

ENGLISH

Secondary Schools - Year Three - Term 1

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

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Name:	
Class:	
School:	

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A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

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

Our Vision for English Language Education:

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

Key Features of the Textbook:

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

Commitment to Excellence:

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

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

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

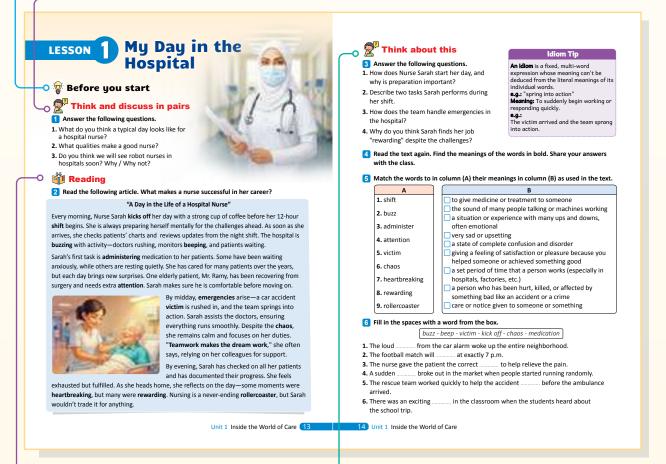
COMPONENTS

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.



Reading

Stimulating topics that capture students' interest.

Think about this

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



Listening

Students listen to the audio texts and answer the questions.

Language in Context

Turn grammar rules into real communication skills.

Emergency Call LESSON 😰 Before you start Think and discuss in pairs Answer the following questions: 1. Have you ever witnessed someone suddenly become very ill? What happened? 2. What number should you call for an ambulance? 3. What important details should you give the emergency operator about the patient?

Tired Hands, LESSON **Caring Hearts**



(a) Write (T) True or (F) False:

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

2. Some nurses .

\bigcirc (b) Choose the correct answer from a, b, c, or d:

- Many doctors
 over the years.
 a. have worked long hours to care for patients c. are working
 - the same patients for weeks.





Present Perfect Simple (Active & passive)

Active form:

Have/Has + Past Participle Focuses on:

Completed actions with a present result Life experiences How many times/how much Actions that started in the

Writing

2 Listen to the audio and match the words in column A

with their meanings in column B.

How to expand your vocabulary.

and are still continuing now Actions that have recently finished, with a visible result in the present Emphasis on the duration of an

- (you / learn) English? (never / see) such a beautiful sunset.
- 3. My hands are dirty because I
- in the garden.

Listening

- 4. Hospitals .. (introduce) new technology. 5. Staff (learn) new skills and attending
- training sessions.
- 5 Choose the correct answer from a, b, c, or d:
- 1. The doctors many patients today. a. treated b. have treated
- a. am/seeing a surgery before. b. have/seen c. has/seen
- 3. The patient has just to the recovery room. **b.** going
- ... in the emergency room since early morning. 4. Nurses .. a. had worked c. is working
- orked **b.** has worked **c** . medical English for three months.
- a. had studied b. studies
- d. will treat
 - d. will /see

Temporary habits or situations

e.g., I'm tired because I **have beer**

studying all night.

- d. have been working
- c. has been studied d. has been studying

Writing

6 Write a short "shift note".

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

c. are treating

Include in your note:

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

Reading

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

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LESSON 4

Beyond the White Coat

Before you start

1 Ask and answer the following questions:

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

Idioms in the lesson

- It rained cats and dogs Meaning: It rained very heavily.
- Soaked to the skin Meaning: Completely wet from head
- 3. Jump into action

 Meaning: Start doing something
 quickly and with energy.

- 4. Pale as a ghost Meaning: Extremely pale, usually because of fear, shock, or illness.

🔾 👸 Reading

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

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

before arrival, and his face was covered in blood. Nurses quickly took him for X-rays while Dr. Maha prepared to stitch a deep cut on his forehead. 'Teamwork saved him," said the emergency room"ER"

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



Start Smart





1 Read the passage and answer the questions.

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

• Choose the correct answer from a, b, c, or d: **1.** helps students feel less anxious and more motivated. a. Avoiding schedules **b.** Managing time wisely d. Using social media **c.** Ignoring deadlines **2.** What is said about technology in the text? **a.** It is always distracting. **b.** It can only be used for fun. d. It makes students less motivated. **c.** It can support learning when used well. 3. Experts believe that making mistakes is important because it a. shows a lack of fluency **b.** provides learning opportunities c. proves weak decision-making **d.** helps students avoid challenges **4.** is a mentioned example of an educational app. a. Music streaming app **b.** Habit tracker **d.** Online shopping app c. Social media app **5.** The text suggests that confidence in decision-making is **a.** unnecessary for success **b.** distracting for students c. essential for success d. harmful to motivation



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



1. The woma	n is at a/an			
a. bus stop	b. train station	c. airport	d. café	
2. She is goin	g to			
a. Suez	b. Alexandria	c. Aswan	d. Cairo	
3. The next t	rain leaves at			
a. 9:45	b. 10:15	c. 10:45	d. 11:00	
4. She wants	to book a ticket.			
a. single	b. student	c. double	d. return	
5. She wants	to before the train	arrives.		
a. buy a bo	ook b. call her friend	c. get some w	vater d. get a coffee	



- 3 Ask and answer questions about: Morning Routine
- 1. What do you do to start your day healthily?
- 2. Do you exercise or eat a specific breakfast?

1	Write a short essay of (180-200) words about 3 activities you do every morning.
0	Language

5 Complete with the correct form of	of the words in brackets:
1. She (work) in an office, b	ut this week she (work) from home.
2. When I (walk) to school,	it started to rain.
3. They (watch) a movie wh	en the lights (go) out.
4. This time next week, I(lie	e) on the beach!

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

UNIT 1

Inside the World of Care

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



My Day in the LESSON **Hospital**



Before you start



Think and discuss in pairs

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



Reading

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

"A Day in the Life of a Hospital Nurse"

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

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



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

By evening, Sarah has checked on all her patients and has documented their progress. She feels

exhausted but fulfilled. As she heads home, she reflects on the day—some moments were heartbreaking, but many were rewarding. Nursing is a never-ending rollercoaster, but Sarah wouldn't trade it for anything.



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

Idiom Tip

An idiom is a fixed, multi-word expression whose meaning can't be deduced from the literal meanings of its individual words.

e.g.: "spring into action"

Meaning: To suddenly begin working or responding quickly.

The victim arrived and the team sprang into action.

- 4 Read the text again. Find the meanings of the words in bold. Share your answers with the class.
- 5 Match the words in column (A) to their meanings in column (B) as used in the text.

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

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

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

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

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

8	Work in pairs. Use the internet to find (5) English idioms related to "hard work" write each idiom, its meaning and an example sentence. Then share with the class. e.g. 1. Go the extra mile 2. No pain, no gain



- 9 Work in pairs. One student acts as the nurse, and the other is the patient. Practice the conversation about "The Nurse's Work" using the questions below, then switch roles.
- 1. What should a nurse ask about when a patient arrives?
- 2. What information is important to collect?
- 3. How can the nurse make the patient feel comfortable?



LESSON 2 Emergency Call



😰 Before you start



Think and discuss in pairs

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





Listening

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



- **1.** collapse
- **2.** grab
- 3. chest
- 4. pulse
- **5.** CPR (Cardiopulmonary Resuscitation
- 6. consciousness
- 7. paramedics

В

- an emergency procedure that uses chest compressions to help someone whose heart has stopped
 - the state of being awake and aware of what is happening around you
- fall down suddenly, usually because of illness or weakness
- take or hold something quickly and strongly
- medical professionals who give emergency care and take people to hospital by ambulance
- the front part of the body between the neck and the stomach
- the regular beating of the heart that you can feel on your wrist or neck



		
3 Listen again and decide whether the following sentences are True (T) or	False (F).
	True	False
1. The neighbor fell while he was walking upstairs.		
2. The caller has already seen the neighbor in this critical condition many times.		
3. The neighbor's medication wasn't taken.		
4. CPR has not been started yet.		
4 Choose the correct word from the box to complete each sentence.		
grab - pulse - collapsed - CPR - chest - paramedics		
1. The lifeguard tried to check the man's before starting first aid.		

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

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

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

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

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



Role-Play

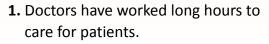
- 5 In pairs, students reenact the 123 call, adding more details (e.g. Has he eaten anything unusual?)
 - Focus on using present tenses for back ground (the doctor says the patient is suffering from a severe stomach pain due to having contaminated food.)

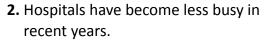


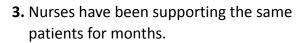
LESSON 3 Tired Hands, Caring Hearts



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







4. Doctor and nurses suffer emotionally.

5. Doctor and nurses don't inspire young people to choose medicine as a career.

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

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

- **b.** have been supporting
- **c.** supported
- d. will support
- **3.** Hospitals their emergency systems recently.
 - **a.** are improving
- **b.** have improved

c. improve

- d. will improve
- **4.** Patients have better care and faster treatment.
 - **a.** received

- **b.** are receiving
- **c.** will receive
- d. have received

Language in Context

Present Perfect Simple (Active & passive)

Active form:

Have/Has + Past Participle

Focuses on:

- Completed actions with a present result
- Life experiences
- How many times/how much
- Actions that started in the past and continue or still related to the present
- e.g., She **has visited** Paris three times.

Passive voice:

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

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

3 Find the mistake in each sentence and correct it:

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

4. School have be improved with technology.	(
5. He's out of breath because he has run.	(

4 Rewrite the following sentences in the passive voice:

- 1. Someone has stolen my bicycle.
- **2.** They have built a new hospital recently.
- **3.** The students haven't written their essays yet.
- **4.** People have consumed too much sugar.

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

- 1. How long (you / learn) English?
- **3.** My hands are dirty because I (work) in the garden.
- **4.** Hospitals (introduce) new technology.
- 5. Staff (learn) new skills and attending training sessions.

Language in Context

Present Perfect Continuous

Form:

Have/Has + been + Present Participle

Focuses on:

- Actions that started in the past and are still continuing now
- Actions that have recently finished, with a visible result in the present
- Emphasis on the duration of an action
- Temporary habits or situations
- e.g., I'm tired because I have been **studying** all night.

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

1. The	doctors	many	patients	today.

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

- **2.** I never a surgery before.
 - a. am/seeing
- **b.** have/seen
- **c.** has/seen
- **d.** will /see
- **3.** The patient has just to the recovery room.
 - a. gone
- **b.** going
- c. goes
- **d.** went
- **4.** Nurses in the emergency room since early morning.
- **a.** had worked
- **b.** has worked
- **c.** is working
- **d.** have been working

- **5.** He medical English for three months.
- a. had studied
- **b.** studies
- **c.** has been studied **d.** has been studying



Writing

Write a short "shift note".

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

Include in your note:

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

LESSON 4 Beyond the White Coat



🖫 Before you start

1 Ask and answer the following questions:

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

Idioms in the lesson

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



Reading

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

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

Last night, paramedics rushed in with a man injured in a car crash. He had broken his leg

before arrival, and his face was covered in blood. Nurses quickly took him for X-rays while Dr. Maha prepared to **stitch** a deep cut on his **forehead**. "Teamwork saved him," said the emergency room"ER" director proudly.

