receipt.
6. The customer decides to buy a protection plan for the earbuds.

### 4 Listen again, then answer the following questions.

1. How much do the wireless earbuds cost after the discount?  
.....

2. What is included in the one-year limited warranty?  
.....

3. Why is the cheaper pair of earbuds less expensive?  
.....

4. What conditions must be met for a customer to return an item?  
.....

**5** Work with a partner and match the word in column (A) with its synonym in column (B).

A
1. wireless
2. tax
3. warranty
4. cancellation
5. receipt

B
<input type="checkbox"/> guarantee
<input type="checkbox"/> sales slip
<input type="checkbox"/> calling off/stopping
<input type="checkbox"/> charge
<input type="checkbox"/> radio - based

**6** Complete the sentences using words from the box below.

*wireless – tax – warranty – cancellation – receipt*

1. The phone comes with a two-year ..... in case it stops working.
2. Keep your ..... in case you need to return or exchange the item.
3. My new headphones are ....., so I can listen to music without any cables.
4. I called the hotel to confirm my ..... before the deadline.
5. You have to pay an extra ..... when buying imported products.



## Speaking

**7** Create Your own "Protection Plan"

**Discuss in pairs. One student is the sales associate, and the other is the customer.**

- You want to buy a wireless speaker. Ask about the price, warranty, and return policy.
- The associate gives details and tries to offer a discount or a protection plan.

# LESSON 3

# Smart Shopping Choices



## Listening

### 1 Listen to the audio script.

Then guess the meaning of the following words from context.

*convenience - variety - budget - window shopping - smart choices*

### 2 Listen to the audio track again. Then, answer the following questions.

1. What advantages do big malls offer?
2. What are some disadvantages of shopping in malls?
3. How has online shopping changed people's buying habits?
4. Why do many people enjoy window-shopping?
5. What does it mean to be a smart shopper?

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

1. Why do many families go to big malls?
  - a. To spend the whole week there
  - b. To spend time together and explore shops
  - c. To avoid all shops
  - d. To buy only food
2. What is one disadvantage of mall shopping?
  - a. Low prices
  - b. Limited products
  - c. People sometimes buy unnecessary items
  - d. No restaurants
3. What advantage does online shopping offer?
  - a. No reviews
  - b. Long travel time
  - c. Easy price comparison
  - d. No delivery

## Language in Context Future Forms

### Use will + infinitive

- For prediction based on guessing:
  - I think we will use AI in all schools in the future.
- We can use will + infinitive with present evidence with adverbs like: probably, definitely, etc.
  - Look at this old house; it will probably fall down.
- For future facts:
  - AI will do the work of all machines.
- For quick decisions and offers:
  - The doorbell is ringing! I'll open it.
  - I will lend you the money you need.

### Use am / is / are + going to + infinitive

- be going to" for general plans or things you decide yourself.
  - I'm going to attend a wedding tonight.
- For predictions with evidence:
  - Look at this pregnant woman. She is going to have a baby soon.

### Use the present continuous

for things already arranged with others or fixed plans with time and (or) place:

- They're traveling to Alexandria next Friday.
- I'm having a doctor's appointment at 4 p.m.

4. Why is window-shopping useful?
- a. It forces people to buy things.                      b. It helps people relax and compare products.  
c. It is expensive.    d. It takes no time.
5. What future change is mentioned in the text?
- a. Malls will close.    b. People will stop shopping.  
c. Shopping tools will become smarter.                      d. Online shopping will end.

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

1. I think people ..... smarter shopping apps in the future.  
a. will use                      b. used                      c. are used                      d. has used
2. They ..... a list before they go to the mall.  
a. have made                      b. had made                      c. are making                      d. will make
3. My sister ..... to buy a new phone this weekend.  
a. is going                      b. is going to                      c. will going                      d. going to

**5 Find the mistake and correct it.**

1. People are going spend more money if they don't plan a budget. (.....)
2. He predicts that it is raining tomorrow. (.....)
3. We will have a party tomorrow. It has been arranged. (.....)
4. Dr Ayman is perform an operation tomorrow. The patient is medically prepared. (.....)
5. She will going to compare prices before buying. (.....)

**6 Rewrite the following sentence using the word(s) in brackets to give the same meaning.**

1. Sara plans to buy a new jacket next week. (is going to)  
.....
2. Tarek has bought the tickets for his flight to Riyadh tomorrow. (flying)  
.....
3. I decided to shop online immediately. (will)  
.....
4. He's planning to donate his old clothes to the needy. (going to)  
.....
5. I've invited Emad to have dinner with me tomorrow. (Emad is ..)  
.....

 **Writing Task**

**7 Window-Shopping vs. Online Shopping**

Write a paragraph (120-150 words) arguing for and against each shopping method. Your goal is to weigh the pros and cons of the two shopping methods by using contrast conjunctions and prepositions to link your ideas.

# LESSON 4 From Cash to Apps



## Before you read

### 1 Answer the following questions.

1. What payment methods do you usually use: cash, card, or mobile apps? Why?
2. What do you think are the advantages and disadvantages of using credit cards?



## Reading

### 2 Read the following text. What is the text about?

Paying for things today has never been more flexible or **convenient**. There are many ways to manage your money, each with its own benefits and drawbacks. Cash is simple, easy to use, and helps you stay aware of your spending because you can physically see your money leaving your wallet. However, carrying large amounts of cash can be unsafe, and you might miss out on special offers or rewards. Debit cards take money directly from your bank account, helping you avoid debt and **interest charges**. Still, it's important to monitor your balance carefully to prevent **overdraft** fees. Credit cards, on the other hand, can be useful for building credit history and earning cashback or travel points. But if you don't pay your **balance** in full, high interest rates can quickly become a problem.

Mobile payment apps make shopping even easier—they're **contactless**, quick, and can store loyalty cards or split bills with friends. You also get instant **notifications** of each purchase, which helps you track spending. Yet, not every store accepts them, and technical issues sometimes occur. Some people choose prepaid cards or budgeting apps to stay in control of their money. Ultimately, there's no one-size-fits-all solution. The best payment method depends on your lifestyle, your spending habits, and your financial goals.

### 3 Read again, and answer the following questions.

1. Why can using cash help you stay within your budget?
2. What is the disadvantage of using debit cards?
3. What benefits do credit cards offer to users?
4. Why might some people prefer mobile payment apps over traditional cards?

**4 Use your electronic dictionary and find the definitions of the words in column A.**

A	B
1. convenient	.....
2. balance	.....
3. overdraft	.....
4. contactless	.....
5. notifications	.....

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

- Using ..... helps you see your money physically leave your wallet, making it easier to control spending.  
 a. debit cards      b. cash      c. credit cards      d. mobile apps
- You must monitor your account balance when using a ..... to avoid overdraft fees.  
 a. prepaid card      b. credit card      c. debit card      d. loyalty card
- ..... can offer cashback and purchase protection, but may lead to high interest if not paid in full.  
 a. Credit cards      b. Debit cards      c. Cash payments      d. Mobile apps
- ..... payments are contactless and fast, but not all stores accept them.  
 a. Prepaid      b. Credit      c. Cash      d. Mobile

**6 Complete the following text with words from the box below.**

*track - financial - credit card - debit cards*

We use (1) ..... because they take money straight from our bank account, which helps us budget. You must (2) ..... every purchase you make with either a debit card or a (3) ..... to know where your money is going. Credit cards let you borrow money, so tracking is super important to avoid debt. Knowing how to use and watch both cards is key to good (4) ..... health.



**Speaking**

**(Pair Discussion)**

- With a partner discuss "how people can shop smartly" by comparing prices, choosing brand-name items, and avoiding risky purchases. Use your own experiences and give examples.

# LESSON 5

## Prices and Products



### Think and discuss in pairs

#### 1 Answer the following questions.

1. What message or idea do you want people to remember after reading your poster?
2. Who is your audience, and what information will be most useful or interesting to them?

#### 2 Design your poster.

##### Useful Phrases

Title: Back-to-School Bargains!

- Notebooks: \$1.50 each (Buy 2, get 1 half off)
- Backpack: \$24.99 (Durable, lightweight, 2-year warranty)
- Headphones: \$19.99 (Noise-reducing; was \$29.99)
- Water Bottle: \$8.00 (lightweight; keeps drinks cold)
- Payment: cash, debit, credit, or mobile
- Return Policy: 30 days with receipt

#### 3 Writing focus.

- Content: Clear product names, prices, features, deals, payment/returns.
- Language: Concise phrases, parallel structure, readable layout.
- Accuracy: Numbers, currency, capitalization, punctuation.

### A Poster

A poster gives clear, eye-catching information about an event, product, or idea. It should be short, organized, and visually attractive.

#### Key Features of a Poster

##### 1. Plan Your Poster:

- Decide the main topic (e.g., a health campaign, a school event, or a money-saving tip).
- Think about your audience – who will read it?
- Choose the key message you want people to remember.

##### 2. Organize the Content:

- Title: short, bold, and attention-grabbing.
- Introduction or slogan: A short sentence that explains the main idea.
- Main points: 3–4 short pieces of information (use bullet points or boxes).
- Details: date, time, place, or contact info (if it's an event).
- Images or graphics: use visuals to support your message.

#### 4 Process

- Plan: Choose 4–5 products. List price, 1–2 features, any discount.
- Draft: Write a title and bullet items.
- Improve: Add one persuasive line (e.g., “Save big this weekend!”).
- Check: Spelling, price format (\$XX.XX), clarity.

#### 5 Useful phrases

- Now only..., was...
- Buy one, get one...
- Limited-time offer
- While supplies last
- Best value, durable, lightweight, warranty included

#### 6 Assessment checklist

- Includes products, prices, features, and a deal.
- Uses correct price formats and clear layout.
- Language is concise and accurate.



### Writing Task

#### 7 Design your poster on this topic.

Smart Reusable Notebook – “Write, Erase, Reuse!”

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**3. Language Tips:**

- Use simple, clear sentences and positive language.
- Include imperatives (e.g., “Join us!”, “Save energy!”, “Be smart with money!”).
- Use adjectives to make it more persuasive (e.g., “fun,” “exciting,” “useful”).
- Avoid long paragraphs—keep it brief and direct.

**4. Design and Layout:**

- Make your title big and easy to read.
- Use color, headings, and space to make information stand out.
- Check spelling, punctuation, and grammar before finishing.



# Assessment Corner

## A. Vocabulary & Structure

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

- Amina made a/an ..... buy that she later regretted.  
a. deadline      b. impulse      c. purchase      d. code
- Areej chose a jacket that would ..... her new shoes.  
a. end up      b. go with      c. ring up      d. wear out
- A: How old are you?      B: I ..... 44 next February.  
a. am      b. am going to be      c. will be      d. am being
- Online shopping is more ..... for busy people.  
a. contactless      b. convenient      c. financial      d. prepaid

## B. Translation

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

لا تكن متسرعاً في تصديق كل ما تسمع، فالأكاذيب والشائعات تنتشر أسرع من الحقائق.

- Don't be so fast in believing all what you hear as lies and rumours publish faster than truth.
- Don't be so quick in believing all what you hear because lies and rumours spread faster than truth.
- Don't be so quick in believing all what you hear because liars and rumours spread faster than facts.
- Don't be so fast in conveying all what you listen because lies and tricks spread faster than facts.

## C. Writing

3 Rewrite the following sentences using the word(s) in brackets to give the same meaning.

- I will do the shopping tomorrow if I have enough time. (be)  
.....
- The car engine will be checked again. (A mechanic ...)  
.....

# UNIT 11

## Food & Culture

### Learning Outcomes

#### Reading

- Identify key ideas and supporting details in texts about food in various countries.
- Use appropriate vocabulary to compare and contrast recipes from various countries.

#### Language

- Use Reported Speech in statements and questions to report what is said about food and cultures.

#### Listening

- Answer questions on food stories on an audio text.
- Identify similarities and differences of speakers concerning their food experiences.

#### Writing

- Writing a short paragraph about your favourite dish.
- Write a recipe blog, following provided instructions.

#### Speaking

- Engage in discussion with peers and the whole class about food preferences.
- Discuss food memories and traditions using appropriate vocabulary and grammatical structures.



# LESSON 1 Global Recipes



## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. Do you enjoy trying foods from other countries? Why or why not?
2. What are some international dishes you already know or have tried before?