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



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

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

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

3 Read the text again. Then, do the follow	ring tasks.
(a) Choose the correct answer a, b, c or d.	
1. The construction worker was described asa. was afraid of the darkc. had a broken arm	"pale as a ghost" because he b. had lost a lot of blood d. was feeling tired
 2. When the mother arrived with her unresponse, gave him CPR c. removed the coin using a scope 3. Nurse Noura's behavior during the emergence and confused and panicked 	b. called another hospitald. sent him homeencies wasb. silent and withdrawn
c. calm and confident	d. sad and emotional
4. At the end of the night, Dr. Basema. was exhausted but felt fulfilledc. was angry at the team	b. went home immediatelyd. ignored the other staff
b Answer the following questions.	
1. Suggest a title for the previous passage.	
2. What does the story show about the impo	rtance of teamwork in the ER?
3. Describe the atmosphere in the emergence by morning?	y room during the night. How did it change
4. What emotions did the medical staff	Comprehension Tip
experience during the shift, and how did they deal with them?	This is how to grasp the main idea and supporting details of a text.
4 Read the text again, then complete the sentences with a word from the text.1. The nurse asked the patient to the	• Identify the Main Idea: Ask yourself, "What is the author's primary message?" Look for the central theme or argument, often found in the introduction or conclusion.
medicine slowly to avoid choking.	• Locate Supporting Details: Find the facts, examples, and evidence that
2. In severe pain, the man began to as the doctor treated his wound.	clarify and prove the author's point.
3. She tried not to, but the injury hursbadly.	• Understand Structure: Pay attention to how the text is organized. Is it a chronological story, a cause-and-effect explanation, or a compare-and-
4. The frightened child began to his mother's hand in the emergency room.	contrast essay? This helps you follow the flow of information.

LESSON 5 My Blog **Post**

Structure of a Blog Post

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

A good blog post usually has these parts:

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

2. Introduction (1-2 paragraphs).

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

Tip for a Blog Post

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

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

3. Main Body (2-4 paragraphs).

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

4. Conclusion (1-2 paragraphs).

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

My Unwelcome Visitor

Discuss in pairs

- 2 Guess who or what is "The Unwelcome Visitor."
- 3 Read this draft of the following Blog Post and label each part.

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

	Writing	Task
--	---------	------

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

UNIT 2

The Power of Machines

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



Machines in Egypt: LESSON Past and Present



🖫 Before you start



Think and discuss in pairs

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





Reading

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

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

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

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

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

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

- Read the text again. Then, do the following tasks in pairs.
- (a) Answer the following questions.
- **1.** What simple machines did ancient Egyptians use?
- 2. How did the Industrial Revolution change Egypt?
- **3.** Why do some people worry about modern machines?
- **4.** How is Egypt blending old and new technology today?

Idioms Tip

- lay the groundwork Meaning: to make the preparations necessary for something to happen or succeed later
- full steam ahead Meaning: to proceed with as much speed and energy as possible

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

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



4 Presentation:

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

Present your invention to the class

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



LESSON 2 Technical Support Call



🖫 Before you start



Think and discuss in pairs

- 1 Answer the following questions.
- 1. Have you ever had a problem with a printer or another device? What did you do to fix it?
- 2. What do you think a technician might ask when helping someone fix a computer or a printer problem?





Listening

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



urgency - offline - right - click - drivers - troubleshoots

- 3 Listen to the audio track again. Then, answer the following questions.
- 1. What's the name of the customer?
- 2. What is the customer's problem?
- 3. Why does she urgently need to fix the problem?
- **4.** What should the customer do to prevent the same problem in the future?
- **5.** What does the technician suggest at the end?
- 4 Listen again and decide whether the following sentences are (T) True or (F) False.
- 1. The customer works for a company called Egypt Technologies.
- **2.** The printer problem was caused by a loose cable.
- **3.** The technician asked Rania to check the printer settings.
- **4.** The printer was showing as "offline."
- **5.** The customer had to download new printer drivers to fix the problem.
- **6.** The technician gave advice on how to avoid the same issue again.



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

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

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

updated - offline - troubleshoot - urgency - drivers - technician

- **1.** The manager asked us to finish the report with because the client was waiting.
- **2.** The computer will not work if the correct are not installed.
- **3.** The IT team is trying to the network problem.
- **4.** The website wasyesterday for maintenance.
- **5.** The software needs to be to the latest version.
- **6.** We called a to repair the broken printer.



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

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

LESSON 3 The Role of

Listening

Listen to the audio. Then answer the questions.





1. Answer the following questions:

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

2. Listen again and write True or False:

1. Machines only work in hospitals.	()	Ì
2. A manager explained that machines could work all day.	())
3. A student said machines were changing the future of jobs.	())
4. Machines can replace humans completely.	()	۱

3. Change to Reported Speech:

- 1. The doctor said, "Machines help me detect illnesses more quickly".
- 2. The manager said, "Machines can work all day without getting tired".
- 3. The teacher said, "Machines might cause accidents if not used carefully".
- 2 Study the Language Tip. Notice how the tense changes when we report statements. Then, do the following tasks.
- (a) Change these sentences into reported speech.

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

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

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

4.	He	said,	"We wi	ll visit	the	museur	n tom	orrow."

Language in Context

Reported Speech (Statements)

When we want to tell someone what another person said, we can use reported speech.

Instead of using the exact words (direct speech), we change the sentence slightly.

E.q. :

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

Don't forget:

- · We often change pronouns $(I \rightarrow he/she, we \rightarrow they)$
- We often use that after reporting verbs (said, told, explained), but it's optional.
- We often change the verb according to the following: present → past past → past / past perfect

b Choose the corr	ect answer from a, b,	c or d.		
1. She said that the	ya new machi	ne.	_	Language
a. builds	b. build		Reported	d (Commands & Requests)
c. have built2. He said that their	d. had built houselong ti	me	person to do	one tells or asks another o something, we use reported nare that message.
ago.				
a. is built	b. had been built			s (Imperatives):
c. built	d. has been built		_	·told/ordered/asked/warned ect + to/not to + infinitive
3. The engineer said	d that machines		e.a Direc	t: "Turn off the machine!"
jobs easier.			_	The supervisor told me to
a. makes	b. made		•	ne machine.
c. are making	d. has made			on't touch the controls!"
				She warned us not to touch
3 Study the Lange	uage Tip. Pay attentio	n to	the contro	
how commands	and requests are rep	orted.		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Then, do the fo	llowing tasks.		► Requests:	
a Change these se	ntences into reported	speech.	-	t + told/ordered + object + to/not to + infinitive
1. The teacher said,	"Please, write your n	ame."	e.g Directions system?"	t: "Could you check the
2. The guide said, " statue."	Don't touch the ancie	nt	system.	He asked me to check the an you update the software puter?"
3. He said, "Turn of	f the lights."		Reported:	He asked me to update the of his computer.
	"Take this medicine tv		e.g Direct	onouns and time if needed. "Please, help me with my homework". ed: He told me to help him with his homework.
b Choose the corr	ect answer from a, b	, c or d.		
1. The police office a seat belt.	told us witho	ut		
a. not drive	b. to not drive	c. no	ot to drive	d. don't drive
2. He asked me	the report.			
a. writing	b. to write	c. w	rite	d. wrote
3. The teacher told	the students t	heir hom	ework.	
a. do	b. to do	c. di	d	d. doing



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

Include in your note:

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



Speaking

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

You can use these phrases:

"Ahmed instructed me to...

He also advised me to...

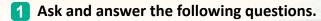
Finally, he warned me not to... "



LESSON 4. Our Machine-Driven World



😰 Before you start



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



Reading

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

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

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

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

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

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

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

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

3 Read the text	again. Then, in pairs o	lo the following tasks	. .
a Answer the fo	ollowing questions.		
1. What is the ma	in idea of the text?		
2. What is the aut	thor's viewpoint towar	ds machines?	
	third paragraph in one		
4. In the future, d people? Why?	o you think people wil	l control machines, o	r machines will control
5. What are the p	ossible risks of depend	ding too much on mad	chines in daily life?
	, how can we make sund decision-making?	re that machines serv	e us without replacing our
b Choose the co	orrect answer from a,	b, c or d.	Tip
1. Which machine	e is NOT mentioned in	the home section?	Context Clues
a. Washing mad	chine	b. Microwave	When you encounter an
c. Smartwatch		d. Vacuum cleaner	unfamiliar word, don't immediately reach for a
2. The underlined	word <u>"automated"</u> m	ieans "	dictionary. Instead, look at
done".			the surrounding words and sentences. The context often
a. by machines	with little human help	b. by hand	provides clues to the word's
c. without elect	tricity	d. only at night	meaning.
3. Like office worl	kers, factory laborers		<u> </u>
a. use smart TV	's for meetings	b. rely on machines	
c. avoid using c	omputers	d. work only outdoo	rs
4. The underlined	phrase <u>"come to a sta</u>	andstill" suggests that	t life would "".
a. become faste	er	b. stop completely	
c. be more fun		d. get healthier	
Vocable	ulary		
4 Choose the co	rrect word from the b	ox to complete each	sentence.
	appliances - househo	ld - standstill - autom	ated - track

- **1.** The GPS app helps drivers to stay on the right to their destination.
- 2. Modern washing machines and fridges are common in most homes.
- **3.** The company installed an system to pack the products without human labor.
- **4.** Soap and vinegar are common products.
- **5.** After the power cut, all the machines in the factory came to a complete

LESSON 5 For or **Against?**



Think and discuss in pairs

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

1. Introduction

• Introduce the topic- give backgroundstate your claim (thesis)

2. Body Paragraph 1

• Your first reason- give examples or evidence

3. Body Paragraph 2

• Your second reason- more examples or facts

4. Opposing View:

 Mention the opposite side- say why you disagree

5. Conclusion:

• Restate your claim- summarize your main points

2 Match the sentence starters to their function.

- 1. Stating your claim
- 2. Giving a reason
- 3. Opposing an idea
- 4. Concluding

R

- I believe that students should not use phones in class.
- On the other hand, some people think phones are useful for learning.
- In conclusion, phones can be helpful but are often a distraction.
- Firstly, phones can distract students from the teacher.



Writing Tip Argumentative Essay

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

• Stating your claim:

- I believe that...
- In my opinion...
- I think it is clear that...

• Supporting your claim:

- Firstly,...
- Another reason is...
- For example,...

• Introducing the other side:

- Some people say that...
- It is argued that...
- On the other hand....

Refuting the other side:

- However, I disagree because...
- This may be true, but...
- I believe this is not strong enough because...

Concluding:

- In conclusion....
- To sum up,...
- That's why I believe...

2	Poad this draft of the following	accay than	lahal aach	naragranh
- 5	Read this draft of the following	g essay, then	iabei each	paragraph.

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

Fill in the blanks with the correct line	nking words.
--	--------------

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

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

Writing task

Write your argumentative essay of (180 – 200) words on:
"Should Mobile Phones be Allowed in Class?"

UNIT 3

Protect Nature, Protect Future

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



Climate Justice and LESSON Global Activism



😰 Before you start



Think and discuss in pairs

- 1 Answer the following questions.
- 1. To what extent can global warming affect our world?
- 2. What can we do to stop global warming?



Reading

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

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



Idioms

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

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

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

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

- (a) Choose the correct answer.
- 1. According to the text, young people are
 - a. higher taxes on developing nations
 - **b.** a return to traditional farming methods
 - c. immediate and ambitious climate action
 - **d.** more international travel opportunities
- 2. The term "bear the brunt" in the text means
 - a. to create the solution
 - **b.** to suffer the worst effects
 - c. to support others financially
 - **d.** to avoid responsibility

Tip

Compound Nouns

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

The first noun describes the second noun.

Examples:

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

(b) Answer the following questions.