### Reading

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

Trying new dishes is a delicious way to explore the world. Many global **recipes** are simple to cook at home if you gather the right ingredients and follow a few basic steps. For example, **paella** from Spain **features** rice cooked with saffron, vegetables, and seafood or chicken. You cook onions and peppers, add garlic and paprika, then simmer until the flavors come together. In Lebanon, **tabbouleh** is a refreshing salad: you finely chop parsley, tomatoes, and mint, and mix them with bulgur wheat, lemon juice, and olive oil. France offers **ratatouille**, a vegetable stew with zucchini, eggplant, peppers, and tomatoes, **seasoned** with herbs de Provence. If you're pressed for time, try Greek **tzatziki**: combine yogurt, cucumber, garlic, lemon juice, and dill for a quick and healthy **dip**.



To shop smart, check the international **aisle**, and don't be afraid to **swap** ingredients. You can substitute spinach for herbs or use canned tomatoes when fresh ones are out of season. Taste as you go, **adjust** the seasoning, and serve your food with care. After all, we eat with our eyes first. With a little curiosity, your kitchen can take you around the globe.

**3 Read again and choose the correct answer from a, b, c or d.**

1. Paella is a dish from .....  
a. Lebanon                      b. Spain                                      c. Greece                                      d. France
2. According to the passage, ratatouille is best described as .....  
a. a spicy meat dish                                      b. a salad with herbs and oil  
c. a vegetable stew                                      d. a yogurt-based dip
3. Tzatziki is made with yogurt, cucumber, garlic, lemon juice, and .....  
a. salt                                      b. dill                                      c. olive oil                                      d. tomatoes
4. The writer suggests that when shopping for ingredients, you should .....  
a. buy only local products                                      b. avoid international foods  
c. never change the recipe                                      d. substitute ingredients when needed

**4 Answer the following questions.**

1. Which four countries' dishes are mentioned in the text?
2. What are the main ingredients used to make paella?
3. Why is it important to finely chop the ingredients in tabbouleh?
4. What advice does the writer give about substituting ingredients?
5. What does the writer mean by the phrase "we eat with our eyes first"?

**5 Match the words in column (A) with their meanings in column (B).**

A
1. adjust
2. features
3. recipes
4. seasoning

B
<input type="checkbox"/> instructions that tell you how to cook a dish
<input type="checkbox"/> salt, herbs, or spices added to food to make it taste better
<input type="checkbox"/> to change something a little to make it better or more correct
<input type="checkbox"/> includes or has something special as an important part

**6 Complete the sentences with words from the box below.**

*dips - swap - adjusts - dill - aisle*

1. Let's ..... seats so you can see the screen better.
2. She ..... biscuits into tea before eating them.
3. Mom always adds fresh ..... to salad.
4. My uncle always ..... the mirror before driving his car.
5. On the plane, don't stand in the .....



## Speaking

### 7 Pair Work: Cooking Around the World

Work with a partner. Take turns asking and answering the questions below. Use complete sentences and try to include some words from the text (recipes, seasoning, simmer, adjust, etc.).

**Student A asks — Student B answers:**

1. Which international dish from the text would you like to try — paella, tabbouleh, ratatouille, or tzatziki? Why?
2. Have you ever tried cooking food from another country? What did you make?
3. What do you usually do if you don't have all the ingredients a recipe needs?

### Then switch roles!

**Student B asks — Student A answers:**

4. What traditional dish from your country would you recommend to someone from abroad?
5. Do you prefer following recipes exactly or changing them to your taste? Why?



# LESSON 2 Food Stories



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What are some meals that remind you of family or special occasions?
2. How can food bring people together in different cultures?
3. Do you have a favorite traditional or home-made dish? What makes it special?



## Listening

### 2 Listen to the audio track. What is the text about?

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

1. What food did each speaker talk about, and where or when did they eat it?
2. What lesson or feeling did each speaker get from their food experience?
3. How are the three stories similar in the way they show the importance of sharing meals?
4. Which story do you relate to most, and why?

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

1. Speaker 1's grandma made chicken soup every Sunday.
2. Speaker 1 never helped in the kitchen.
3. Speaker 2 tried street tacos for the first time in Austin.
4. The cook told Speaker 2 to let the tortillas cool before eating them.
5. Speaker 3 began the meal by eating rice and lamb before anything else.
6. Speaker 3 learned that sharing food helps people connect.

**5 Match the words in column (A) with their meanings in column (B).**

A
1. set the table
2. bowl
3. end up
4. fiery
5. fast
6. lamb

B
<input type="checkbox"/> meat that comes from young sheep
<input type="checkbox"/> period of time when someone chooses not to eat or drink
<input type="checkbox"/> very hot or burning
<input type="checkbox"/> to reach or come to a place, condition, or situation that was not planned or expected
<input type="checkbox"/> to prepare the table for eating or a meal
<input type="checkbox"/> a deep round dish used for holding food or liquids

**6 Complete the sentences using words from the box below.**

*comfort - celery - tacos - tortillas - fiery*

1. The salsa was so ..... that my mouth felt like it was on fire!
2. We ordered delicious street ..... filled with chicken and spicy salsa.
3. A bowl of warm soup can bring great ..... when you're feeling sick.
4. She chopped some ..... and carrots to add flavor to the soup.
5. Fresh ..... taste best when they come straight off the grill.



**Speaking**



**Role-Play**

**7 Pair Work:** Food and Memories.

**Instructions:**

Work with a partner. Take turns asking and answering the questions below. Use full sentences and try to include details from your own experiences.

**Student A asks – Student B answers:**

1. Which of the three speakers did you enjoy listening to most? Why?
2. Have you ever eaten or cooked a meal that reminded you of your childhood? Describe it.
3. How do you usually share food with family or friends—at home, in restaurants, or during special events?

**Then switch roles!**

**Student B asks – Student A answers:**

4. What kind of food makes you feel comforted when you're sad or tired?
5. Have you ever tried a dish from another culture? What did you think of it?

# LESSON 3 Cooking Dumplings



## Listening

- 1** Listen to the audio track. Then guess the meaning of the following words from context.

*dough - filling - tradition - steam - homemade*

- 2** Listen again, and answer the following questions.

1. Who taught the narrator how to cook dumplings?
2. What did the narrator's mother say about the meaning of dumplings?
3. What ingredients did they use for the filling?
4. What steps did they follow before steaming the dumplings?
5. Why do homemade dishes create strong family memories?

- 3** Listen again and choose the correct answer from a, b, c, or d.

1. What did the narrator's mother explain about dumplings?
  - a. They are difficult to make.
  - b. They represent luck and happiness.
  - c. They are eaten only in summer.
  - d. They are not traditional.
2. What did the narrator's mother say about fresh ingredients?
  - a. They are expensive.
  - b. They always improve the taste.
  - c. They make cooking harder.
  - d. They should be avoided.

## Language in Context

### Reported speech: Statements and questions

- Use reported speech to talk about what someone says:

- Hossam said, "It is really a happy day"  
→ Hossam said (that) it was really a happy day.

→ Sama said, "Will you leave for Aswan tomorrow?"

→ Sama asked if (whether) I would leave for Aswan the following day.

- We usually move verb tenses one step back (e.g. present to past / past to past perfect).

- In reported statements, we use "told" instead of "said to". "Said" remains as it is. "That" may or may not be included.

Rody said to me, "I have to speak two languages to get the position".

→ Rody told me (that) she had to speak two languages to get the position.

**Note:** We use the addressee after "told".

- In reported questions, we use "asked" instead of said to, and asked, inquired, or wanted to know instead of said.

- For Yes/No questions, we use if/ whether. "Do you enjoy swimming?" said Zeinab.

→ Zeinab asked (wanted to know) if I enjoyed swimming.

- In reported speech, we often change pronouns (I/we) according to the meaning.

- We also change time reference (e.g. last night → the night before, now → then, etc.)

3. What did the narrator do after preparing the filling?
- a. Fried the dumplings
  - b. Rolled the dough into circles
  - c. Put them in the oven
  - d. Bought them from a shop
4. How were the dumplings cooked?
- a. Steamed
  - b. Baked
  - c. Fried
  - d. Grilled
5. What does the narrator believe about homemade food?
- a. It wastes money.
  - b. It creates memories and connects families.
  - c. It is always quick.
  - d. It replaces all other food.

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

1. **“I need help with my homework,” Sara said.**

Which is the correct reported speech?

- a. Sara said that she needed help with her homework.
- b. Sara said that she needs help with her homework.
- c. Sara said she need help with her homework.
- d. Sara says that she needed help with her homework.

2. **“We will visit the museum tomorrow,” the teacher said.**

Which is the correct reported speech?

- a. The teacher said they will visit the museum the next day.
- b. The teacher said they would visit the museum the next day.
- c. The teacher said they would visit the museum tomorrow.
- d. The teacher says they will visit the museum the next day.

3. **“I have completed my homework,” Ahmed said to his teacher.**

Which is the correct reported speech?

- a. Ahmed told his teacher that he completes his homework.
- b. Ahmed told his teacher that he had completed his homework.
- c. Ahmed told his teacher that he has completed his homework.
- d. Ahmed told his teacher he completed his homework.

4. **“Where did you buy this jacket?” he asked me.**

Which is the correct reported speech?

- a. He asked me where I buy that jacket.
- b. He asked me where did I buy that jacket.
- c. He asked me where I had bought that jacket.
- d. He asked me where I have bought that jacket.

5. **“I have finished my project,” Lina told her teacher.**

Which is the correct reported speech?

- a. Lina told her teacher that she finishes her project.
- b. Lina told her teacher that she had finished her project.
- c. Lina told her teacher that she has finished her project.
- d. Lina told her teacher she finished her project.

**5 Find the mistake and correct it.**

1. My mother tell me that dumplings could bring luck. [.....]
2. They said that they have just arrived. [.....]
3. The students told the teacher they don't understand the lesson. [.....]
4. She told that she had enjoyed the voyage. [.....]
5. Dalia asked how did I traveled to Taba. [.....]

**6 Rewrite the following sentences using the word(s) in brackets to give the same meaning.**

1. "Fresh food tastes better," she said. **(reported)**  
.....
2. Rania said to Bassem, " I've won the prize." **(told)**  
.....
3. " I am doing the washing now, Safia." Mom said. **(then)**  
.....
4. The guest said, "I visited you last year." **(that)**  
.....
5. "you should use less salt next time,"she said. **(told me)**  
.....



**Writing Task**

**7 Write a short paragraph (120-150) words on your favorite dish.**

**Mention:**

- the ingredients
- the recipe
- how it tastes
- how it is served
- why it is popular in your community

**Remember:**

- The sentences should be clear and correct.
- Your paragraph must have a beginning, middle, and end.
- Check spelling, punctuation, and grammar.

# LESSON 4 Food Traditions and Table manners



## Before you read

### 1 Answer the following questions.

1. What are some table manners or food traditions in your family or country?
2. Why do you think manners are important when eating with people from other cultures?



## Reading

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

Food is more than fuel; it connects people to tradition. Around the world, mealtime manners show respect. In some families in the U.S., you should wait until everyone is served before you start. In India, friends and family often eat together using their hands, which is seen as a natural and respectful way to enjoy food. Sharing food from the same dish can also be a sign of closeness and hospitality. In Japan, **slurping** noodles is normal—it signals the food is tasty. However, you shouldn't stick chopsticks upright in rice, since it **resembles** a **funeral** custom. In many Middle Eastern homes, guests are supposed to try a little of everything to honor the host. If you're unsure what to do, watch others and follow their lead—approach new dishes with an open mind. You could develop a taste for spicy food or realize a simple stew is exactly what you need on a cold day. Still, speak up about **allergies** or **dietary** needs; hosts should understand. Remember, manners aren't **one-size-fits-all**. What's polite in one place can be out of place in another. The key is to be curious, ask polite questions, and show **gratitude**. In the end, good manners and good food go hand in hand: both bring people together and turn a meal into a memory.

### 3 Read again and answer the following questions.

1. What are some examples of mealtime manners mentioned from the U.S., India, Japan, and the Middle East?
2. Why is it important to watch others when you are unsure about local eating customs?
3. What does the text suggest about trying new or unfamiliar foods?
4. How can good manners and good food help bring people together?