- 1. Which communities suffer the most from the effects of climate change?
- 2. What does the term 'climate justice' emphasize?
- (c) Match the words or phrases with their meanings. Then, use the new words/phrases in your own sentences.

Α

- 1. bear the brunt
- 2. greenhouse gas emissions
- 3. marginalized communities
- 4. equity

В

- pollution that traps heat in the Earth's atmosphere
- groups with little power or resources
- suffer the worst part of something
- fairness or equal treatment

Reading Tip

Identify the Main Idea of **Each Paragraph**

As you read:

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

Watch for Cause & Effect Relationships

Climate justice texts often explain:

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



4 In groups, discuss the following.

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

LESSON 2 An Interview with a Meteorologist



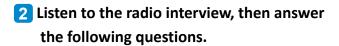
😰 Before you start



Think and discuss in pairs

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





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





Weather Expressions Tips

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

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



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

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

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

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

- **1.** The predicted thunderstorms across the northern region.
- 2. It's absolutely today don't forget sunscreen and water!
- **3.** The country experienced a deadly that lasted for two weeks.
- **4.** Floods, hurricanes, and sandstorms are all examples of
- **5.** According to the five-day, temperatures will remain high.
- **6.** Some scientists feel about the future of our climate.



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



LESSON 3 Climate Change and **Coastal Cities**



Listening

1 Listen to the audio. Then answer the questions.

1. Answer the following questions:

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

2. Fill in the blanks.

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

3. True or False.

- 1. Coastal cities are safe from climate change. (.....) (.....) 2. Flooding can stop businesses for days. (.....) **3.** Floods might never happen in the future.
- Read the Language Tip on deduction (present & past) and the use of should/shouldn't to express blame and regret in the past. Then, study these sentences.
- **1.** The waves **must be** stronger than before because they sometimes reach the streets.
- **2.** The fishermen **might need** to change their work methods because the sea is changing.
- **3.** The risks **can't be** completely avoided, but they can be reduced.
- **4.** Families **should** take precautions to stay safe during storms.
- **5.** Authorities **should** continue running awareness campaigns for citizens.
- **6.** People **should** support renewable energy to reduce pollution.
- **7.** Fishermen **should have prepared** earlier for the changes in the sea.
- **8.** Citizens **should have listened** carefully to awareness campaigns in the past.
- **9.** The state **should have invested** in sea walls many years ago.

3 Fill in the blanks (Present Deduction).

- **1.** She be at home; her lights are off.
- 2. They be tired after walking all day in the heat.
- **3.** This be the right place; the map shows we're still far away.

4 Fill in the blanks (Past Deduction).

- 1. The streets are flooded. There been a heavy storm last night.
- **2.** They heard the announcement—they didn't show up.
- **3.** She forgotten about the meeting. It's likely.

5 Complete the sentences with suitable modal verbs of deduction.

- 1. Many people in poor regions (not cause) climate change, but they suffer the most.
- 2. That community (experience) serious flooding after last week hurricane.
- **3.** Activists (feel) frustrated when leaders ignore their demands.

6 Fill in the blanks.

Use "should + base verb" or "should have + past participle" in each sentence.

- 1. You look tired. You (go) to bed earlier.
- **2.** We (help) him when he asked for support.
- **3.** It was raining. You (take) an umbrella.
- **4.** She (listen) to her teacher more carefully.
- **5.** You (eat) more vegetables. They're good for you.

Language in Context

Modal Verbs

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

1. Present Deduction

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

2. Past Deduction

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

3. blame or regret

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

7	7 Choose the correct answer from a, b, c or d.				
1.	You haven't eaten a. must	anything since morni b. might	ing, you be hu c. can't	ingry. d. should	
2.	It's very cold outsic them.			have forgotten to close	
	a. must	b. should	c. can't	d. shouldn't	
3.	I'm sure.	o off last night, so it .		·	
	a. must	b. might	c. can't	d. should	
4.	There is no food in a. must	the fridge. She b. might	have gone shopping. c. can't	ng this morning. d. may	
5.	The garden looks wa. must	vet. Ithave rai	ined last night. c. can't	d. should	
6.		me now because his		•	
	a. must	b. might	c. can't	d. should	
7.	They left ea a. must have	rly because their bag b. might have	gs are gone. c. can't have	d. should have	
8.	The lights are still of them off.	on even though ever	yone left. Someone .	forgotten to switch	
8.	them off.	on even though every b. might have		-	
	them off. a. must have Writing Write a description	b. might have	c. can't have	d. should have	
	them off. a. must have Writing Write a description	b. might have ve essay of (180 - 20	c. can't have	d. should have	
	them off. a. must have Writing Write a description	b. might have ve essay of (180 - 20	c. can't have	d. should have	
	them off. a. must have Writing Write a description	b. might have ve essay of (180 - 20	c. can't have	d. should have	
	them off. a. must have Writing Write a description	b. might have ve essay of (180 - 20	c. can't have	d. should have	
	them off. a. must have Writing Write a description	b. might have ve essay of (180 - 20	c. can't have	d. should have	
	them off. a. must have Writing Write a description	b. might have ve essay of (180 - 20	c. can't have	d. should have	

LESSON 4 Global Climate



Before you start



Think and discuss in pairs

- 1 Ask and answer the following questions.
- 1. Can you name any cities near the sea? What problems might they face if the sea level rises?
- 2. What are some ways people could protect cities from flooding?





Reading

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

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

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

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

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

(a) Answer the following questions.
1. What were the two primary factors contributing to global sea level rise as identified in the text?
2. How much higher was global sea level in 2016 compared to the 1983 average?
3. Why is thermal expansion of seawater a significant factor in rising sea levels?
b Write True (T) or False (F), based on the text.
1. Sea level rise projections for 2100 range from 0.2 to 2 meters.
2. Thermal expansion of seawater is the only cause of rising sea levels.
3. Most of the world's largest cities are far from coastal areas.
4. Amphibious architecture is one example of an adaptation strategy.
5. Climate migration could lead to population displacement.
© Complete the following sentences with a word from the box below.
accompanied – potential – migration – large-scale – expansion – indicates – phenomenon
1. Building the bridge was a project that took five years to finish.
2. The scientist explained the strange natural to the students.
3. Climate change may cause the of millions of people to safer areas.
4. The young athlete has the to become a world champion.
5. The red light on the machine that it is not working properly.
6. The teacher the students on their trip.
7. The company plans an of its offices to hire more employees.

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

LESSON 5 How to Help Our Environment

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

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

We should use the knowledge we gain to reflect on our global responsibilities. For instance, reducing waste, supporting ethical businesses, or advocating for fair policies may seem minor, but together, they must create significant change. The belief that individual actions don't matter couldn't be further from the truth—history shows that social shifts often begin with small, insistent efforts (). Environmental ruin can't be reversed overnight, but sustainable choices might slow its progression. Rather than feeling powerless, we should recognize that every positive action contributes to a larger solution (). The world's problems must be addressed collectively — and that starts with individual commitment ().

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

Writing Tip

Use Persuasive Writing if you want to:

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

Key Characteristics of Persuasive Writing:

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



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

Review 1

A. Vocabulary

1 Choose the (Two)	correct answers out of	the FIVE (5) options g	iven:
1. She found the work	rewarding because she	could see the positive	e impact she was
making. The synony	m of the underlined wo	ord "rewarding" is	•
a. hateful	b. fulfilling	c. satisfying	
d. wasteful	e. unpleasant		
2. Engineers are const	antly working to improv	e the <u>efficiency</u> of sola	ar panels.
The synonym of the	e underlined word "effic	iency" is	
a. productivity	b. toughness	c. electricity	
d. effectiveness	e. ease		
3. The museum featur	red a sophisticated secu	rity system to protect	the priceless
artworks. The syno	nym of the underlined w	ord "sophisticated" is	5
a. advanced	b. complex	c. simple	
d. humble	e. tolerant		
4. Planting trees in cit	ies can help <u>mitigate</u> the	e effects of air pollutio	n. The synonym of
the underlined wor	d "mitigate" is		
a. finish	b. invest	c. lessen	
d. endanger	e. reduce		
5. "She preferred han	dmade tools over an aut	comated system." The	word " <u>automated</u> "
here is an antonym	of		
a. manual	b. mechanical	c. hand-operated	I
d. robotic	e. digital		
Choose the correc	t answer from a, b, c, o	r d·	
	ays with an opening		
a. kicks at	b. kicks off	c. collapses	d. clutches
7. Nurses usually wor			
a. buzz	b. shift	c. scope	d. household
	the office had a positive	•	
a. equity	b. urgency	c. chaos	d. buzz
	ned to first aid qui		
a. administer	b. moan	c. collapse	d. migrate

10. Pay close to the t	eacher's instructions.		
a. migration	b. lever	c. attention	d. urgency
11. The hospital received	many patients after the	•	
a. emergency	b. version	c. chores	d. dynasty
12. The of the accide	ent was taken to the ER.		
a. diver	b. victim	c. paramedic	d. phenomenon
13. The fire caused comple	etein the market.		
a. scope	b. equity	c. migration	d. chaos
14. Seeing children suffer	is truly		
a. sophisticated	b. sustainable	c. automated	d. heartbreaking
15. The old bridge might	if we don't repair it		
a. collapse	b. groan	c. migrate	d. shift
16. If someone stops brea	thing, you might need t	o perform	
a. CPR	b. chores	c. equity	d. urgency
17. She lost during the	ne surgery but regained	it later.	
a. phenomenon	b. infrastructure	c. consciousness	d. automation
18. She broke her wh	nile skiing.		
a. collarbone	b. lever	c. household	d. artifact
19. The child her mo	ther's hand tightly while	e crossing the road.	
a. migrated	b. kicked off	c. grabbed	d. administered
20. The new project's	is to help rural farmer	S.	
a. scope	b. lever	c. equity	d. buzz
21. The Mingruled C	China for centuries.		
a. dynasty		c. infrastructure	d. migration
22. Workers used at	o lift the heavy stone.		
a. lever	b. stitch	c. collarbone	d. phenomenon
23. Roads and bridges are	part of a country's	.	
a. chaos	b. consciousness	c. infrastructure	d. equity
	B. Langua	200	
1 Choose the correct an	swer from a, b, c, or d:		
24. He said he call m	e the next day.		
a. will	b. would	c. can	d. may
25. She told me the	door.		
a. close	b. to close	c. closing	d. closed
26. The teacher asked us	quiet.		
a. to be	b. be	c. being	d. is
27. He must be the new to	eacher. The modal "mus	t" shows	
a. obligation	b. strong deduction	c. permission	d. advice
28. That be his bag -	– it's too small.		
a. could	b. must	c. can't	d. shouldn't

29. She might be at t	he library. Here "might"	expresses	
a. possibility	b. certainty	c. permission	d. obligation
30. This machine	the clothes automatic	ally.	
a. washes	b. is washing	c. washed	d. wash
31. The project	by engineers at the mor	ment.	
a. is being designe	ed b. designs	c. was designed	d. design
32. He he could	swim fast.		
a. ordered	b. asked	c. told	d. said
33. He told me	that button.		
a. not touch	b. not to touch	c. to not touch	d. no touching
34. They said they	going to the park.		
a. are	b. were	c. will	d. would
35. Which of the following	owing sentences is struc	turally correct?	
a. He told me that	he will comes tomorrow	V.	
b. He told me that	the would come the nex	rt day.	
c. He told me that	he is coming the next da	ay.	
d. He told me that	the has come the next d	ay.	
36. Which of the following	owing sentences is struc	turally correct?	
a. He said to not t	o be late.	b. He said to not be late.	
c. He told to not b	e late.	d. He told me not t	to be late.
37. Which of the following	owing sentences is struc	turally correct?	
a. They asked us of	lo the project.	b. They asked us to	doing the project.
c. They asked us to do the project. d. They asked us did the			d the project.
38. Which of the following	owing sentences is struc	turally correct?	
a. She might be kr	now the answer.	b. She might know	s the answer.
c. She might know the answer. d. She might to know the answer.			ow the answer.
39. Which of the following	owing sentences is struc	turally correct?	
a. He asked me to help him.		b. He asked me to	helping him.
c. He asked me if	can helped him.	d. He asked me he	lp him.
2 Rewrite the follo	wing sentences using th	e word(s) in brackets to	give the same
meaning:			
40. "I am studying Er	nglish now," she said. (Sh	e said)	
41. "We live in Cairo,	" they told me. (They tol	ld me)	
42. "I will call you to	morrow," he promised. (He promised)	
43. "Don't be late," r	ny mother told me. (My	mother told me)	
44. "We can finish th	is project today," they sa	aid. (They said)	
45. I'm certain he isn	't at school. (can't)		
46. Maybe it is raining	g in London. (might)		
47. I'm sure this is th	e right bus. (must)		
48. I'm certain they a	are not serious. (can't)		

49. Perhaps he is reading in his room. (could)

C. Translation

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

- **50.** Machines increase efficiency and accuracy in tasks, reducing human effort and error during industrial processes and daily life activities.
 - (أ) تعمل الماكينات على زيادة الكفاءة والدقة في المهام، مما يزيد من الجهد البشرى وعدم الخطأ أثناء الصناعات والحياة اليومية.
 - (ب) تعمل الآلات على تقليل الكفاءة والدقة في المهام، مما يقلل من الجهد البشري أوالخطأ أثناء تحويل الصناعات والحياة النشيطة اليومية.
 - (جـ) تعمل الآلات على زيادة الكفاءة والدقة في المهام، مما يقلل من الجهد البشري والخطأ أثناء العمليات الصناعية وأنشطة الحياة اليومية.
- (د) تعمل الماكينات على زيادة الكفاءة والدقة في المهام، مما يزيد الجهد البشري والخطأ أثناء نقل الصناعات والحياة اليومية.
- **51.** Modern devices are essential because they streamline communication, provide instant access to information, and automate complex tasks, significantly enhancing productivity and quality of life
 - (أ) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على تعقيد الاتصالات وتوفير الوصول المؤقت إلى المعلومات وإتمام المهام المعقدة، مما يعزز الإنتاجية وجودة الحياة بشكل كبير.
 - (ب) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على سهولة الاتصالات وتوفير الوصول الفورى إلى المعلومات وإتمام المهام المعقدة، مما يعزز الإنتاجية وجودة الحياة بشكل كبير.
 - (ج) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على تسهيل الاتصالات وعدم توفير الوصول الفورى إلى المعلومات وإتمام المهام البسيطة، مما يعوق الإنتاجية وجودة الحياة بشكل كبير.
 - (د) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على سهولة الاتصالات وتوفير الوصول الفورى إلى المعلومات وإتمام المهام المعقدة، مما يعوق الانتاجية وجودة الحياة بشكل كبير.

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

- ٥٢. بإمكاننا حماية مستقبلنا من خلال تبنى الممارسات المستدامة، والحد من التلوث، والحفاظ على الموارد الطبيعية، واتخاذ إجراءات ضد تغير المناخ.
- a. We can prevent our future from embracing sustainable practices, reducing pollution, conserving normal resources, and taking action against climate change.
- **b.** We can protect our future by embracing sustainable practices, reducing pollution, conserving natural resources, and taking action against climate change.
- c. We can protect our future by bracing sustainable practices, reducing pollution, conserving natural sources, and taking action against climate charge.
- **d.** We can protect our future by embracing sustainable practices, reducing pollution, preserving natural sources, and taking action for climate change.
 - ٥٣. تلعب الممرضات دورًا حيويًا في رعاية المرضى من خلال مراقبة الصحة، وإعطاء الأدوية، وتقديم الدعم المعنوى، والتعاون مع الأطباء لضمان العلاج الآمن والفعال.
- a. Nurse plays a vital role in patients care by monitoring health, administering medications, providing emotional support, and collaborating with doctors to ensure safe and affective treatment.

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

D. Reading Comprehension

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

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

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

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

• choose the correct answer from a, b, c or a.			
1. In the writer's point	of view, true friends h	nave become	
a. widely spread	b. available	c. common	

d. rare

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

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

d. selfish

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

a. true friends

b. selfish friends

c. all friends on social media

again the correct ancwer from a h

d. all friends on real life

4. The word "decreas a. decline	se" in the second paragra b. shrink	ph is an antonym of c. go down		
5. Man always needs friends becausea. they need to joke othersc. this is how they were created		b. they have mu	b. they have much free timed. they are greedy by nature	
6. "Emojis" are		•	b. tools and equipmentd. figures and symbols	
7. Friendship helps pa. loneliness and ic. fear and horror	revent us from the feelin solation	gs of b. relief and rela d. joy and excite	_	
8. The writer advises a. carefully select c. correctly sociali	our friends	b. text our friend d. reduce the nu	ds at times of sorrow Imber of friends	
	E. Wr	iting		
1. A blog post is usua a. formal, academ c. legal style	•	b. casual, persor d. poetic style	nal style	
b. tell a personal sc. be completely cd. list daily activiti	des of an issue and suppostory one-sided without eviden		d. summarize	
4. Blog posts often ina. charts and datab. personal opinioc. only referencesd. none of the abo	tables only ons and experiences and citations			
_	es	clude		

 6. Which of these is a good blog title? a. "Analysis of Thermal Migration in Birds" b. "Why My Morning Coffee is Sacred" c. "The Effects of Lever Mechanics" d. "A Study on Urban Infrastructure" 	
7. A persuasive essay is different from an arguma. focuses more on emotional appealc. avoids taking a stance	entative essay because it
 8. The introduction of an essay should	
9. Blog posts may include hyperlinks to	
a. sources and related content	b. poems
c. advertisements only	d. random websites
10. In a persuasive essay, the conclusion should.a. restate the thesis and encourage actionc. start a new argument	b. introduce new evidence d. list unrelated facts
11. Which of the following sentences is correctlya. Its going to be a long day.c. It's going to be a long day.	punctuated:b. Its going to be a long day!d. It's going to be a long day?
12. Which of the following sentences is correctlya. However, we decided to leave early.c. However we, decided to leave early.	punctuated:b. However we decided to leave early.d. However! we decided to leave early.
 13. Which of the following sentences is correctly a. She spent her summer in New York, New York b. She spent her summer in New York, New York 	ork - Los Angeles, California - and Miami,
Florida. c. She spent her summer in New York, New York, Florida.	ork: Los Angeles, California: and Miami,
d. She spent her summer in New York, New York, Florida.	ork, Los Angeles, California, and Miami,
14. Which of the following sentences is correctly	punctuated:
a. I love cooking my family and my pets.	
b. I love cooking, my family, and my pets.	

c. I love cooking, my family and my pets. **d.** I love cooking my family, and my pets.

- **15.** Which of the following sentences is correctly punctuated:
 - a. Don't forget to bring your notebook, laptop, and charger.
 - **b.** Don't forget to bring your notebook, laptop and, charger.
 - **c.** Don't forget to bring your notebook laptop and charger.
 - **d.** Don't forget, to bring your notebook, laptop, and charger.

2 Write on one of the following:

- a. A persuasive essay about "Wearing a School Uniform at High Schools."
- **b.** A blog post about "What We Can Learn from Animals About Adapting to Change."

Write a paragraph of Six lines on the following:

- a. An introduction for an argumentative essay that claims "Social media does more harm than good for teenagers' mental health."
- **b.** Write an engaging introductory paragraph for a blog post titled: "Why Taking Mental Health Days Should Be Normalized at Work."

F. The Novel

Answer the following questions:

- 1. In what ways does Edmond's return to Marseilles mark the beginning of both promising opportunities and serious threats in his life?
- 2. What plans did Edmond and Mercédès have for their life together before everything changed?
- 3. Why did Villefort destroy the letter?

UNIT 4

Marine Life

Learning Outcomes

Reading

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

Language

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

Listening

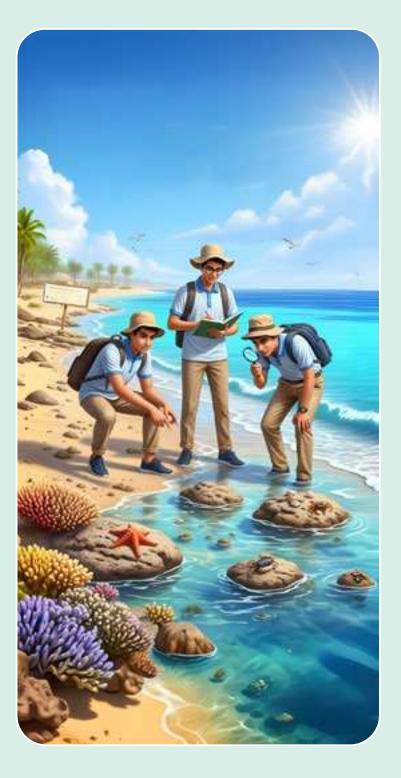
 Extract key information from a podcast about whales and their conservation

Writing

 Write a short story following a specific three-part structure

Speaking

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



A Colorful LESSON **Underwater City**



Before you start



Think and discuss in pairs

- 1 Answer the following questions.
- 1. Have you ever seen a coral reef in real life or in photos or videos? What did it look like?
- 2. Why do you think coral reefs are often called "underwater cities"?



Reading

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

Idioms Tip

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

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

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

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

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

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

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

Vocabulary

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

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



5 Discuss the following.

• Discuss the advantages and disadvantages of tourism in the Red Sea.

• Suggest solutions to protect the environment while supporting tourism.

Useful phrases:

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

What do you think of eco-friendly tourism?

I believe that it is good for the environment.



LESSON 2 The Ocean's Gentle Giants



😰 Before you start



Think and discuss in pairs

- 1 Answer the following questions.
- 1. What do you know about whales? Name two facts about these ocean animals.
- 2. Why do you think whales might be in danger? What human activities could harm them?



Listening

- Listen to the Podcast Clip on "Saving the Whales". What are the human-made dangers that threaten whales?
- 3 Listen again and decide whether the following statements are True (T) or False (F).
- 1. All whale species are currently safe and not facing any threats.
- **2.** Scientists use drones to study whales without disturbing them.
- **3.** Whales have no impact on the ocean ecosystem.
- Match the words in column A with their meanings in column B.

- 1. haunting
- 2. struggle
- **3.** disrupt
- 4. hazardous
- **5.** dedicated
- 6. non-invasive
- 7. entangled
- 8. magnificent

- twisted or scrambled together in a complicated way
- to interrupt or break up something, causing disorder
- very impressive, beautiful, or splendid
- giving a lot of time and effort to something because you care about it
- not entering the body; often used for medical procedures that don't involve cuts or instruments going inside
- dangerous or risky
- to try very hard to do something difficult
- something that stays in your mind, often in a sad or memorable way

5 Fill in the blanks with words from the text:

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



Human-made Dangers to Whales

- 6 Work in pairs or small groups. Discuss the questions below. Use the vocabulary from Lesson 2 and give reasons for your ideas.
- 1. What human-made dangers do whales face in the oceans today? (e.g. plastic pollution, oil spills, ship strikes, noise pollution)
- 2. Which danger do you think is the most serious? Why?
- 3. What actions can people and governments take to reduce these dangers?
- 4. How can public awareness campaigns help protect whales?
- **5.** Do you think technology can help save whales? Give an example.