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

- In the U.S., it is polite to start eating only after .....  
a. everyone finishes eating  
b. everyone is served  
c. the oldest person starts  
d. the host gives permission
- In Japan, slurping noodles shows that .....  
a. you are being rude  
b. the food is too hot  
c. the food tastes good  
d. you are in a hurry
- Guests in many Middle Eastern homes are expected to .....  
a. eat only what they like  
b. avoid spicy dishes  
c. bring their own food  
d. try a little of everything
- The main idea of the text is that .....  
a. good manners and tasty food connect people  
b. everyone should eat the same way  
c. food traditions are disappearing  
d. eating rules are too complicated

**5 Match the words in column (A) with their meanings in column (B).**

A
1. slurp
2. resemble
3. funeral
4. allergy
5. dietary
6. one-size-fits-all
7. gratitude

B
<input type="checkbox"/> to look like or is similar to something else
<input type="checkbox"/> the same thing for everyone, without changes or differences
<input type="checkbox"/> the feeling of being thankful or showing appreciation
<input type="checkbox"/> related to what you eat or don't eat
<input type="checkbox"/> a ceremony held when someone dies
<input type="checkbox"/> to make a loud sound when eating or drinking something like noodles or soup
<input type="checkbox"/> a bad reaction your body has to certain foods or things ( like peanuts or dust)

**6 Complete the sentences with the correct words from the box.**

*one-size-fits-all - hand in hand - out of place - follow*

- Good manners and good food go .....; they both bring people together.
- Manners aren't .....; what's polite in one place may be rude in another.
- If you're unsure what to do, watch others and ..... their lead.
- What's polite in one country can be ..... in another.



**Speaking**



**Role-Play**

**7 You are visiting a friend's house in another country for dinner.**

**Student A:** You are the guest. Ask polite questions about what to do at the table.

**Student B:** You are the host. Explain your country's mealtime manners.

**Then switch roles!**

# LESSON 5 Recipe Blog



## Think and discuss in pairs

1 Look at the photos and discuss in pairs. Then, answer the questions below.



1. Where do you think people enjoy food most — at home, in a restaurant, or on a picnic? Why?
2. How does the setting (home, restaurant, or outdoors) change the experience of eating together?

2 Read the following recipe blog.

**Title:** Grandma's Spaghetti Magic

Every Sunday, our kitchen smells like garlic and tomatoes — it's spaghetti day! This is one of my favorite recipes because it reminds me of my grandmother.

**Ingredients:**

- 200g spaghetti
- 2 tbsp olive oil
- 2 cloves of garlic
- 1 can of chopped tomatoes
- Salt, pepper, and fresh basil

**Instructions:**

1. Boil water and cook the spaghetti until soft.
2. Heat olive oil in a pan and add chopped garlic.
3. Stir in the tomatoes and cook for 10 minutes.
4. Mix with spaghetti and top with basil.

Cooking brings my family together — I hope this recipe does the same for you!

### a recipe blog

A recipe blog is a website or online page where someone shares how to cook different dishes. It usually includes a short story, a list of ingredients, step-by-step instructions, and sometimes pictures or cooking tips.

### a Great Recipe Blog

1. **Start with a catchy title: Make readers curious!**

e.g., "Grandma's Secret Apple Pie"

2. **Add a short introduction**

Tell a short story — why you love this recipe or where it came from.

e.g., "I learned this dish from my dad. We always cook it on weekends."

### 3 Answer the following questions.

1. What dish is the blog about?
2. What makes the recipe special to the writer?
3. What are the ingredients used?
4. What's the tone of the blog — formal or personal? Why?



## Vocabulary Focus

**A. Cooking verbs:** boil – chop – mix – heat – fry –  
bake – stir – add – serve

**B. Measurement and sequencing phrases:**

- a pinch of..., a tablespoon of..., first, next, after that, finally

### 4 Fill in the blanks:

1. First, ..... the onions before adding them to the pan.
2. .... the soup for five minutes before serving.
3. Add a ..... of salt to improve the flavor.



## Writing

### 5 Write your own short recipe blog post (120–150) words. Include:

1. A catchy title
2. A short introduction (why you like this dish)
3. A clear ingredients list
4. Instructions using sequencing words (first, then, finally)
5. A short closing line (e.g., "Try it and tell me how it goes!")

**Example titles:**

- "My Lazy Sunday Pancakes"
- "A Taste of Home: Egyptian Koshari"
- "Quick & Healthy Salad for Busy Days"

### 3. List ingredients clearly

Write them in order, and include measurements.

e.g., 2 cups of flour, 3 eggs

### 4. Give clear, step-by-step instructions

Use sequencing words like first, next, then, after that, finally.

e.g., "First, chop the vegetables. Then, heat the oil in a pan."

### 5. Use cooking verbs and action words

Make your writing active and clear.

e.g., mix, stir, add, bake, boil, slice, serve

### 6. Write like you're talking to a friend

Be friendly and personal — food blogs should sound warm, not like a cookbook.

e.g., "Don't forget to taste the sauce — it's the best part!"

### 7. Add culture or emotion

Explain when people eat it in your country or who taught you.

e.g., "This soup reminds me of winter evenings with my grandmother."

### 8. Include a photo or a short tip

Show what the dish looks like or share a cooking secret.

e.g., "Tip: Add lemon juice at the end for a fresh taste."

### 9. End with an invitation

Encourage readers to try the recipe and share their results.

e.g., "Try it at home and tell me how it goes in the comments!"



# Assessment Corner

## A. Vocabulary & Structure

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

- Ali decided to ..... his jacket for a lighter one.  
a. feature                      b. season                      c. swap                      d. comfort
- Amira tried a new ..... made with yogurt.  
a. dip                      b. aisle                      c. curiosity                      d. flavor
- I'd like to know ..... he lives.  
a. what                      b. about                      c. where                      d. when
- The doctor told Omar he had a/an ..... and must avoid spices.  
a. allergy                      b. dough                      c. funeral                      d. gratitude

## B. Translation

2 Choose the correct Arabic translation from a, b, c or d.

It's important to learn from your mistakes to succeed in life. This will make people appreciate your success.

- من المهم أن تتعلم من أخطائك لتنجح في الحياة، فهذا سوف يجعل الناس يُقررون نجاحك.
- من المهم أن تتعلم من أخطائك لتنجح في الحياة، هذا قد يجعل الناس يُقدِّرون نجاحك.
- من المهم أن تتعلم من أخطائك لتنجح في الحياة، فهذا سوف يجعل الناس يُقدِّرون نجاحك.
- من المهم أن تتعلم من أخطائك لتنجح في الحياة، فهذا سوف يجعل الناس يُقررون نجاحك.

## C. Writing

3 Write your recipe blog of about (150) words about.

"How to cook your favorite meal"

.....

.....

.....

.....

.....

.....

.....

# UNIT 12

## People and Places

### Learning Outcomes

#### Reading

- Read short texts and conversations about famous landmarks.
- Identify main ideas and specific details about places and people.

#### Language

- Use modal verbs of possibility (must, can't, and might) correctly in sentences.
- Correct common grammatical errors involving comparatives and superlatives.

#### Listening

- Identify specific details in audio scripts about landmarks, journeys, and city life.
- Recognize comparative and superlative forms used to describe experiences and places.

#### Writing

- Write a paragraph about a situation that happened to you somewhere using words to express possibility.
- Write a short travel journal entry describing a trip, using descriptive adjectives.

#### Speaking

- Create a one-day tour plan for tourists in their governorate.
- Compare places and experiences using comparative and superlative adjectives.



# LESSON

# 1

# Famous Landmarks in Egypt



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What famous landmarks in Egypt do you already know or have visited?
2. Why do you think people travel to see historical or cultural landmarks?



## Reading

### 2 Read the following text. Where is the Citadel of Qaitbay?

Some **landmarks** in Egypt are so remarkable that travelers plan **entire** trips around them. The Pyramids of Giza are more than ancient tombs; they're symbols of genius and mystery. Standing before the Great Pyramid, you can't help but wonder how such massive stones were placed so perfectly thousands of years ago. Nearby, the Sphinx watches silently, its face **half-worn** by wind and time.

In Luxor, the Temple of Karnak **stretches** proudly under the sun. Its enormous columns and hieroglyphs tell stories of kings. At night, the sound and light show brings history to life as voices echo through the ancient walls. Farther south, in Aswan, the Philae Temple seems to **float on** the Nile, **glowing** warmly in the evening light.

On the Mediterranean coast, the Library of Alexandria blends modern architecture with a deep respect for knowledge and history. In the desert of the New Valley, the Dakhla Oasis surprises visitors with green palm groves and mud-brick villages that **whisper** of Egypt's hidden past.

Finally, the Citadel of Qaitbay in Alexandria and the Citadel of Salah El-Din in Cairo both stand proudly as reminders of strength and resilience. The best landmark isn't always the largest—it's the one that makes you feel the spirit of Egypt long after you leave.







## Speaking

**6** Imagine you are a tour guide creating a one-day tour for visitors in your governorate. Talk about:

- Which landmarks tourists should see
- What makes these places special
- What visitors should or shouldn't do there
- When is the best time to visit

**Use expressions like:**

- You should visit...
- It's famous for...
- Visitors shouldn't forget to...
- It's supposed to be very beautiful at...



# LESSON 2 Travelers' Stories



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. Have you ever traveled to another city or country? How did you get there?
2. What things can make a trip memorable — the people, the scenery, or the activities?



## Listening

### 2 Listen to the three speakers. What did Ahmed think of the builders?

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

1. Adam says San Sebastián is famous for its food culture and has many cafés and restaurants.
2. Adam thinks the coastline in San Sebastián is not suitable for slow walks.
3. Ahmed believes the builders of Angkor Wat must have been visionary.
4. Ahmed says the carvings in Angkor Wat were probably finished in a few days.
5. Joury took the cable car in Cape Town at sunrise.
6. Joury feels that the mix of cultures in Cape Town helps visitors feel at home quickly.

### 4 Listen to the audio again then answer the following questions.

1. What does Adam say about San Sebastián's food culture and coastline ?
2. What clues make Ahmed think the builders of Angkor Wat were visionary ?
3. Compare how Adam and Joury describe the atmosphere of their cities. What is similar and what is different ?
4. If you could visit one of the three places, which would you choose and why ?

### 5 Complete the sentences with the correct word.

*align – carvings – rituals – stunning – urban – visionary*

1. The coastline in San Sebastián is ..... and perfect for slow walks.
2. The temples in Angkor Wat have detailed ..... that show great skill.

3. The architects may have used astronomy to ..... the layout with the sun.
4. Long ago, mysterious ..... might have taken place in these halls.
5. Cape Town combines natural beauty with modern ..... life.
6. The builders of Angkor Wat must have been ..... to create such a huge masterpiece.

**6 Match the words in column (A) with their meanings in column (B).**

A
1. align
2. carvings
3. rituals
4. stunning
5. urban
6. visionary

B
<input type="checkbox"/> a person with imaginative and intelligent ideas about the future
<input type="checkbox"/> extremely beautiful or impressive
<input type="checkbox"/> related to a city or town
<input type="checkbox"/> shapes, patterns, or pictures cut into wood, stone, or another material
<input type="checkbox"/> special actions or ceremonies done in a traditional or religious way
<input type="checkbox"/> to place or arrange things in a straight line or correct position; to match or fit well



## Speaking

**7 Task: “My Most Memorable Trip”**

In small groups, talk about a trip or experience that was memorable for you — like the travelers in the listening text. Use comparative adjectives (e.g., bigger than, more beautiful than, friendlier than) to describe your experience.

**Guiding Questions:**

- Where did you go, and how did you travel?
- What was the place like compared to what you expected?
- What was easier or harder than you thought?
- Who did you meet, and how did they make your trip special?
- Would you like to go back there? Why or why not?

# LESSON 3 A Tour in a Quiet Town



## Listening

- 1** Listen to the audio Track. Then guess the meaning of the following words from context.

*peaceful - historic - landmark - evidence - possibility*

- 2** Listen again. Answer the following questions in complete sentences.

1. What does the guide say about the atmosphere of the town?
2. Why does the guide believe the old bakery was important in the past?
3. What does the guide say the bakery can't have done?
4. What information does the guide give about the wooden bridge?
5. Why do you think quiet towns often have strong traditions and stories?

- 3** Listen to the audio track again .Then, choose the correct answer a, b, c or d.

1. What does the guide say about the town's appearance?
  - a. It might change every year.
  - b. It hasn't changed much in fifty years.
  - c. It must be a modern town.
  - d. It can't be peaceful.
2. Why might the bakery have belonged to a rich family?
  - a. It is new.
  - b. People still work there.
  - c. It has a long history.
  - d. Some local stories suggest it.

### Language in Context

#### Modal verbs of possibility:

##### must, can't, might

- Use must + infinitive (without to) when you are sure about something.
  - Rodayna came first. She must be over the moon now.
  - We use must have + past participle to make a logical deduction about the past.
    - Salah hasn't scored the penalty. He must have had negative feelings.
    - Salah hasn't scored the penalty. He must have negative feelings.
  - Use can't + infinitive (without to) when you are sure something is not possible.
    - The past form is can't have + past participle
      - Lujain always works hard. She can't be lazy.
      - Taha can't have been happy. He lost his money.
    - Use might (not) + infinitive (without to) when you are not sure about something.
      - The past form is might have + past participle.
        - Nada has left work early. She might be ill; I'm not sure.
        - She might have lost something. She is looking everywhere.

3. What can't the bakery have done according to the guide?
  - a. Produced large amounts of bread
  - b. Used local wheat
  - c. Employed many workers
  - d. Sold food
4. What does the guide think about the wooden bridge?
  - a. It can't be historical.
  - b. It might be more than 100 years old.
  - c. It must be brand new.
  - d. It might have been made by foreign engineers.
5. Why must the town square be welcoming?
  - a. Because many cars pass through.
  - b. Because families still gather and children play safely.
  - c. Because it is noisy.
  - d. Because it is empty and nobody goes there.

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

1. This house looks very old. It ..... be more than 120 years old.
  - a. must
  - b. might
  - c. can't
  - d. must have
2. The lights are off; they ..... be at home.
  - a. must
  - b. can't
  - c. might
  - d. must have
3. The museum was closed yesterday, so you ..... visited it.
  - a. must have
  - b. can't have
  - c. might
  - d. must
4. The footprints are fresh. The animal ..... passed here a short time ago.
  - a. might have
  - b. can't
  - c. must
  - d. must have been

**5 Find the mistake and correct it.**

1. This road is muddy. It must rain yesterday (.....)
2. The door is unbroken. The thieves must have broken into the house through it. (.....)
3. The cat is sleeping peacefully. It can't feel safe. (.....)
4. Aseel is pale. She can't be sick. (.....)

**6 Rewrite the following sentences using the word(s) in brackets to give the same meaning.**

1. I'm sure this street is very old. (must)  
.....
2. I'm not sure; the shop was open earlier. (might have)  
.....
3. It's impossible that the tourists arrived already. (can't have)  
.....

4. I'm sure this building was important in the past.

(must have)

.....

5. Maybe the guide will show us another landmark.

(might)

.....



## Writing Task

### 7 Expressing Possibility

#### Instructions:

Write a short paragraph (120-150) words about a situation that happened at school, at home, or in your neighborhood. Use must, can't, might to express your ideas about what definitely happened, definitely didn't happen, or possibly happened.

#### Hints:

must + infinitive → when you are sure something is true

Example: Rana came first. She must be over the moon now.

can't + infinitive → when you are sure something is not possible

Example: Taha always works hard. He can't be lazy.

might + infinitive used when you are not sure:

Example: She might be at home now.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# LESSON 4

## City Neighborhoods



### Before you read

#### 1 Answer the following questions.

1. What makes a city special besides its famous landmarks?
2. How do different neighborhoods in a city show their culture and daily life?



### Reading

#### 2 Read the following passage. What makes a city beautiful?

A city isn't only its famous sights; it's a living variety of neighborhoods, each with its own color, style, and story. In Riverside, mornings begin with **joggers** following the river path as the first sunlight shines on the water. Street **vendors** roll open their carts, filling the air with the smell of fresh bread and roasted coffee. The **pace** here is slower than downtown, and the air feels fresher after sunrise. By noon, Old Market becomes the heart of the action. Its narrow lanes are busier than any modern mall, and prices are lower than you'd expect. Shoppers **bargain** cheerfully, and musicians play lively tunes on corners.

In contrast, Tech Square is cleaner and quieter, but cafés are more expensive and the glass buildings stand taller than the rest. On weekends, Parkside turns into an open-air gallery. Local artists paint **murals** that are brighter and more playful than the gray office walls nearby. Families spread picnic blankets, and soft music flows through the trees.

If you're hungry, Little Spice serves the most flavorful lunches—stews **simmer** for hours, and the bread is very warm and fresh. Although each area moves to its own style, all are linked by the same friendly "hello" from smiling shopkeepers. The real beauty of a city lies beyond its monuments—in the corner café where someone remembers your name.



**3 Answer the following questions.**

1. How is Riverside different from downtown in the morning?
2. What makes Old Market a lively and popular place during the day?
3. How does Tech Square contrast with the other areas in the city?
4. According to the writer, what is the most memorable part of a city, and why?

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

1. In Riverside, mornings begin with ..... along the river and vendors opening their carts.  
a. dancers                      b. joggers                      c. tourists                      d. drivers
2. Old Market is busier than any mall because its narrow lanes are full of .....  
a. shoppers                      b. musicians                      c. students                      d. cars
3. Tech Square is quieter and cleaner, but the cafés are ..... expensive.  
a. cheaper                      b. smaller                      c. more                      d. fewer
4. According to the writer, the most memorable part of a city is .....  
a. the tallest building                      b. the Old Market with its traders  
c. the biggest mall                      d. your name is remembered at a café

**5 Match the words in column (A) with their meanings in column (B).**

A
1. joggers
2. vendors
3. pace
4. bargain
5. tunes
6. murals
7. simmer

B
<input type="checkbox"/> large pictures painted on walls
<input type="checkbox"/> people who run slowly for exercise
<input type="checkbox"/> to discuss and agree on a lower price when buying something
<input type="checkbox"/> to cook slowly in hot liquid just below boiling
<input type="checkbox"/> people who sell things, often on the street or in markets
<input type="checkbox"/> the speed at which something or someone moves
<input type="checkbox"/> traditional songs or music that represent a community's heritage

**6 Complete the sentences using words from the box below.**

*murals – joggers – simmer – pace – bargain – vendors*

1. Every morning, dozens of ..... run along the riverside path before work.
2. Street ..... were setting up their carts early, selling coffee and sandwiches.
3. Life in the countryside moves at a slower ..... than in the city.
4. I found a great ..... on these shoes—they were half price!

- The walls of the old building are covered with colorful ..... that tell the city's history.
- Let the soup ..... for ten minutes so the flavors blend well.



## Speaking

### 7 Task: "Exploring Neighborhoods"

**In pairs**, talk about the neighborhoods or areas in your city. Use ideas from the text to guide your discussion.

- Describe one area in your city — what can people see, hear, or do there?
- Compare it with another area (for example, quieter, busier, cheaper, or more colorful).
- Explain which place you like more and why.
- Share a personal story or memory that happened in one of these places.

#### Useful Phrases:

- "In my neighborhood, mornings are usually..."
- "This area is more/less crowded than..."
- "What I like most about it is..."
- "The people there are friendlier than in..."



# LESSON 5 Travel Journal

## Structure of Travel Journal

model for Travel Journal

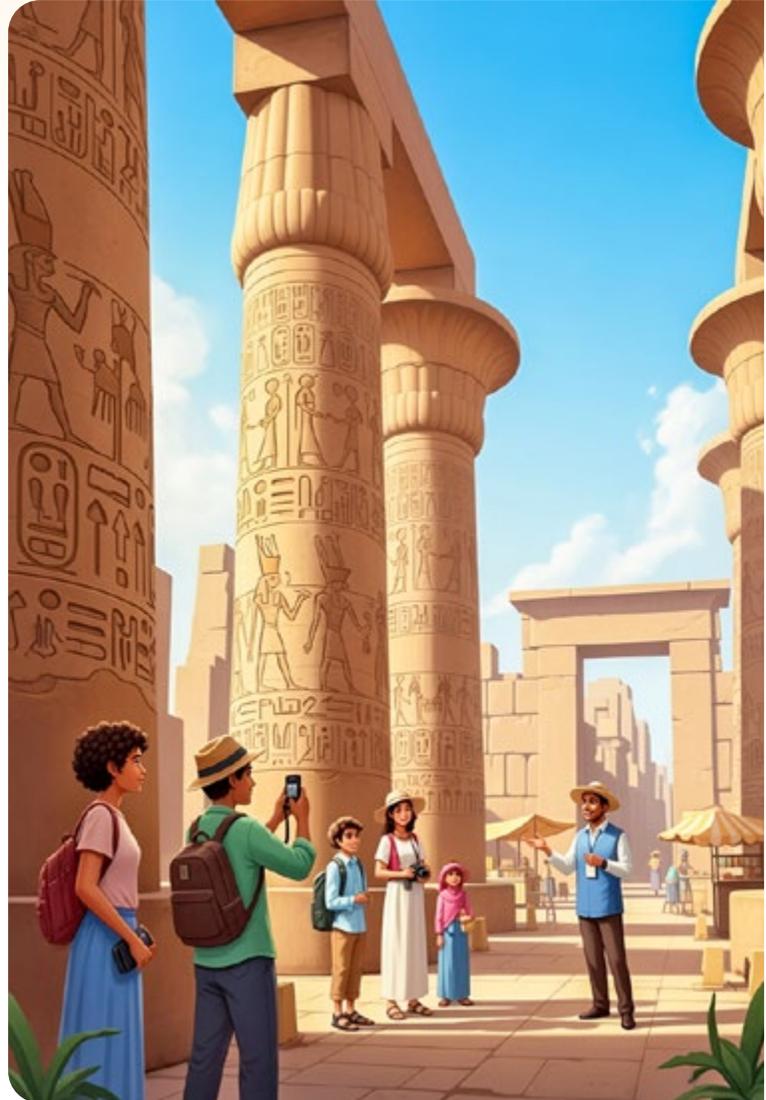
July 15, 2025 – Luxor, Egypt

Today I visited the Temple of Karnak with my family. We arrived early in the morning, and the weather was warm and sunny. The temple was very big, and I saw tall columns with beautiful drawings on them.

We walked around with a tour guide who told us interesting stories about the pharaohs.

I took many photos and tried some local food near the temple. It was delicious but a little spicy.

I felt amazed by the history of the place. This visit helped me understand more about ancient Egypt, and it is a day I will always remember.



## Writing Tips

- Use descriptive language (adjectives, sensory details).
- Write in the first person (“I” statements).
- Keep it personal and reflective, not just factual.
- Add small details (sounds, smells, colors) to make it vivid.

## Writing Task

**Task:** Write Your Own Travel Journal Entry

- Imagine you are visiting a famous place (real or imaginary).
- Write a short travel journal entry (120-150 words) that includes:
  1. Date and place
  2. What you saw
  3. What you did
  4. How you felt
  5. A closing reflection

**Example Prompt:** "You are spending a day in Aswan by the Nile. Write your travel journal entry describing your experience."

## Extension

- **Students can create a mini travel journal with 3 entries:**
  - One about a real trip they took.
  - One about a place they dream of visiting.
  - One imaginary/fantasy journey.

## Steps to write a Travel Journal

### 1. Start with the Basics

- Write the date, place, and maybe the weather.
- Example: June 15 – Paris, France. Sunny and warm.

### 2. Describe What Happened

- Write about what you did, saw, and ate.
- Use the past tense.
- Example: I visited the Eiffel Tower and took amazing photos from the top.

### 3. Add Your Feelings and Thoughts

- Say how the experience made you feel.
- Example: I felt excited and a bit nervous because of the height.

### 4. Include Details

- Mention sounds, smells, and colors.
- Example: The smell of fresh croissants filled the air near the bakery.

### 5. Reflect on the Experience

- End with a thought or lesson.
- Example: This day taught me to enjoy every new adventure.





# Assessment Corner

## A. Vocabulary & Structure

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

- ..... phosphoric signs help drivers see the road at night.  
a. Visionary      b. Half-worn      c. Glowing      d. Urban
- As historical ....., the Pyramids are known all over the world.  
a. landmarks      b. rituals      c. carvings      d. echoes
- Hana is in a very difficult situation. It ..... easy for her.  
a. might have been      b. might be  
c. can't have been      d. can't be
- Mom ..... the meat until it was ready.  
a. overlooked      b. simmered      c. flowed      d. bargained

## B. Translation

2 Choose the correct Arabic translation from a, b, c or d.

Practising activities at school is very important, so teachers should encourage their students to take part in various activities.

- تُعتَبَر ممارسة الأنشطة في المدرسة أمراً مهماً إلى حد ما، لذلك يجب على المعلمين تشجيع طلابهم على المشاركة في الأنشطة المختلفة.
- تُعتَبَر ممارسة الأنشطة في المدرسة أمراً مهماً للغاية، لذلك يجب على المعلمين تشجيع طلابهم على المشاركة في الأنشطة المختلفة.
- تُعتَبَر ممارسة الأنشطة في المدرسة أمراً مهماً للغاية، لذلك يجب على المعلمين تدعيم طلابهم على المشاركة في بعض الأنشطة.
- تُعتَبَر ممارسة الأنشطة في المدرسة أمراً مسلياً للغاية، لذلك يجب على المعلمين تشجيع طلابهم على المشاركة في الأنشطة المختلفة.