LESSON 3 The Underwater World



1 Listen to the audio then answer the following questions.

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

Fill in the blanks.

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

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

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

Language in Context

Compound Adjectives

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

Common Forms

Number + Noun (singular form)

Ex- a three-hour meeting (Not "three-hours")

Adjective + Past Participle:

Ex- a well-dressed woman

- a short-sighted man

Adjective + Present Participle (-ing):

Ex- a good-looking person

Adverb + Past Participle:

Ex- a highly-respected professional

Noun + Present Participle (-ing):

Ex- a time-saving device

Noun + Past Participle:

Ex-home-made cake

Noun + Adjective:

Ex- a world-famous landmark

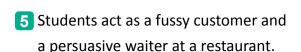
Then, work with your partner to complete the following tasks.				
(a) Rewrite the sentences using a suitable compound adjective formed from the words in brackets. Remember to use hyphens where necessary!				
1. The journey took ten hours. It was a journey. (ten / hour)				
2. She has a very open mind. She is a very person. (open / mind)				
3. They offered me a job that was full time. They offered me a job. (full / time)				
4. He is known all over the world. He is a scientist. (world / famous)				
5. My grandmother is nearly seventy years old. My grandmother still loves hiking. (seventy / year / old				
(b) Choose the best adjective or compound adjective to complete each sentence:				
1. The water was so (solid / crystal clear / cloud).				
2. The Red Sea is home to many fish. (color / colorful / colorfully)				
3. I took a photo of a turtle. (slow-moving / slowly-moving / move-slowly)				
4. We enjoyed a sunset on the beach. (breathtaking / heart-breaking / breathless)				
© Rewrite the following sentences using compound adjectives:				
e.g- The man has full confidence in himself.				
- He is a self-confident man.				
1. The movie lasted for two hours.				
2. The shirt is easy to wear.				
3. The man is known all over the world.				
4. She has blue eyes.				

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

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

- **1.** The children at the party were very and listened to the rules.
- 2. My grandma loves to wear dresses from 1970.
- **3.** The city is so that there's always traffic.
- **4.** Writing a research paper is a task that takes a lot of time and effort.
- **5.** We bought a car that had a unique color.
- **6.** The battery in my phone is, so it rarely needs to be charged.





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

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



LESSON 4. Into the Depth of the Ocean



🕎 Before you start



Think and discuss in pairs

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





Reading

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

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

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

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

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

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

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

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



(a) Answer the following questions.

- 1. Why are some marine animals able to produce light?
- 2. What is the main reason many shark species are endangered?
- 3. Why are coral reefs sometimes called "the rainforests of the sea"?
- **4.** What challenge do baby turtles face after they hatch?
- 5. What is the main message of the last paragraph?
- (b) Work in pairs, Use your electronic dictionaries to look up the meanings of the given words. Then share them with the class.

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

c Read each sentence and choose the correct word.

- **1.** The coral reef was so beautiful, it was (amazing / silly).
- **2.** The scientist works as a marine (**biologist** / **voter**) studying whales.
- **3.** Baby sea turtles are (hatched / released) on sandy beaches.
- **4.** The team will (**coordinate** / **fail**) efforts to clean the polluted bay.

- **5.** Her (**reputation** / **disability**) as a leading ocean researcher is well known.
- **6.** The sonar device can (**detect** / **miss**) movement under the water.
- 7. We speak (figuratively / really) when we say, "the ocean is crying".
- **8.** Coral reef (conservation / losing) is important to marine life.
- 9. The baby dolphins will (thrive / die) if the bay stays clean.

a)	Read	agaın	and fi	nd the	tollov	ving in	tne	text.
– T\	wo co	mpoui	nd adj	ectives	S		,	

- Two compound adjectives,,
– Two idioms
a
b
– Two collocations,
– Synonyms homes
animals
– Antonyms believable

light

LESSON 5 Ocean Legends and Storytelling

Structure Your Story

Use this classic 3-part structure.

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



(b) Middle – (Development)

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

(c) Ending – (Resolution)

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

Writing Tip

Writing a short story

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

Useful Tools

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

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

Beginning (Setting the scene) (collocation), (compound adjective)
Middle (Main events – the encounter) (participles used as adjectives)
Ending (Resolution and theme) Suffix (idiom)

UNIT 5

From Muscles to Mindset

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON Discover Your Future!



😰 Before you read



Think and discuss in pairs

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





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

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



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

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

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

- Read the text again then do the following tasks.
- (a) Answer the following questions.
- 1. What did many jobs depend on in the past?
- 2. Why do companies often get advanced systems today?
- 3. What are the soft skills mentioned in the text?
- **4.** What does digital literacy mean?
- 5. What do you think a person needs to be employable in the future?

Idioms

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

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

	(A)	(B)			
	1. repetitive	building or creating structures			
	2. human insight	happening again and again in the same way			
	3. mindset	ability to understand and use digital tools and			
	4. collaboration	technology			
	5. construction	knowledge or understanding that comes from human experience			
	6. digital literacy	working together with other people to achieve a goal			
		way of thinking or attitude about something			
© Choose the correct answer from a, b, c or d.					
1. Today, many companies repetitive tasks by machines.					
â	a. make /do	b. get /done			
(get /doing	d. have/ do			

- 2. Workers who want to stay ahead of the curve should
 - a. avoid using technology
 - **b.** learn continuously and follow new trends
 - c. change careers completely
 - **d.** depend only on experience
- - **a.** fears change

- **b.** avoids responsibility
- **c.** welcomes learning and improvement
- d. relies only on physical skills



4 In groups, discuss the following.

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

- 1. What types of new jobs are being created by AI?
- 2. How can AI help businesses grow and hire more workers?
- 3. Why is it good that AI replaces dangerous or repetitive jobs?
- 4. How can people prepare to work in Al-related fields?



LESSON 2 Skills for the Future



😰 Before you start



Think and discuss in pairs

1 Answer the following questions. Imagine your dream job in 10 years. What skills might help you stay competitive: coding, creativity

or something else? Why?



Listening

- Listen to the following text. What is it about?
- 3 Listen to the text again. In pairs do the following tasks.
- (a) Answer the following questions.
- 1. What types of skills will be important in the future workforce?
- 2. Why will people need to keep learning new things?
- **3.** Which job areas are expected to grow in the future?
- 4. How will technology change the way we work?
- (b) Write (T) True or (F) False.
- 1. In the future, all jobs will be done by machines.
- 2. Emotional intelligence will be a valuable skill in the future.
- **3.** Only people in the technology field need digital skills.
- **4.** Jobs in green energy will likely increase.
- **5.** Communication will not be important in future jobs.



c Match the vocabulary to the definitions.

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

Role-Play

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



LESSON 3 The Rapid change in Technology



Listen to the audio, and then answer the questions.



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

			- •		
2	Fill	in	the	b	lank.

- **1.** Smarphone are now-sized computers.
- 2. Doctors explain that machines help them patients.
- 3. A manager said robots could work all day
- 4. Workers must learn new to keep up with technology.
- **5.**Scientists warn that people should use

Technology is changing slowly today

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

1. reciniology is changing slowly today.	\bigcup
2. Robots can work all day without rest.	
3. Technology makes life easier but needs learning.	
4. No jobs disappear because of technology.	

4 Use the correct form of words between brackets.

1. We	the house	next month.
(have	/paint)	

5. Experts say technology can improve life.

- 2. He his teeth now. (get/check)
- 3. She the gardener the grass yesterday. (have/cut)
- **4.** They the lawyer the contract for 2 days. (get/review)

Language in Context The Causative

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

Active Causative

have + person + inf.

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

get + person + to + inf.

 I got a mechanic to repair my car yesterday.

Passive form

have/get + object + p.p.

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

choose the correct an	swer to complete ti	ie sentences.	
1. I had the mechanic	my brakes yester	day.	
a. fix	b. fixed	c. to fix	d. fixing
2. She got her brother	her with her pro	ject.	
a. help	b. helped	c. to help	d. helping
3. We get the carpets	every three mon	ths.	
a. clean	b. cleaned	c. to clean	d. cleaning
4. They got the teacher		•	
a. explain	•	c. to explain	d. explains
5. He had his phone			
a. repair	b. repaired	c. to repair	d. repairing
6 Find the mistake in ea	ch sentence and co	rrect it.	
1. I had the electrician fixe			(
2. She got her laptop repa		•	· (
3. We will have the garder	•	its tomorrow	(
4. He is getting the mecha	•		(
5. They have the teacher e	explains the rules ago	airi.	(
7 Rewrite the sentences	s using the causative	e form:	
1. A mechanic fixed my car	_		
→ I had my car fixed.	•		
7 I flad fify cal fixed.			
2. A technician is installing	their internet.		
→ They			
3. A tailor will make her dr	ess.		
→ She			
4. A dentist checked my te	eth.		
→ I			
5. A friend is designing out	r website.		
→ We			



- 8 Work in pairs. Take turns asking and answering questions using (causative structures).
- 1. Did you have your phone repaired recently?
- 2. Who gets your school bag cleaned?
- 3. Have you ever got someone to help you with homework?
- **4.** Will you get your hair cut this weekend?
- **5.** Talk about the last time you had something repaired.
- 6. Would you rather do things yourself or have them done? Why?
- **7.** What services do students often get done before exams?



LESSON 4. The Power of Human Connection



😰 Before you start



Think and discuss in pairs

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





Reading

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

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

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

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

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

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





Think about this

- Read the story again. Then, do the following tasks.
- (a) Answer the following questions.
- **1.** What year is the story set in?
- 2. How did the world try to respond to job loss caused by new technologies?
- 3. What made Amina's storytelling powerful even without special tools?
- **4.** What lesson did Dr. Sami learn by the end of the story?
- (b) Complete the sentences with a word from the box.

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

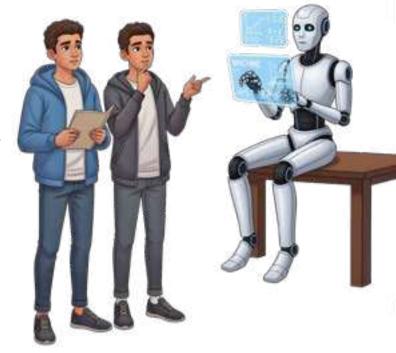
- **1.** The children felt a sense of when they listened to Amina's stories.
- **2.** Machines couldn't the expressions on the children's faces.
- **3.** Dr. Sami was about what made Amina's stories special.
- **4.** The moon in her story was, just like some people in the modern world.
- **5.** The café was a place full of human and connection.
- **6.** The storytelling had a kind of that technology couldn't explain.
- **7.** Technology has become very and replaced many jobs.
- c Find and write from the passage the sentence that shows...
- 1. technology replaced many human jobs.
- 2. Amina's story had emotional impact.
- 3. machines couldn't copy true human feelings.
- **4.** how the audience reacted to Amina's storytelling.



Think - Pair - Share

Topic: *Machines vs. Humans*

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



Tasks to consider

- Driving a bus
- Painting a family portrait
- Cleaning streets
- Baking bread
- Repairing a computer

- Performing heart surgery
- Teaching small children
- Writing a novel
- Making a business decision
- Playing in a live orchestra

LESSON 5 Life in the Year 2050 **My Al Assistant**



😰 Before you start



Think and discuss in pairs

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

It's the year 2050, and my life is completely different from today. I wake up, not to an alarm clock, but to a soft voice from my AI assistant, Noor, who tells me the weather and plans my day. She prepares my breakfast using a smart kitchen robot and reminds me to take my vitamins. At school, I don't use books anymore. We wear smart glasses that show us lessons in 3D. AI teachers help us study and correct our mistakes instantly. After class, Noor helps me



do my homework, but she doesn't give me the answers—she asks questions to guide me. Sometimes I wonder if I'm thinking less on my own. Everything is easier, but also more controlled. Even my free time is planned by an app. I miss the feeling of doing things for myself, like cooking or getting lost in a real book. Technology helps me a lot, but I hope I don't forget how to be human.

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

1. Characters

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

2. Setting

- The time and place where the story happens

Writing Tip

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

3. Plot (Events in Order)

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

4. Point of View

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

5. Dialog and Description

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



6. Theme or Message

- Deeper meaning, lesson, or reflection

7. Emotion and Voice

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

Writing Task

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

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

UNIT 6

Let's Hang Out!

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



An Embarrassing LESSON Moment



🖫 Before you read



Think and discuss

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





Reading

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

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

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

When the waiter brought our food, I reached for the salt shaker. Owing to my clumsiness, I knocked over not just my drink, but also Sarah's juice, which splashed all



over her brand-new white dress. The silence that followed was unbearable. Sarah looked annoyed, and I felt absolutely helpless.

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

Think about this

- **3** Read the story again. Then do the following tasks.
- (a) Answer the following questions.
- 1. What was the embarrassing situation?
- 2. How did the author feel after the accident?
- 3. What did the friends do that showed their true character?
- **4.** What lesson did the author learn from this experience?

Idioms

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

b Read the text then write True (T) or False (F).	
1. The group went out to celebrate Rawan's promotion.	
2. The narrator spilled drinks because Sarah bumped into her.	
3. Sarah got angry and refused to forgive the narrator.	
4. Sarah showed that she was a true friend.	

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

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

	e	Choose	the	correct	word	to comi	olete	each	sentence	_م
۱	G.	CHOOSE	uie	COLLECT	WUIU	to com	DIELE	Cacii	Sentence	٠.

a. disaster

- **b.** promotion
- **c.** ignorance
- d. glamour

2. The lecture was so	that several studer	its nearly fell asleep.	
a. glamorous	b. dull	c. mortifying	d. cruel
3. The flood was a terrible .	for the small v	village.	
a. promotion	b. disaster	c. confidence	d. glamor
4. He was completely	of the danger ahea	nd and kept walking.	
a. unaware	b. glamorous	c. helpless	d. cruelty
5. The little boy dropped th	e plate because he w	vas	
a. clumsy	b. broadened	c. relaxed	d. glamorous
6. The actress looked absol	utely in her re	ed evening gown.	
a. confidence	b. affection	c. glamorous	d. unaware



- Making & Responding to Invitations. Discuss with your partner.
- What's your favorite way to spend time with friends?
- How do you politely say 'no' to an invitation in your language?

Speaking Tip

Invitations:

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

LESSON 2 The Power of Socializing



Before you start



Think and discuss in pairs

- 1 Answer the following questions.
- 1. How do you feel after spending time with your friends? Why?
- 2. Name some health benefits of socializing with others.





Listening

- Listen to the audio track and find the answer to: How does socializing help us?
- 3 Listen again and decide whether the following sentences are True (T) or False (F):
- 1. Socializing only benefits our mental health.
- 2. People with friends tend to live longer.
- **3.** Socializing makes people more confident.
- **4.** Having many superficial friends is better than having few close ones.
- **5.** Online connections cannot provide any support.
- **6.** The speaker encourages people to accept social invitations.
- 4 Match the words in Column A with their meanings in Column B.

Α

- 1. socializing
- 2. hormones
- 3. strengthen
- 4. maintain
- 5. depression
- **6.** anxiety
- 7. superficially
- 8. well-being

В

)

- as to the outer appearance only
- a feeling of worry, or unease about something with an uncertain outcome
- the state of being comfortable, healthy, or happy
- to make something stronger
- the action or practice of participating in social activities or mixing socially with others
- chemical messengers that regulate various bodily functions
- to keep something in good condition
 - a mood disorder characterized by sadness and loss of interest

5	Fill in	the	blanks	with	words	from	the	text.
							•	

1. When we socialize, our bodies release that reduce stress.

2. Regular social interaction can strengthen our system.

3. People with strong friendships have lower rates of and anxiety.

4. Socializing helps develop better skills.

5. matters more than quantity in friendships.

6. interaction is particularly powerful.

6 Choose the correct word to complete each sentence.

1. Doctors recommend regular exercise to help you good health.

a. detain

b. trap

c. maintain

d. accept

2. She seemed friendly, but I think she was only interested in our problems.

a. superficially

b. significantly

c. socially

d. mentally

a. personalizing

b. socializing

c. maintaining

d. releasing

4. Before the exam, many students feel nervous and suffer from feelings of

a. socializing

b. anxiety

c. expression

d. dependence

a. strength

b. depression

c. connection

d. harmony



🔽 Work with a partner.

One student is unconvinced about socializing, the other uses information from the listening to convince them to be more sociable.

- Student A (unconvinced):

I'm too busy to hang out with friends. It's not that important.

- Student B (Convincing):

When we spend time with friends, our bodies release hormones that reduce stress.

LESSON 3 A Beautiful Day with Friends



Listening

- 1 Listen to the audio, and then answer the questions.
- 1. What food did Hend and her friends bring?
- 2. What games did they play?
- **3.** Where did they go in the evening?
- **4.** Why was this day unforgettable for Hend?

Fill in the blanks.

- **1.** Hend met her friends at the in the morning.
- 2. They had sandwiches,, and juice.
- **3.** The friends played football and took _____ photos.
- **4.** Ducks were swimming in the

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

- 1. The weather was rainy and cloudy.
- 2. Hend and her friends walked by a lake.
- 3. They ordered ice cream at a café.
- **4.** Hend felt unhappy at the end of the day.
- **5.** The friends played games in the park.

Reported Questions

- (a) Work in pairs, study the Grammar Tip and change these direct questions into reported questions.
- **1.** "Will you come to the party?", she asked. She asked if I would come to the party.
- 2. "Have you been to that new restaurant?", he asked.
- **3.** "Did you enjoy the movie last night?", dad asked.



Language in Context

Reported Questions

When we tell someone about a question that another person asked, we use reported questions. We don't use the exact words. but we report what was asked. We usually use words like asked, wondered, and inquired.

Basic Rules:

- 1. Change the word order
 - No inversion (subject comes before verb)
- 2. Change the tense
 - Usually one step back in time
- 3. Use connecting words:
 - if/whether (for Yes/No questions)
 - question words (what, where, when, why, how) for Wh-questions
- 4. No question marks
 - Reported questions are statements

Examples:

Yes/No Questions:

Direct: Do you want to hang out? **Reported:** She asked if /whether I wanted to hang out.

Wh-Questions:

Direct: Where did you stay? Reported: He asked where I had stayed.

4. Why can't you come to the party? , she asked.	
5. "How long will you be in town?", he asked.	
6. "When are you free next week?", my friend asked.	
(b) Find and correct the mistakes in these reported questions:	
1. She asked do I want to go shopping.	
2. He asked me where did I want to eat.	
3. They asked can we meet earlier.	
4. She asked me why I didn't came to the party	
 Writing Complete these dialogs using reported questions. 1. Dialog 1: A: What did Sarah ask you about the weekend plans? B: She asked	
2. Dialog 2:A: I heard Magdy calling you yesterday. What did he want to know?B: He asked (What are you doing tonight?)	
 3. Dialog 3: A: Did Lamia ask about the party details? B: Yes, she asked (Where is the party?) and she also asked	
4. Dialog 4:	
A: Did Hany ask you about the homework? B: Yes, he asked me (Have you finished it?).	

LESSON 4. Why Hanging **Out Matters**



😰 Before you start



Think and discuss in pairs

- 1 Answer the following questions:
- 1. How does spending time with friends help you feel happier and more relaxed?
- 2. What problems can happen if we are too busy with work or study and have little time to socialize?
- 3. How can regular fun activities with friends improve our mood and reduce stress?





Reading

Read the following passage, and guess the meanings of the following words.

interaction – compromise – packed – destructive – overwhelming – entertainment

Have you ever wondered why spending time with friends feels so good? Scientists have discovered that socializing isn't just fun - it's actually essential for our mental and physical well-being.

When we hang out with friends, our brains release chemicals that make us feel happy and relaxed. Regular social interaction helps reduce stress, boost our immune system, and even helps us live longer. People who maintain strong friendships tend to be more confident and better at handling life challenges.

But hanging out with friends offers more than just health benefits. It's also how we learn important social skills. When we chat with friends, we practice communication, learn to compromise, and develop empathy. These skills help us in school, at work, and in relationships throughout our lives.

However, making plans with friends isn't always easy in today's busy world. Many people struggle to find time in their packed schedules. Technology can be both beneficial and harmful – while it's easier to stay in touch through social media and texting, some people prefer online interaction to face-to-face meetings. Others find it **overwhelming** to choose from so many **entertainment** options available today.

Another challenge is that as we get older, our friend groups often change. People move away, start new jobs, or develop different interests. This means we sometimes need to make an effort to maintain old friendships while also being open to forming new ones.

Despite these challenges, the effort to hang out with friends is always worth it. Whether you're having coffee, going to a movie, or just talking on a park bench, these moments of connection are what make



life meaningful. So next time a friend suggests hanging out, remember – you're not just having fun, you're investing in your health and happiness.



Think about this

- Read the text again and do the following tasks:
- (a) Answer the following questions:
- 1. What challenges do people face when making plans?
- 2. What happens in our brains when we socialize with friends?
- 3. How does hanging out help us develop as people?
- 4. What is the main idea of the final paragraph?
- (b) Choose the correct answer from a, b, c, or d:
- 1. According to the text, what is the main benefit of socializing with friends?
 - **a.** It helps us earn more money.
 - **b.** It reduces stress and boosts our immune system.
 - **c.** It guarantees a longer life without illness.
 - **d.** It makes us better at sports.
- 2. How does technology affect friendships, according to the passage?
 - **a.** It has no impact on social relationships.
 - **b.** It makes face-to-face interaction unnecessary.
 - c. It is the only way to maintain friendships today and tomorrow.
 - **d.** It helps people stay connected but can replace in-person meetings.

- **3.** Why do friend groups sometimes change as people get older?
 - a. Older people prefer being alone.
 - **b.** People stop needing friends as they age.
 - c. Life changes like moving or new jobs can shift social circles.
 - d. Friendships always end after school or never goes for too long.



© Match each word in column A with its correct definition in column B.

A	В	
1. interaction	communication or involvement between people	
2. compromise	an agreement where each side gives up part of what	
3. packed	they want	
4. destructive	something that is so strong that it is hard to deal with	
5. overwhelming	causing great damage or harm	
6. entertainment	activities that amuse or interest people	
	very full; crowded	

Writing

4	Write an essay of about 180 be sociable". Make use of the	to 200 words on "How important and the text.	an individual should
•			
•			

LESSON 5 Tell the World What You Saw!



😰 Before you start



Discuss in pairs

- Read the tip box for review. Then ask and answer the following questions.
- 1. Have you read a review online before buying something or watching a movie?
- 2. What information did you look for?



Structure of a Review writing

A good review usually has four main parts:

1. Introduction:

- Purpose: Introduce the movie, book, restaurant, product, etc.
 - **Basic information:** Give the title, director/ author, location, or type of product.
 - Your general opinion: Briefly state your overall impression (e.g., "It's a must-see!", "I was quite disappointed.").