## C. Writing

3 Rewrite the following sentences using the word(s) in brackets to give the same meaning.

1. I'm sure this street is very old. (must)

.....

2. I'm not sure; the shop was open earlier. (might have)

.....

# Review 4

## A. Vocabulary

### 1 Choose the Two (2) correct answers out of the FIVE (5) options.

- The cook had to adjust the seasoning of the food. The synonyms of the underlined word are .....  
a. keep the same      b. modify      c. ignore  
d. adapt      e. discard
- He was a visionary leader who imagined a brighter future. The synonyms of the underlined word are .....  
a. short-sighted      b. forward-thinking      c. reactive  
d. lazy      e. innovative
- After working hard, nothing is like the comfort of returning home. The antonyms of the underlined word are .....  
a. ease      b. discomfort      c. distress  
d. happiness      e. coziness
- I bought the chocolate bar on impulse while waiting in line at the store. The antonyms of the underlined word are .....  
a. urge      b. planned      c. intended  
d. naturalness      e. adaptation
- He decided to swap his usual coffee for a cup of tea today. The synonyms of the underlined word are .....  
a. keep      b. exchange      c. discard  
d. trade      e. preserve
- Online shopping is convenient when you don't have time to visit stores. The antonyms of the underlined word are .....  
a. handy      b. useful      c. troublesome  
d. helpful      e. awkward

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

- The ..... of the fabric was so high that it stayed soft after many washes.  
a. quality      b. adequacy      c. necessity      d. punctuality
- You can find canned vegetables in the third ..... of the store.  
a. mural      b. recipe      c. aisle      d. whisper
- Life in an ..... area means more transportation and noise.  
a. cured      b. traditional      c. urban      d. agricultural
- Toy cars made of strong plastic have good .....  
a. smell      b. durability      c. size      d. touch
- Paella is a famous Spanish .....  
a. list      b. picture      c. landmark      d. recipe
- The students painted a colorful ..... on the school wall.  
a. door      b. recipe      c. mural      d. book

7. Keep your ..... in case you need to return the item later.  
 a. receipt                      b. shopping cart                      c. shopping list                      d. ticket
8. My brother has a horrible ..... from dust.  
 a. taste                      b. habit                      c. allergy                      d. likeness
9. The long street will ..... from the coast to the hill.  
 a. stop                      b. curve                      c. climb                      d. stretch
10. The new phone comes with a one-year ..... for repairs.  
 a. bill                      b. receipt                      c. warranty                      d. recipe
11. She spoke in a quiet ..... so no one else could hear.  
 a. shout                      b. laugh                      c. cry                      d. whisper
12. They need to check their ..... situation before planning the trip.  
 a. social                      b. financial                      c. mental                      d. emotional
13. The sauce was so ..... that my mouth felt hot.  
 a. sweet                      b. spicy                      c. cold                      d. bitter
14. I feel deep ..... for all the help you gave me.  
 a. gratitude                      b. anger                      c. worry                      d. sadness

## B. Language

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

15. She asked me if I ..... the news about the painted murals.  
 a. had heard                      b. have heard                      c. hear                      d. am hearing
16. They asked where ..... the previous summer.  
 a. did we go                      b. we had gone                      c. we went                      d. are we going
17. I'm really hungry. I think I ..... a pizza tonight.  
 a. will order                      b. am going to order                      c. orders                      d. am ordering
18. She's wearing a uniform. She ..... be a nurse.  
 a. can't                      b. must                      c. must to                      d. must not
19. She said that they ..... for hours.  
 a. waited                      b. were waiting  
 c. had been waiting                      d. have waited
20. They ..... to Tokyo next week. The flights are booked.  
 a. will travel                      b. are going to travel                      c. traveled                      d. are traveling
21. That ..... be my uncle's car. His car is blue, not red.  
 a. must                      b. can't                      c. don't                      d. could
22. We ..... shop at the new mall on Friday.  
 a. are going to                      b. going to                      c. will be                      d. having

### 2 Rewrite the following sentences:

23. "I have already finished my project," said Mona.                      **(Mona said that...)**
24. "Where did you buy this camera?" my friend asked.                      **(My friend asked me where...)**
25. The train left. Then we reached the station.                      **(By the time we reached...)**

26. I didn't understand the innovation until the scientist explained it.

(Only after the scientist...)

27. She saved enough money. Then she bought a laptop.

(After she had saved...)

## C. Translation

### 1 Choose the correct Arabic translation:

28. Renewable energy is the key to a sustainable future, as it reduces pollution and helps us preserve natural resources for future generations.

( أ ) الطاقة المتجددة هي المفتاح لمستقبل مستدام، حيث تقلل من التلوث وتساعدنا على الحفاظ على الموارد الطبيعية للأجيال القادمة.

( ب ) الطاقة المتجددة هي المفتاح لمستقبل سيء، حيث تقلل من التلوث وتساعدنا على تدمير الموارد الطبيعية للأجيال القادمة.

( ج ) الطاقة الشمسية هي المفتاح لمستقبل مستدام، حيث تزيد من التلوث وتساعدنا على الحفاظ على الموارد البشرية للأجيال القادمة.

( د ) الطاقة المتجددة هي المفتاح لماضي مستدام، حيث تقلل من التلوث وتساعدنا على الحفاظ على الموارد الطبيعية للأجيال القادمة.

### 2 Choose the correct English translation:

٢٩- يجب على الشباب استخدام التفكير النقدي والابتكار للمساهمة في حل المشكلات البيئية التي تواجه كوكبنا.

A) Youth must use critical thinking and innovation to contribute to solving the environmental problems facing our planet.

B) Youth should using critical think and innovate for contribute in solve environmental problems facing our planet.

C) The young people must use critical thought and innovative to contribute to solve the environmental problems which faces our planet.

D) Youth must useful critical thinking and innovation to contribution in solving environmental problems that facing our planet.

## D. Reading Comprehension

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

As the world transitions toward a greener future, the shift to sustainable energy has become a global priority. Many environmentalists argue that our reliance on fossil fuels is the primary cause of the climate crisis. However, the move to renewable sources like solar and wind power is more than just a technical change; it represents a commitment to protecting the planet for future generations. For instance, countries with vast deserts are now using advanced solar panels to capture sunlight, turning natural heat into clean electricity that powers entire cities.

Scientific **innovations** play a vital role in this transformation. The development of high-capacity batteries is a perfect example of how modern engineering can solve ancient problems. This massive shift allows industries to store energy that had been wasted for years. By utilizing these green technologies, governments begin to reduce their carbon footprints and understand how protecting the environment is essential for economic stability.

Investing in the planet is not just about saving nature; it is about building a secure foundation for the future. When young explorers and students engage with

environmental projects or study green science, they develop a sense of responsibility and purpose. This helps them stay motivated and proactive as they face the challenges of a changing climate. Understanding how to balance human needs with nature's limits is the best way to ensure a bright and healthy world.

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

1. The main idea of the passage is that .....
  - a. fossil fuels are the only way to power cities
  - b. desert countries cannot produce electricity
  - c. sustainable energy and innovation are essential for our future
  - d. climate change is a problem that cannot be solved.
2. According to the text, using sunlight in desert countries is a sign of .....
  - a. wasting natural resources
  - b. ignoring modern technology
  - c. turning natural heat into clean electricity
  - d. a lack of traditional energy.
3. High-capacity batteries are mentioned as an example of .....
  - a. how modern engineering solves energy storage problems
  - b. a way to increase the use of oil in many aspect of life
  - c. a project that was hidden for many years
  - d. a traditional tool used by ancestors.
4. Engaging with environmental projects helps young people feel a sense of .....
  - a. hopelessness and fear
  - b. laziness
  - c. responsibility and purpose
  - d. confusion about the past.
5. The word "**innovations**" in the second paragraph refers to .....
  - a. old habits from the past
  - b. new and clever ideas or inventions
  - c. natural disasters like earthquakes
  - d. the history of fossil fuels.
6. According to the writer, balancing human needs with nature helps us .....
  - a. stop using all forms of technology
  - b. ensure a healthy and secure world for the future
  - c. increase our carbon footprint
  - d. live without any electricity or source of energy.
7. The passage suggests that fossil fuels .....
  - a. are considered a primary cause of the climate crisis
  - b. are the best source for a sustainable future
  - c. have no impact on the environment
  - d. are more important than solar power for students.
8. Studying green science makes students more ..... in a changing world.
  - a. bored and tired
  - b. motivated and proactive
  - c. shy and worried
  - d. aggressive and rude.

## E. Writing

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

- Why should you include a photo in a recipe blog?
  - To show what the dish looks like.
  - To make the page not dull or empty.
  - To cover the instructions for privacy.
  - To replace the story.
- A "short tip" in a recipe blog is .....
  - a little history of the dish
  - a small helpful idea for cooking
  - a list of all vegetables included in the recipe
  - a list of all shops
- What should you do at the end of a good recipe blog?
  - End suddenly with no comment.
  - Add a math exercise.
  - End with an invitation.
  - Change the title.
- The main body of a travel journal includes what you ..... and did.
  - saw
  - refused
  - borrowed
  - predicted
- Writing about emotions belongs to .....
  - date & place
  - main body only
  - feelings & thoughts
  - title
- In a travel journal, sensory details include sounds, smells, and .....
  - numbers
  - rules
  - colors
  - buses
- The final part of a travel journal is the .....
  - introduction
  - date & place
  - reflection/closing
  - heading

### 2 Write about (120-150) words on one of the following:

- A Narrative Essay:  
"A Voyage to a New World: Imagine you are an explorer discovering a hidden city"
- An Opinion Essay:  
"Should Artificial Intelligence replace humans in dangerous jobs? Give reasons for your answer"
- A Reflective Paragraph:  
Write about how learning about Sustainable Living has changed the way you use resources like water and electricity at home
- A Descriptive Paragraph:  
Describe a Modern Innovation and explain how it has made daily life easier for your community

## F. The Novel

- What lesson does Manolin learn from letting the large fish tire itself?
- How does Santiago's calm reaction to the rough sea reflect wisdom?
- How does teaching give Santiago new purpose?
- What is the significance of the boy sharing the dream?

# The Old Man and The Sea



## *The Return Home*

The night was long and heavy. Santiago's body ached with every movement, his hands cut and swollen, his back bent with exhaustion. But his small skiff moved slowly and steadily toward the coast. The skeleton of the great marlin floated beside him, white and shining under the moon.

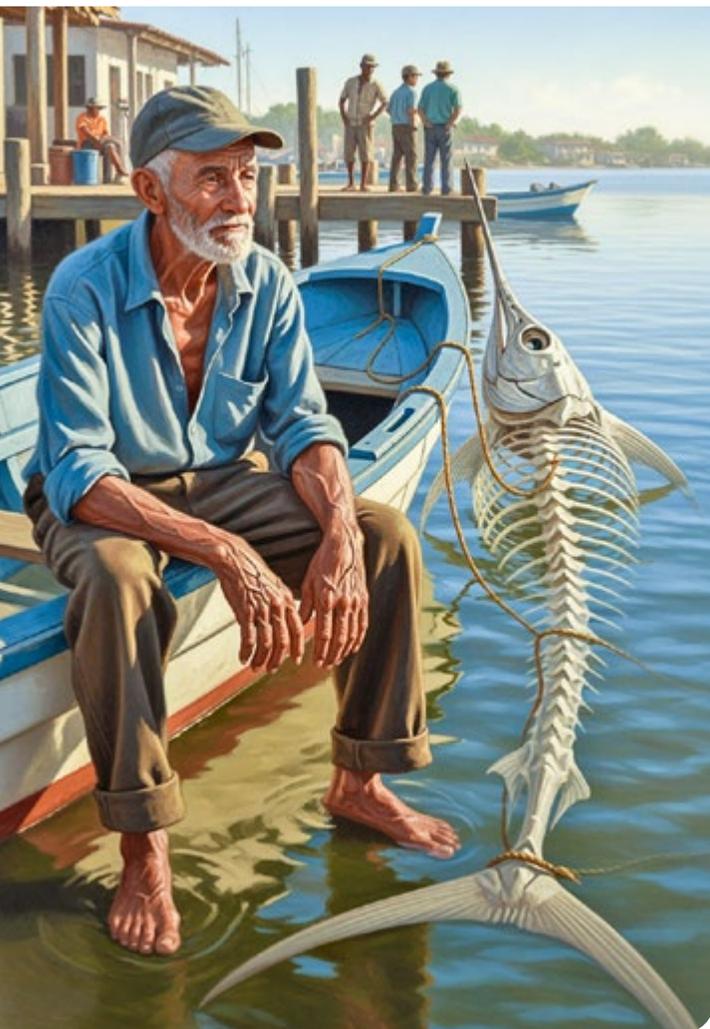
The sea was quiet now, as if it had taken all it wanted. Santiago sat in silence, the sound of water against the boat was his only companion. He felt both victorious and defeated.