2. Body Paragraph 1:

- Purpose: Describe the main aspects.
 - For a film/book: Plot, characters, acting, special effects, writing style.
 - For a restaurant: Atmosphere, food quality, service, prices.
 - For a product: Design, features, ease of use, performance.
 - Use descriptive adjectives!



Writing a Review

A review is a written opinion about something you have experienced, like a movie, a book, a restaurant, a product, or a place. The main purpose of a review is to inform and persuade your readers. You inform them about what the thing is like, and you persuade them whether they should try it, buy it, or visit it.

Paragraph 1: Introduction & Overall **Impression**

Paragraph 2: Specific Details

Paragraph 3: Pros and Cons

Paragraph 4: Conclusion &

Recommendation

3. Body Paragraphs 2: (optional)

- Purpose: Your Opinion & Reasons Specific likes/dislikes: Go into more detail about what you liked or didn't like.
 - Give reasons: Explain why you felt that way. Provide examples to support your points.
 - Example: The acting was terrific, especially the lead actress, who brought so much depth to her character.
 - Example: However, the service was quite slow, and we waited over an hour for our main course.

4. Conclusion Summary of opinion:

- Purpose: Briefly restate your overall opinion.
 - **Recommendation:** Tell your readers if you recommend it or not, and for whom.
 - **Example:** Overall, this film is a fantastic choice for anyone who enjoys thrillers.
 - **Example:** I wouldn't recommend this restaurant if you're looking for a quiet evening.

3 Read this review and fill in the blanks in Column 2 from the words in the box:

Opinions Introduction Recommendation Description

Review: The Olive Tree – Great Food, Poor Service	Title
Last weekend, I visited The Olive Tree, an Italian restaurant in Giza. While the food was excellent, the service was disappointing.	
When we arrived, the waiter took a long time to greet us. After we ordered, it took over 30 minutes to get our drinks. However, when the food arrived, it was hot and delicious. The waiter was polite but seemed very busy and didn't check on us during the meal.	
Overall, I enjoyed the food, but I expected better service for the price.	
I wouldn't recommend this restaurant for a special occasion, but it might be okay for a quick dinner if you're not in a hurry.	

4 Match the phrases to their function.

Phrase

- 1. I really enjoyed...
- 2. On the one hand...
- **3.** The best thing about... was...
- **4.** Although it was interesting, I thought...
- **5.** I wouldn't recommend it to...
- **6.** It was a bit disappointing because...

Function

- a. Giving a balanced opinion
- **b.** Making a recommendation
- c. Stating a positive opinion
- d. Highlighting a positive point
- e. Giving a negative opinion
- f. Contrasting ideas

Writing tas

5 Write a Short Online Review

Imagine you're posting on a music website or social media. Write a short version (60–80
words) of your concert review, including a star rating ($\star \star \star \star \dot{x}$).

Review 2

A. Vocabulary

Choose the	e (Two) correct answers o	out of the FIVE (5)	options given :
1. Her face loc	oked pale after hearing the	e shocking news, a	s if all the color had drained
away. The a	ntonym of the underlined	l word "pale" is	
a. strong	b. bright	c. weak	
d. faded	e. soft		
	as <u>fragile</u> about the strang The synonym of the unde	•	•
a. frail	b. obvious	c. delicate	
d. cowardly	e. silly		
	spital is still under construm of the underlined word		and workers visible every day.
a. destructi	on b. demolishing	c. structure	
d. building	e. process		
•	s so repetitive that he perform of the underlined word		sk hundreds of times each day
a. boring	b. varied	c. monotonous	
d. frequent	e. different		
	trying to be rude—she wa the underlined word "igr		of the local customs. The
a. known	b. respected	c. informed	
d. unaware	e. unfamiliar		
2 Choose the	e correct answer from a,	b, c, or d:	
6. The view from	om the mountain was so .	that everyor	ne stopped to take photos.
a. mortifyir	ng b. innovation	c. repetitive	d. breathtaking
7. Cairo is kno	wn for its nightlife,	, with music and da	ancing everywhere.
a. weeknigl	ht b. vibrant	c. workshops	d. dedicated
8. Our city is v	ery , with people f	rom many cultures	living together.
a. diverse	b. curious	c. thrive	d. disaster
9. Be careful v	vith that glass vase; it's	•	
a. worksho	ps b. capture	c. fragile	d. magic
10. Before the	exam, students should	revision to pr	epare well.
a. sing	b. jump	c. do	d. walk

11. The painting wa	s tull ot colors	that caught my eye.	
a. figuratively	b. vivid	c. magnetic instead	d. entertainment
12. Don't her	abilities; she is very	talented.	
a. struggle	b. flexibility	c. clumsiness	d. underestimate
13. Coastalis	destroying the beach	hes year by year.	
a. flexibility	b. overestimate	c. overrate	d. erosion
14. Plants will	if they get enough s	sunlight and water.	
a. struggle	b. collaborate	c. shake	d. thrive
15. The melody was	so that it stay	red in my mind for days.	
a. vibrant	b. haunting	c. curious	d. capture
1 6. They had to	to carry the heavy	box up the stairs.	
a. declare	b. fragile	c. struggle	d. agitate
17. The loud noise v	vill the meetin	g.	
a. entangle	b. ease	c. distribute	d. disrupt
18. She is to	helping the poor in h	er community.	
a. dedicated	b. repetitive	c. vivid	d. breathtaking
19. An ultrasound is	a medical tes	t.	
a. cruelly	b. non-invasive	c. tragically	d. weeknight
20 . Please pass me	the for my frie	S.	
a. stakeholder	b. haunting	c. salt shaker	d. captivity
21. Let's at th	ne new mall shop afte	er class.	
a. hang up	b. hang out	c. ensure	d. happen
22. The movie's spe	cial effects were	•	
a. mind-blowing	b. whispering	c. disrupting	d. overwhelming
23. He explained the	e joke , word f	or word.	
a. literally	b. fragilely	c. vividly	d. figuratively
24. The word "mort	ifying" means		
a. exciting	b. embarrassing	c. relaxing	d. surprising
25. The opposite of	"boring" is		
a. lively	b. dull	c. quiet	d. still
26. The synonym fo	r "mistake" is		
a. success	b. plan	c. error	d. idea
27. The idiom "hit tl	ne town" means	•	
a. visit a small vil	lage	b. go out and enjoy in	the city
c. hit something	physically	d. work late	

28. Hossam went to	the hospital to	his uncle after the	e surgery.
a. check on	b. invest in	c. wait in	d. look up
29. The word "glame	orous" means		
a. unattractive ar	nd boring	b. dark and scary	
c. casual and plai	n	d. stylish and exc	iting
	B. L	anguage	
1 Choose the corre	ect answer from a, b,	. c, or d:	
30. The journey tool	k ten hours. It was a .	journey.	
a. ten-hours	b. ten-hour	c. ten-hours-long	d. ten-hour-long
31. Compound adjective they modify.	ctives are often joine	d by a when	they appear before the noun
a. comma	b. hyphen	c. space	d. dash
32. He is a scientist	who is known all over	r the world. He is a	scientist.
a. world-known		b. known-world	
c. famous-world		d. wide-famous	
33. My grandmothe	r is nearly seventy ye	ars old. My §	grandmother still loves hiking.
a. seventy-year-o	ld	b. seventy-years-	old
c. seventy-year-o	lds	d. seventy-years-	olds
34. I took a photo of	f a turtle that moves	slowly. I took a pho	to of a turtle.
a. slowly-moving	b. slow-moving	c. move-slowly	d. slow-move
35. Which sentence	is structurally correct	t:	
a. The movie was	very bored.	b. The movie was	very boring.
c. The movie was	very bore.	d. The movie was	very boringly.
36. Which sentence	is structurally correct	t	
a. The student we	ere very tiring.	b. The student wa	as very tired.
c. The student wa	as very tire.	d. The student we	ere very tiredly.
37. Today, many con	npanies repeti	tive tasks done by r	machines.
a. make	b. do	c. have	d. allow
• •	have staffskills e correct form of the		on and critical thinking. Which ter have?
a. develop	b. developing	c. developed	d. to develop
39 . Governments an workers.	d schools often	training program	s developed to support
a. let	b. make	c. have	d. allow

	a. having our websib. getting our websic. having a friend de	ite designing	e	
	d. get our website o	lesigned		
41	. He asked me wher	e to eat.		
	a. I want	b. did I want	c. I wanted	d. do you want
42	. She asked to	o go hiking.		
	a. if I want	b. if I wanted	c. if do you want	d. do you want
43	3. They asked if	meet earlier.		
	a. they can	b. could we	c. we can	d. they could
44	. She asked me why	to the party		
	a. I haven't come	b. I didn't come	c. I hadn't come	d. didn't I come
	a. He admitted to b b. He admitted that c. He admitted brea d. He admitted to h b. Which sentence is a. She suggested go b. She suggested to c. She suggested that d. She suggested us '. Which sentence is a. He is a eight-year	breaking my favorite my favori	te mug. ug. rite mug. :	rears-old bov.
	c. He is an eight-year	•	d. He is a reight ye	
	 a. Which sentence is a. We stayed in a fix c. We stayed in a fix b. Which sentence is a. He is a self made c. He is a self-making 	structurally correct ve-star hotel. ve-stars hotel. structurally correct man.	b. We stayed in a d. We stayed in a	five stars hotel. five star hotel. de man.

40. A friend is designing our website. We are

- **50.** Which sentence is structurally correct:
 - a. I had my car clean yesterday.
 - **b.** I had my car cleaning yesterday.
 - **c.** I had cleaned my car yesterday.
 - d. I had my car cleaned yesterday.
- **51.** Which sentence is structurally correct:
 - a. I will have my teeth check tomorrow.
 - **b.** I will have checked my teeth tomorrow.
 - **c.** I will have the dentist check my teeth tomorrow.
 - d. I will have the dentist to check my teeth tomorrow.

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

- 52. He drives a car with four doors. (four-door)
- 53. This is a machine that saves time. (time-saving)
- **54.** She wore shoes with high heels. (high-heeled)
- 55. He is a person who thinks only about himself. (self-centered)
- **56**. He is a boy with curly hair. (curly-haired)
- **57.** A hairdresser cut my hair this morning. (I got...)
- **58.** Someone fixed their computer. (They had...)
- **59.** Someone washed my car yesterday. (I got...)
- **60.** A mechanic changed the tires. (I had...)
- **61.** A cleaner cleaned the office. (We got...)
- **62.** "Are you coming to the party?" he asked. (He asked...)
- **63.** "Where do you live?" the teacher asked me. (The teacher asked...)
- **64.** "Do you like Italian food?" she asked. (She asked...)
- 65. "Did you watch the match yesterday?" he asked. (He asked...)
- **66.** "What are you doing now?" she asked me. (She asked...)

C. Translation

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

67. Coral reefs, often called "colorful underwater cities," are a breathtaking, vibrant world teeming with thousands of diverse marine species.

(أ) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن المائية الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بملايين الأنواع البرية المتنوعة.