At dawn, the shoreline of his village appeared. The hills rose gently in the morning light, and the smell of land reached him. The old man's heart filled with relief. He had made it back.

The marlin's skeleton stretched out far beyond the skiff, like the mast of a great ship. Its head and long sword rose high, an image both proud and tragic. Fishermen sleeping in their huts would soon wake and see it.

As Santiago reached the small harbor, a few early fishermen noticed the strange sight. They stared in silence as the old man tied his boat to the dock. No one spoke; the skeleton of the marlin spoke louder than words.

Santiago stood slowly. His legs trembled, and his strength was nearly gone. He looked at the marlin one last time. "You



were worth everything,” he whispered.

Step by step, he climbed the shore, carrying his mast on his shoulders. It was heavy, but he bore it without complaint. Villagers watched quietly as he passed, some with respect, others with amazement. They did not laugh at him anymore.

At last, he reached his little hut. He placed the mast against the wall, entered, and lay down on his bed. He was too tired to eat, too tired even to think. His eyes closed, and he fell into a deep sleep.

Meanwhile, the fishermen gathered at the shore. They measured the marlin’s skeleton—eighteen feet from nose to tail. It was the largest fish anyone in the village had ever seen. Tourists who visited the café nearby asked about the giant bones, and the fishermen explained with pride, “It was the old man. He caught it alone.”

The boy, Manolin, came running to Santiago’s hut. He found the old man sleeping, his face calm but his hands torn and bleeding. The boy began to cry. “He should not have been alone,” he whispered. “Never again.”

When Santiago finally woke, the boy was at his side with food and water. “Rest, old man,” Manolin said. “You have done enough. Tomorrow I will fish with you again.”

Santiago smiled faintly. “We must make our plans,” he said. His voice was weak but steady.

The boy nodded eagerly. “I will bring the nets, the lines, everything we need. You will not go alone anymore.”

Outside, the skeleton of the marlin lay as proof of Santiago’s great battle. Some people admired it with wonder; others pitied the old man for losing so much of the flesh to sharks. But Santiago did not care what they thought.

In his heart, he knew he had fought with all his strength and with honor. The marlin was gone, yet it had given him something more valuable than meat to sell: dignity, courage, and the knowledge that he could still fight, even at the edge of old age.



That night, as Santiago slept again, he dreamed once more of lions playing freely on the beaches of Africa. They were strong, young, and full of life. In his dreams, he was young too, and the sea stretched before him with endless promise.

The battle was over, but the spirit of the old man remained unbroken.

## 1. Values & Themes

Perseverance – Santiago continues despite exhaustion and pain.

Compassion & Loyalty – Manolin cares deeply for Santiago.

Human Dignity – The villagers recognize the old man’s quiet strength.

## 2. Idioms & Expressions

“Worth everything” – extremely valuable; deserving all effort.

“Spoke louder than words” – actions or evidence show more than speech.

“His strength was nearly gone” – extremely exhausted.

“Bore it without complaint” – accepted difficulty silently.

“With wonder” – with amazement or admiration.

“His spirit remained unbroken” – he stayed mentally strong despite hardships

## *The Boy's Promise*

Morning light filled the small village. The fishermen gathered at the shore, talking about the giant skeleton that stretched from Santiago's skiff. Some measured it with ropes, others pointed and argued about how much the fish would have weighed before the sharks came.

Tourists at the café leaned from their seats to look at the strange sight. "What a fish!" one said. "Eighteen feet long. A monster of the sea."

"Yes," another replied, "but the poor old fisherman lost the meat. The sharks ate it all."

They laughed, but the villagers did not. They knew what kind of battle Santiago must have fought.



Meanwhile, in the hut, Santiago lay sleeping deeply. His body was weak, but his face was peaceful. Beside him, the boy Manolin sat quietly. He had brought food, water, and clean clothes. Sometimes he just looked at the old man's hands, scarred and cut, and shook his head with sadness.

When Santiago stirred and opened his eyes, the boy leaned closer.

"Don't talk yet," Manolin said. "Rest. I will take care of everything."

But Santiago smiled softly. "I missed you, boy," he whispered. "I wished you were there with me."

"I will never leave you again," Manolin said firmly. His young voice carried

strength. “From tomorrow on, we fish together.”

The old man closed his eyes again, tears shining faintly. “You are strong. Your father will be angry.”

“My father doesn’t matter,” the boy answered. “I have learned more from you than from anyone. I know how to fish, but I want to learn your strength, your patience, and your heart.”

The old man laughed softly, though it hurt his ribs. “Strength is not in the arms, boy. It is here,” he said, touching his chest.

That day, word spread quickly through the village. People spoke with respect about Santiago. For years, some had mocked him for being unlucky, but now they called him brave, even heroic.

The café owner told visitors, “He fought alone with the biggest fish we have ever seen. And though the sharks destroyed it, he came back with honor. No one else could have done it.”

The boy listened but said nothing. In his heart, he already knew. He thought of the future: new fishing trips, new battles with the sea, but this time side by side with the old man.

Late in the afternoon, Manolin returned to the hut with food. He cooked for Santiago and sat by his side as the old man ate slowly. “You need strength,” the boy said. “We will fish together, and I will carry the heavy things.”

Santiago looked at him kindly. “Perhaps I will show you how to build a stronger line. Or how to fight when the sea tests you.”

The boy’s eyes lit up. “Yes, old man. Teach me everything. I want to know.”

Night fell again, and Santiago lay back on his bed. The sound of the sea reached the hut, gentle and calm now. “The sea is like a human,” he said softly. “It gives and takes. It tests us. But we must respect it.”



The boy nodded, understanding more than before. He held Santiago's hand carefully so as not to hurt the cuts. "Sleep now," he said. "Tomorrow, we will make plans." And Santiago, closing his eyes, whispered, "Dream of the lions, boy. They remind me of strength and youth. One day, they will remind you too."

That night, the old man once more dreamed of the lions playing freely on the golden beaches of Africa, and the boy dreamed of them too, beside him in spirit.

The promise was made: the old fisherman would never face the sea alone again.

## 1. Values & Themes

Respect for Elders – The boy honors Santiago's knowledge and experience.

Community Recognition – The village begins to understand Santiago's courage.

Mentorship – Santiago teaches the boy life lessons, not just fishing.

## 2. Idioms & Expressions

"Take care of everything" – manage all responsibilities.

"Never leave you again" – stay loyal and committed.

"More than anyone" – emphasizing deep respect or importance.

"Came back with honor" – returned with dignity despite loss.

"Lit up" (eyes) – eyes shine with excitement or hope.

"Make plans" – prepare for the future

## *Lessons by the Shore*

The next morning, the boy arrived at Santiago's hut early. He carried food, coffee, and a bundle of fishing gear. The old man was awake, sitting slowly, his body still weak but his spirit stronger than before.

"You should rest more," Manolin said, setting the coffee beside him.

"I have rested enough," Santiago replied with a faint smile. "The sea waits for no one. But today, we will not fish. Today we prepare."



Together, they walked slowly to the shore. Santiago leaned on the boy's arm, and the villagers who saw them nodded respectfully. Some whispered, "There goes the old man who caught the great marlin."

At the dock, Santiago pointed to the lines and nets. "Look, boy. These ropes are too weak. When the sea gives you a giant, you must have lines that will not betray you."

Manolin listened carefully, his eyes fixed on every knot Santiago tied, every movement of his rough, skilled hands.

They spent the morning repairing the gear. Santiago showed how to twist the rope tighter, how to choose hooks carefully, and how to set the lines at different depths. "A good fisherman," he said, "must think like the fish. You must know where it will swim, when it will rise, and what it will take."

The boy repeated the lessons, practicing the knots until his fingers moved almost as fast as Santiago's. The old man watched with quiet pride.

In the afternoon, they sat on the beach, looking out at the endless water. The skeleton of the marlin was still tied to Santiago's skiff, and people came to see it. Tourists took pictures, fishermen shook their heads in wonder, and children touched the long sword of the fish with wide eyes.

"Does it make you sad, old man?" the boy asked. "To see only the bones?"

Santiago thought for a moment. "No, boy. What I caught was more than meat. The sharks took the flesh, but they cannot take the fight I gave. That will remain with me—and with you, if you learn it."

The boy was silent, but inside he felt a deep respect.

As the sun lowered, Santiago spoke again. "Listen, Manolin. A fisherman is not judged only by what he brings back. He is judged by how he faces the sea. Success is easy when the fish are small. True strength is tested when the challenge is beyond you."

The boy nodded. "Then you are the strongest of all."

The old man laughed softly. "No, I am only stubborn. But stubbornness can carry you far."

They returned to the hut in the evening, carrying the repaired lines. Santiago's steps were still slow, but his eyes shone with a new fire. The boy felt it too: a sense of beginning, not ending.

That night, as they shared a simple meal, Santiago said, "Tomorrow we will go out together. Not far, only to learn. But soon, boy, you will see how the sea can both give and test. And one day, you will fight your own marlin."

The boy looked at him with determination. "And I will not let the sharks win."



Santiago smiled, laying down on his bed. “Even if they do, you must still fight with all your heart. That is what matters.”

As he closed his eyes, he dreamed again of the lions on the beach, strong and playful, and this time he imagined the boy beside him, watching the same dream.

## 1. Values & Themes

Learning & Growth – Lessons about fishing and life.

Respect for Nature – Understanding the sea’s challenges.

## 2. Idioms & Expressions

“The sea waits for no one” – time or nature does not stop.

“Think like the fish” – understand your challenge deeply.

“Beyond you” – greater than your ability; very difficult.

“Carried with quiet pride” – feeling proud in a humble way.

“A sense of beginning, not ending” – new hope after hardship.

## *Back to the Sea*

The sun rose gently over the horizon, painting the sea with gold. The boy helped Santiago into the skiff, and together they pushed it into the water. For the first time in many days, Santiago's boat sailed out, not alone but with Manolin at his side.

The old man held the tiller while the boy prepared the lines. His hands moved quickly, confident after all the lessons. Santiago watched and nodded. "You are learning well," he said. "Today, we do not need a great catch. Today we need practice."



The sea was calm, the water clear enough to see schools of small fish moving below. Seabirds circled above, diving sharply into the waves. Santiago pointed to them. "Watch the birds, boy. They are our helpers. When they dive, fish are near."

The boy followed his eyes and threw a line where the birds fell. Soon, he pulled up a small tuna. He smiled proudly, but Santiago only said, "Good. But do not hurry. The sea teaches patience."

As the morning passed, Santiago told stories of his younger days: the great storms he had survived, the huge fish he had caught, and the long months at sea when he was a young sailor. The boy listened closely, his admiration growing with every tale.

At midday, the boy hooked another fish. This time it was larger and fought harder.

Santiago guided him: “Do not pull too fast. Let the fish tire itself. Use your strength wisely, not foolishly.”

Manolin followed his advice, and after a long struggle, he landed the fish. His face shone with pride. Santiago placed a hand on his shoulder. “You did well. One day, you will fight a giant, and you will remember this moment.”

They ate some of the fish raw, as sailors often did. The old man chewed slowly, feeling his strength return. “The sea is generous today,” he said. “But never forget—it can change at any moment.”

In the afternoon, the wind picked up. The waves grew larger, rocking the skiff. The boy looked worried, but Santiago smiled.

“Do not fear. The sea is only showing her power. You must learn to respect its moods.”

Together, they pulled in the lines and prepared to sail back. The journey was rough, but Santiago’s hands guided the boat steadily. The boy watched carefully, memorizing every move.

When they reached the shore, villagers gathered to see what they had caught. The tuna and larger fish impressed them, but more than that, they noticed the change: Santiago was no longer alone.

That night, back in the hut, the boy spoke excitedly. “I felt strong today. The sea listened to me.”

The old man laughed. “No, boy. You listened to the sea. That is the secret.”

As the night deepened, Santiago once again dreamed of the lions on the African beach. But now, the lions were not alone. A younger lion played among them, strong and full of life.

And Santiago, even in his sleep, smiled.



## 1. Values & Themes

Teamwork – The boy and Santiago work as partners.

Respect for Nature's Power – Understanding changing weather and waves.

Self-Confidence – The boy begins to trust his abilities.

Guidance – Santiago's calm presence shapes the boy's skills.

## 2. Idioms & Expressions

“The sea is generous today” – nature is being kind/providing.

“Listen to the sea” – pay attention and learn from experience.

“Use your strength wisely” – apply effort intelligently.

“Fought like a fisherman” – fought with skill and patience.

“Only showing her power” – demonstration of nature's strength.

“A younger lion” – shows of youth and future strength.

## *The Dream of Lions*

That night, after a long day at sea, Santiago lay in his hut listening to the soft sound of the waves. His body was tired, but his mind was calm. The boy sat beside him, asking for another story.

“Tell me about the lions,” Manolin said.

Santiago smiled faintly. “Ah, the lions. When I was young, I sailed to the coast of Africa.

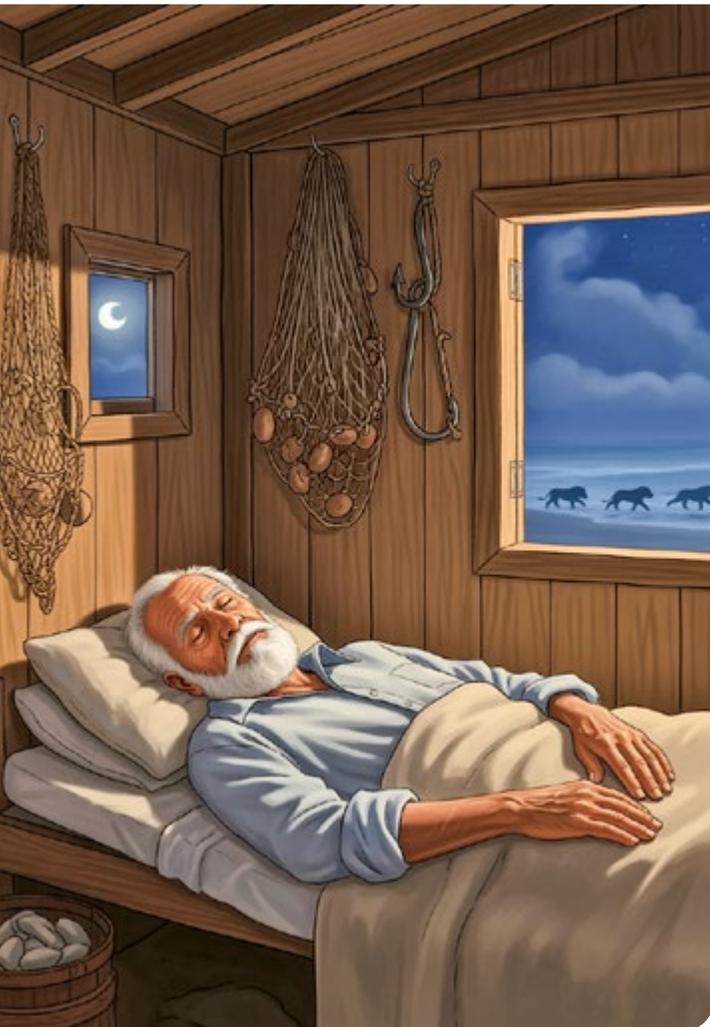
On the beaches, I saw lions in the evening. They played like young cats, running freely across the sand. They were strong, fearless, and full of life. Even now, when I sleep, I dream of them. They remind me of youth, of strength, of freedom.”

The boy listened closely. “Do you think they will always come to your dreams?”

“Perhaps,” Santiago said. “As long as I remember who I am, they will not leave me.”

The next morning, the boy woke early to prepare the skiff. Santiago moved slowly, his hands still marked with scars, but his spirit was alive. They set out into the calm water once more.

The sky was bright, the sea deep blue. Seabirds flew overhead, and the smell of salt filled the air. For hours, they sailed in silence, both alert to the flow of the sea. Then, suddenly, Manolin’s line grew tight.



“I have something!” he shouted.

“Steady,” Santiago warned. “Do not fight the sea with anger. Fight with patience.”

The boy pulled carefully, the fish struggling fiercely below. It was strong, but Manolin remembered Santiago’s words. Slowly, he guided it closer until at last the fish broke the surface, shining silver in the sunlight. Together, they lifted it into the boat.

The boy was breathless but proud. “Did I do well, old man?”

“You did very well,” Santiago said. “You fought like a fisherman.”

The afternoon passed with more small catches, enough to fill the boat. It was not a giant marlin, but it was enough. Santiago knew the boy must first learn the sea step by step.

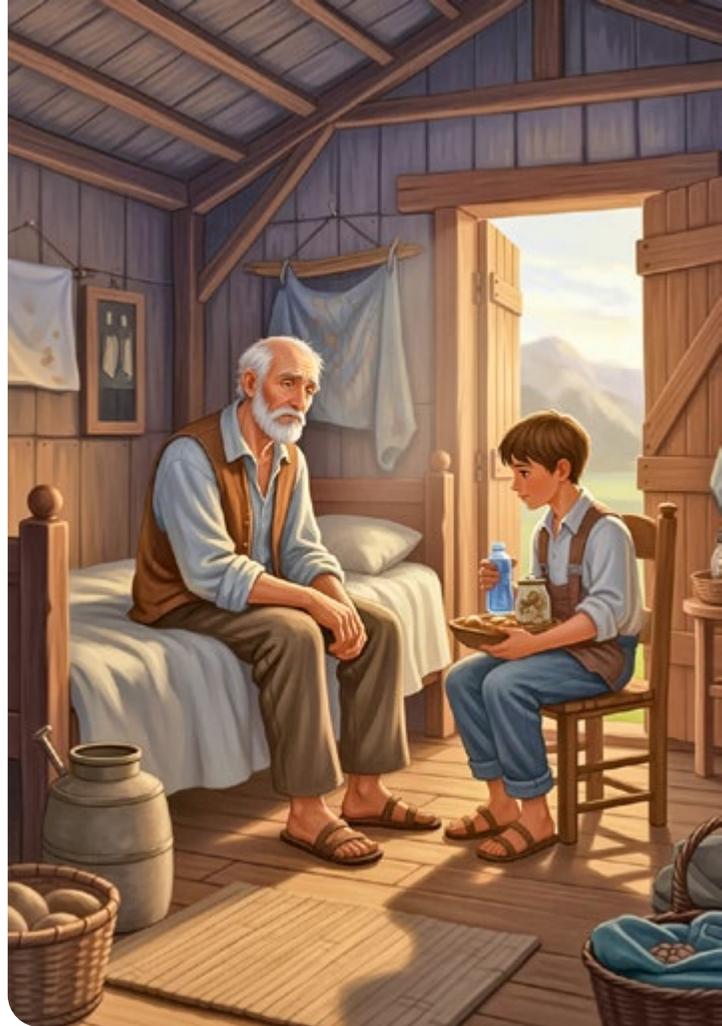
On their way back, the boy spoke. “One day, I want to fight a great fish like you did.”

“You will,” Santiago answered. “But remember, boy, it is not the fish alone you fight. It is yourself, your fear, your weakness. That is the true battle.”

When they returned to the village, people once again gathered at the shore. They saw Santiago walking beside the boy, and they noticed something new—hope. The old man was no longer seen as defeated. Instead, he was seen as a teacher, a guide, and a fisherman whose spirit had not been broken.

That evening, after supper, Santiago lay in bed and closed his eyes. The lions came again, stronger than before. They ran freely across the beach, their manes were golden in the sun. Santiago felt young in their presence. He dreamed not of loss, but of renewal.

And in that dream, the boy was there too, standing beside him, watching the lions with the same wonder. Santiago knew then that his knowledge, his spirit, and his courage would live on in Manolin.



The sea had tested him, but he had not been defeated. He had given the boy more than lessons—he had given him a vision of strength and dignity.

Santiago slept peacefully, the sound of the waves carrying him deeper into the dream of lions.

## 1. Values & Themes

Courage in Challenge – The boy fights harder fish with patience.

Passing Down Wisdom – Santiago teaches character, not just skills.

Self-Mastery – The true battle is with fear and weakness.

## 2. Idioms & Expressions

“Fight with patience” – overcome challenges calmly.

“Shining silver in the sunlight” – visually impressive; symbolic success.

“Fought like a fisherman” – fought skillfully.

“The true battle” – an inner or more important struggle.

“Seen as a guide” – respected as a leader/teacher.

“Renewal” – new strength or hope.

## *A New Beginning*

The next morning, the village was alive with talk. People still came to see the great skeleton of the marlin, its long white bones shining in the sun. Some shook their heads in disbelief, others whispered about the courage of the old man who had fought it alone.

But Santiago did not seek their praise. He walked slowly to the beach, leaning on his stick, with the boy close by his side. Together, they looked at the wide blue sea.

“Are you ready, boy?” Santiago asked.

“Yes,” Manolin said firmly. “I am ready to learn everything.”

They put the skiff into the water and set out once again. The wind was light, the waves were gentle. The boy worked the lines with more skill than before, while Santiago guided the boat with steady hands.

As the hours passed, Santiago spoke of the sea not as an enemy but as a companion. “The sea gives us food, tests our strength, and teaches us humility. Some men call her cruel, but I call her a teacher.”

The boy listened carefully. Each word seemed to sink into him like a seed. He knew these lessons were not only about fishing but about life itself.

By midday, they caught several good fish. The boy pulled in one almost by himself, his arms burning with effort but his heart



filled with pride. Santiago watched silently, his eyes shining with quiet satisfaction.

“You are becoming a fisherman,” he said at last. “Not just in your hands, but in your spirit.”

The boy smiled, though he was tired. “It is because you teach me.”

“No,” Santiago replied softly. “It is because you have the courage to learn.”

In the afternoon, they rested on the rocking boat, eating pieces of fish and drinking water. The sea was calm, and the horizon stretched endlessly before them.

“Old man,” the boy asked suddenly, “do you regret fighting the great marlin?”

Santiago thought for a long moment. “No, boy. I regret nothing. The struggle gave my life meaning. Even in defeat, I was not broken. Remember this: a man is not defeated when he loses. He is defeated only when he gives up.”

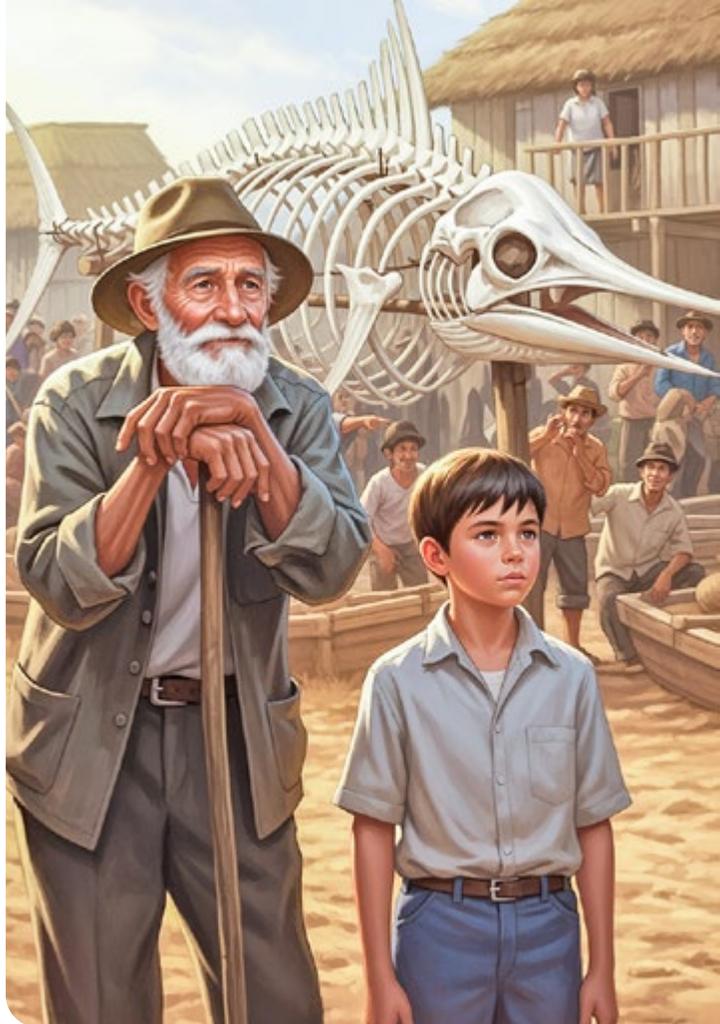
The boy nodded slowly, taking in the weight of the words.

As the sun began to set, painting the sea in colors of fire and gold, they turned back toward the shore. The boat was heavy with fish, but more than that, it carried the spirit of hope.

When they arrived, villagers gathered again. This time, they did not only look at the fish—they looked at the boy, strong and determined, and at the old man, who no longer seemed weak but full of quiet dignity.

That night, in the small hut, Santiago lay down to sleep. His body was still tired, but his heart was light. Manolin sat beside him, sharpening the hooks for the next day.

As Santiago fell a sleep, the lions returned in his dream. They ran across the African beaches, wild and free, full of strength and joy. But this time, Santiago was not alone. The boy stood beside him in the dream, watching the lions with eyes full of wonder.



And Santiago understood: the lions were no longer only his. They belonged to the boy as well. The dream, the spirit, the fight—these had been passed on.

The sea would test them again, as it always did. But Santiago knew the future was safe. The boy would carry his lessons forward, and the lions would never stop running on the sands of memory.

The old man smiled in his sleep, the sound of the waves whispering like a lullaby. The sea had taken much from him, but it had also given him something greater: the promise of renewal.

It was not an ending. It was a new beginning.

## 1. Values & Themes

Courage & Resilience – Santiago teaches that losing is not defeat.

## 2. Idioms & Expressions

“Ready to learn everything” – fully prepared and motivated.

“A seed planted” – an idea or value beginning to grow.

“A man is not defeated when he loses” – moral principle: true defeat is giving up.

“Colors of fire and gold” – metaphor for sunset beauty.

“Carry the spirit forward” – continue someone’s values.

# Chapter Questions

## Chapter 7: The Return Home

**1** Match the word with the correct meaning.

Word
1. skiff
2. harbor
3. skeleton
4. tragic

Correct Meaning
<input type="checkbox"/> the bones that are left after the flesh is gone
<input type="checkbox"/> causing great suffering, deep sadness, or pain
<input type="checkbox"/> a sheltered place on the coast where boats can dock
<input type="checkbox"/> a small, light fishing boat

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

- Santiago felt both victorious and defeated because .....
  - he caught no fish
  - the villagers laughed at him
  - he returned safely but lost most of the marlin
  - the boy refused to see him and worked for other
- The marlin's skeleton impressed the villagers because .....
  - it was colorful
  - it was eighteen feet long
  - it still had fresh meat
  - Santiago had brought many fish before
- What did Manolin feel when he saw Santiago's torn hands?
  - Anger
  - Pride
  - Sadness
  - Surprise
- Santiago carried the mast up the shore because .....
  - he wanted to fix it
  - he was too proud to ask for help
  - it symbolized his burden and duty
  - the villagers asked him to
- What did Santiago dream of again that night?
  - Sharks
  - The marlin
  - Lions on the African beach
  - Storms and waves of the sea

**3 Fill in the gap**

1. The marlin's skeleton was ..... feet long.
2. Santiago whispered to the marlin, "You were ..... everything."
3. The boy brought Santiago food and .....
4. Santiago slept deeply because he was completely .....
5. The villagers looked at Santiago with ..... instead of laughter.

**4 Answer the following questions**

1. Why did the villagers show respect when Santiago returned?  
.....
2. How did Santiago feel when he saw the marlin's skeleton?  
.....
3. Why did Manolin cry when he saw Santiago sleeping?  
.....
4. What promise did Manolin make to Santiago?  
.....
5. What does Santiago's dream of lions mean?  
.....

**Chapter 8: The Boy's Promise**

**1 Match the word with its correct meaning.**

Word
1. heroic
2. mocked
3. peaceful
4. firmly
5. scarred

Correct Meaning
<input type="checkbox"/> in a strong, steady, or determined way
<input type="checkbox"/> calm and quiet; without conflict or violence
<input type="checkbox"/> showing great bravery or courage
<input type="checkbox"/> having marks left from old wounds or injuries
<input type="checkbox"/> laughed at or made fun of someone in an unkind way

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

1. Why were tourists surprised at the shore?  
a. Santiago had a new boat.                      b. They saw the giant marlin skeleton.  
c. The boy was cooking fish.                      d. A storm had arrived.
2. Why did Manolin refuse to leave Santiago again?  
a. He wanted to be famous as Santiago.  
b. He wanted to learn to hunt sharks.  
c. He respected Santiago and wanted to learn from him.  
d. He was afraid of his father.
3. What did the villagers begin to call Santiago after his return?  
a. Foolish                      b. Heroic                      c. Lazy                      d. Unlucky
4. According to Santiago, strength is found mainly in the .....  
a. arms                      b. legs                      c. heart                      d. eyes
5. What did both Santiago and Manolin dream about that night?  
a. Storms                      b. Sharks in the sea  
c. The marlin                      d. Lions on the beach

**3 Fill in the gap**

1. The tourists described the marlin as a ..... of the sea.
2. The boy brought Santiago food, water, and clean .....
3. Manolin said, "From tomorrow on, we ..... together."
4. Santiago said the sea "gives and ....."
5. Santiago told the boy about "Dream of the ....."

**4 Answer the following questions**

1. Why were the villagers no longer laughing at Santiago?  
.....
2. What did Manolin want to learn from Santiago?  
.....
3. Why did Santiago say the sea must be loved despite its tests?  
.....
4. What showed that Manolin cared deeply about Santiago?  
.....
5. What is the meaning behind Santiago's repeated lion dream?  
.....

## Chapter 9: Lessons by the Shore

### 1 Match the word with its correct meaning.

Word
1. determine
2. preparation
3. skilled
4. betray
5. judged

Correct Meaning
<input type="checkbox"/> to fail to fulfill an expectation; be disloyal to someone
<input type="checkbox"/> having or showing knowledge and ability; being proficient
<input type="checkbox"/> decided or formed an opinion about someone or something
<input type="checkbox"/> the action or process of getting ready for something
<input type="checkbox"/> to reach a decision or resolution

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

- Why did Santiago and Manolin go to the shore instead of fishing?
  - The weather was bad.
  - They needed to repair the gear.
  - Santiago wanted to rest.
  - The boy refused to go.
- What did tourists do when they saw the marlin's skeleton?
  - Ignored it
  - Threw it away
  - Took pictures
  - Covered it with cloth
- What lesson did Santiago teach about fishing lines?
  - They must be colorful.
  - They must be expensive.
  - They must be strong and reliable.
  - They must be short and thick.
- How did Manolin feel while practicing knots?
  - Bored
  - Angry
  - Uninterested
  - Determined
- What did Santiago say a fisherman is judged by?
  - How many fish he sells
  - How he faces the sea
  - How big his boat is
  - How fast he sails

### 3 Fill in the gap

- Santiago said a good fisherman must "think like the ....."
- The villagers whispered about "the old man who caught the great ....."

3. The skeleton of the marlin attracted many .....
4. Santiago said he was not strong but .....
5. The boy said, "I will not let the ..... win."

**4 Answer the following questions**

1. What skills did Santiago teach the boy at the shore?

.....

2. Why did the marlin's skeleton become a symbol?

.....

3. How did the lessons change the relationship between the boy and Santiago?

.....

4. Why did Santiago say stubbornness is important?

.....

5. What did Santiago say about facing challenges beyond one's strength?

.....

## Chapter 10: Back to the Sea

**1 Match the word with its correct meaning.**

Word
1. generous
2. tiller
3. admiration

Correct Meaning
<input type="checkbox"/> a lever used to control a boat.
<input type="checkbox"/> a feeling of respect and approval.
<input type="checkbox"/> showing a readiness to give more than is necessary or expected.

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

1. Why did Santiago and the boy return to the sea?

- |                              |                             |
|------------------------------|-----------------------------|
| a. To hunt sharks            | b. To catch a giant fish    |
| c. For practice and learning | d. To impress the villagers |

2. What did Santiago say about the birds?
  - a. They warn of storms.
  - b. They are enemies.
  - c. They help fishermen find fish.
  - d. They eat the bait.
3. How did Manolin handle the larger fish he caught?
  - a. Carelessly
  - b. With patience
  - c. With anger
  - d. He dropped it
4. What changed in the villagers' view when Santiago returned?
  - a. They feared him.
  - b. They ignored him.
  - c. They admired the partnership with the boy.
  - d. They mocked the catch that the boy was carrying.
5. What did Santiago dream about at the end of the chapter?
  - a. Sharks
  - b. Storms
  - c. Lions
  - d. The marlin

**3 Fill in the gap.**

1. The boy said he felt ..... that day.
2. Santiago said the sea "teaches ....."
3. The waves grew strong, showing the sea's .....
4. They ate some of the fish .....
5. The boy listened to the sea, not the sea ..... to him.

**4 Answer the following questions.**

1. What did Manolin learn during this fishing trip?  
.....
2. How did Santiago guide the boy when catching the larger fish?  
.....
3. Why did Santiago warn about the sea's changing moods?  
.....
4. What does the younger lion in Santiago's dream mean?  
.....
5. How did the day at sea strengthen their bond?  
.....

## Chapter 11: The Dream of Lions

### 1 Match the word with its correct meaning.

Word
1. renewal
2. vision
3. fearless
4. alert

Correct Meaning
<input type="checkbox"/> the act of replacing or restoring something
<input type="checkbox"/> not scared; brave
<input type="checkbox"/> paying attention and ready to react
<input type="checkbox"/> the ability to think about or plan the future with imagination

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

- Why did Santiago dream of lions?
  - They frightened him when he was in Africa.
  - They reminded him of youth and strength.
  - They chased him in the past.
  - They were part of a story he heard.
- What did Manolin want from Santiago at the start?
  - Money
  - A new boat
  - Another story
  - Fishing hooks
- What did Santiago teach the boy during the fishing?
  - To fight with anger
  - To fight with patience
  - To avoid fishing
  - To use bigger hooks
- Why did the villagers look at Santiago differently?
  - He bought a new boat.
  - He became wealthy.
  - He returned with the boy and renewed strength.
  - He fought with them.
- What hope did Santiago feel at the end of the chapter?
  - That the sharks would return
  - That the villagers would pay him
  - That the boy would learn and carry on his spirit
  - That he would stop dreaming

**3 Fill in the gap**

1. The lions ran freely across the ..... of Africa.
2. Santiago said the true battle was against one's own .....
3. The boy caught a shining ..... fish.
4. The villagers saw hope when they looked at ..... and the boy.
5. Santiago slept peacefully, dreaming of .....

**4 Answer the following questions**

1. Why did Santiago tell the boy about the lions?

.....

2. What lesson did the boy learn about patience?

.....

3. Why was Santiago proud of the boy's catch?

.....

4. What did the dream mean for Santiago?

.....

5. How does the dream show Santiago's impact?

.....

## **Chapter 12: A New Beginning**

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**1 Match the word with its correct meaning.**

Word
1. whispering
2. humility
3. regret

Correct Meaning
<input type="checkbox"/> is the quality of being humble
<input type="checkbox"/> to feel sad or disappointed over something that has happened
<input type="checkbox"/> speaking very softly

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

1. Why did Santiago and the boy return to the sea again?  
a. To search for the marlin's bones      b. To escape the village  
c. To continue training and learning      d. To catch sharks

2. What does Santiago call the sea?
  - a. A cruel enemy
  - b. A dangerous storm
  - c. A teacher
  - d. A mystery
3. What impressed the villagers when Santiago and the boy returned?
  - a. The number of fish
  - b. The expensive gear
  - c. The boy's growing skill and confidence
  - d. Santiago's new clothes
4. What did Santiago say defeats a man?
  - a. Losing a fish
  - b. Being tired
  - c. Giving up
  - d. Old age
5. In Santiago's final dream, the lions now belonged to .....
  - a. only Santiago
  - b. the villagers
  - c. only the boy
  - d. both Santiago and the boy

**3 Fill in the gap.**

1. Santiago walked with a ..... to the beach.
2. The sea "tests our strength and teaches us ....."
3. Manolin pulled in the fish with burning .....
4. Santiago said a man is defeated only when he .....
5. The lions showed the ..... of a new beginning.

**4 Answer the following questions.**

1. What life lessons did Santiago teach the boy on this final trip?

.....

2. How did the boy show courage and growth?

.....

3. Why did Santiago say he regretted nothing about the marlin?

.....

4. How did the villagers view Santiago differently by the end?

.....

5. Why do some people consider "the ending" "a new beginning"?

.....





# English

## Secondary One - Term 2

Academic Year: 2025/2026

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١٢٨ صفحة	٤ لون	١٨٠ جم كوشيه	٧٠ جم ورق أبيض	٢٧ × ١٩ سم



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