- (ب) الشعاب الجبلية، التي تُعرف غالبًا باسم "المدن الدفينة الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البحرية المتنوعة.
- (ج) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن المائية الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع
- (د) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن الدفينة الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البرية المتنوعة.
- 68. Entertainment offers a wide range of benefits, from helping us relax and de-stress to fostering creativity and social connection.
 - (أ) يوفر الترفيه مجموعةً واسعةً من العوائق، بدءًا من منعنا من الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الابداع والتواصل الاجتماعي.
 - (ب) يوفر الترفيه مجموعةً واسعةً من الفوائد، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع والتواصل الاجتماعي.
 - (جـ) يوفر الترفيه مجموعةً واسعةً من العراقيل، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الابداع و الانفصال الاجتماعي.
- (د) يوفر الترفيه مجموعةً واسعةً من الفوائد، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تقويض الإبداع والتواصل الاجتماعي.

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

- ٦٩. مع تطور الوظائف، يجب على العاملين الراغبين في البقاء في الطليعة تبنى التعلم المستمر وتطوير عقلية النمو، حيث أصبح الإلمام الرقمي والمرونة أمرًا بالغ الأهمية للتكيف مع الأدوات والأدوار الجديدة.
- a. As jobs revolve, workers who want to stay ahead of the curve must exclude continuous learning and develop a growth mindset.
- **b.** As jobs evolve, workers who want to stay ahead of the curve must embrace continual learning and develop a grow mindset.
- c. As jobs revolve, workers who want to stay ahead of the curve must embrace continuous learning and develop a growth mindset.
- d. As jobs evolve, workers who want to stay ahead of the curve must embrace continuous learning and develop a growth mindset.

D. Reading Comprehension

Read the following passage, then answer the questions below:

As exams come to an end, students eagerly wait for fun summer camps to relax and enjoy their break. These camps, lasting four to five weeks, offer enjoyable activities like painting, origami, music, crafts, cooking, spoken English, and computer classes. They also keep children active with sports like yoga, cricket, tennis, and swimming.

Parents today want their children to learn while having fun. Unlike in the past, playtime is now seen as a way to develop skills. Summer camps provide the perfect opportunity for kids to explore their interests and talents. Creative activities like art and crafts boost a child's imagination and give them a sense of pride when they show their work to their parents.

These camps help build confidence and independence in children. They are especially helpful for energetic or restless kids, as they direct their energy into positive activities. Camps also improve teamwork and understanding between teachers and students, creating a supportive environment. Overall, summer camps prepare children for a brighter, more confident future.

A	- Choose the correct	answer from a, b, o	c, or d:		
1.	According to the passage, the main purpose of summer camps is to				
	a. replace school ed	lucation			
	b. provide fun and l	earning opportuniti	es		
	c. keep children bus	sy all day			
	d. prepare children	for exams			
2.	Students eagerly wa	it for fun summer c	amps to relax and	their break.	
	a. extend	b. maximize	c. enjoy	d. shorten	
3.	is NOT menti	oned as part of sum	imer camps.		
	a. Swimming	b. Dancing	c. Origami	d. Spoken English	
4.	1. Summer camps are especially helpful for and restless kids.				
	a. lazy	b. energetic	c. shy	d. sick	
5.	Parents prefer summer camps today compared to the past because				
	a. they are cheaper				
	b. they combine play with skill development				
	c. they focus only or	n sports			
	d. schools force par	ents to send their c	hildren		
6.	Children feel	when they show th	eir handmade crea	tions to their parents.	
	a. afraid	b. bored	c. proud	d. disappointed	
7.	Summer camps pror	moteamong	children and teach	ers.	
	a. competition	b. strict discipline	c. isolation	d. mutual understanding	
8.	The camps also help students, creating a	•		g between teachers and	
	a. safe and secure	b. nurturing	c. cooperative	d. supportive	

E. Writing

1	Choose the correct answer from a, b,	c, or d:	
1.	1. When writing a review, phrases like "I really enjoyed" or "The best thing about		
	" are used for		
	a. giving a negative opinion	b. giving a balanced opinion	
	c. stating a positive opinion	d. making a recommendation	
2.	The phrase "I wouldn't recommend it to	" is used for	
	a. stating a positive opinion	b. highlighting a positive point	
	c. making a recommendation	d. giving a negative opinion	
3.	An idiom is a group of words whose me	aning is	
	a. the same as the individual words		
	b. different from the individual words		
	c. always literal		
	d. always used in formal writing		
4.	A well-written online review should incl	ude both positive and negative points	
	to be		
	a. balanced b. biased	c. short d. easy to read	
5.	5. When writing a story, the beginning should focus on		
	a. the climax	b. setting the scene	
	c. the resolution	d. the ending	
6.	6. Which phrase is a good way to start a sentence when giving a positive opinion in a review?		
	a. "Although it was interesting, I though	nt"	
	b. "The best thing about was"		
	c. "It was a bit disappointing because	п	
	d. "I wouldn't recommend it to"		
7.	The resolution of a story is the part who	ere the main	
	a. problem is introduced	b. conflict is at its peak	
	c. character is introduced	d. problem is solved	
8.	Which of the following is an example of	·	
	a. "a brilliant idea"	b. "a stitch in time saves nine"	
	c. "a very beautiful sunset"	d. "a strong wind"	

- **9.** The main purpose of the beginning of a story is to
 - a. surprise the reader with a twist
 - **b.** describe how the problem is solved
 - c. explain what the character learned
 - **d.** introduce characters, setting, and the initial situation

2 Write about (180-200) words on one of the following:

- a. A narrative essay about "An adventure with friends."
- **b.** Review your favorite book or novel.

3 Write a paragraph of Six lines on the following:

- **a.** A body paragraph evaluating the acting in a movie you recently watched.
- **b.** A hopeful ending to a story about overcoming a challenge.

F. The Novel

Answer the following questions:

- 1. "Knowledge is power." Do you agree with this idea? Explain with an example.
- 2. How does Abbé Faria's choice to teach and share his knowledge reveal his personality and values?



English

Secondary Three - Term 1

Academic Year: 2025/2026

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Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

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THE COUNT of MONTE CRISTO



The Count of Monte Cristo

3rd Sec

1st Term

The Count of Monte Cristo

Main Characters

Edmond Dantès / The Count of Monte Cristo – A young sailor betrayed by friends, wrongfully imprisoned, and later transformed into a powerful count seeking justice and revenge.

Mercédès – Edmond's true love, who marries Fernand after Edmond's imprisonment.

Fernand Mondego – Edmond's rival, who betrays him and marries Mercédès; later becomes a rich and powerful but dishonorable man.

Danglars – The greedy banker who conspires against Edmond.

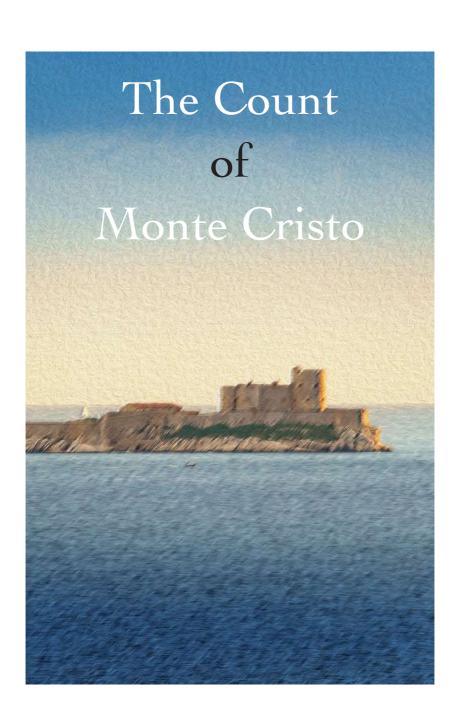
Ville fort – The ambitious prosecutor who sends Edmond to prison to protect his own career.

Caderousse – A neighbor and false friend, guilty of cowardice and betrayal.

Maximilien Morrel – The loyal son of Edmond's old employer, who represents hope and honor.

Valentine Ville fort – Ville fort's innocent daughter, victim of poison plots, and true love of Maximilien.

Haydée – The daughter of Ali Pasha, saved by Edmond, who becomes his companion at the end.



CHAPTER 1



A Young Sailor's Fortune

Edmond Dantès stood proudly at the front of the ship *Pharaon* as it entered the port of Marseille. The wind pushed the sails, the sea sparkled in the sunlight, and sailors hurried across the deck. For Edmond, this was not just another journey; it was the beginning of a new life. He was only nineteen years old, but already the first mate of one of the finest ships of his company. His heart was full of hope and dreams, for he carried good news for both his employer and his family.

The *Pharaon* had sailed from Smyrna, then stopped in Naples, and was finally returning to Marseille. On the voyage, the ship's captain had fallen gravely ill. Edmond, young and ambitious, had taken command. He navigated storms, negotiated with traders, and brought the ship safely home with its cargo untouched. His skill and bravery impressed everyone on board. Even the old sailors, who at first had doubted him, now spoke of him with respect.

As the ship neared the dock, a small crowd gathered to welcome it. Merchants, port workers, and families waited impatiently. Edmond felt his heart beat faster, for among the crowd stood the two people he loved most: his father, an old man who had given everything for his son, and Mercédès, the beautiful young woman who was promised to him.

The ship anchored, and Edmond gave sharp, confident orders. "Lower the sails! Prepare the ropes! Secure the cargo!" His voice

carried across the deck, and the sailors obeyed with speed. When the gangplank was lowered, Edmond ran down, eager to embrace his father and Mercédès. His father held him tightly, tears in his eyes. Mercédès smiled, her dark hair shining in the sunlight, her eyes full of love.

"Edmond," she whispered, "you are safe. I prayed for you every day."

"I am safe, and more than that," Edmond replied. "I bring good news. The captain has died, but the owner, Monsieur Morrel, has promised to make me captain of the *Pharaon*. At nineteen, I shall have my own command!"

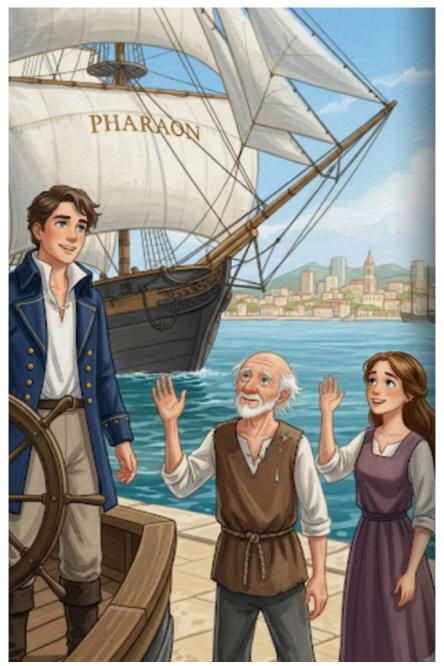
His father's hands trembled as he held him. "Captain! My son, you make me proud. Your mother would have been proud too."

Mercédès lowered her eyes modestly, though joy filled her heart. To be the wife of a captain meant security and honor. She dreamed of a small home near the sea, children playing by the shore, and a future bright with happiness.

Monsieur Morrel soon appeared, a wealthy merchant with a kind smile. He greeted Edmond warmly and confirmed the promise. "You have shown courage and wisdom beyond your years. The *Pharaon* is yours to command, Edmond. Serve me faithfully, and you shall rise even higher."

The crowd cheered, and Edmond felt as if the whole world celebrated with him. Yet, while most smiled, not every face was full of joy. Hidden among the crowd was Fernand Mondego, a fisherman from Catalonia. He stood silently, his fists clenched, his eyes burning with jealousy. For Fernand loved Mercédès too, and he had long dreamed of marrying her. But she had chosen Edmond, and Fernand's heart was filled with anger and envy.

Another man, Danglars, the ship's purser, also looked at Edmond with bitterness. During the voyage, Edmond had been promoted above him, and Danglars could not forgive this humiliation. To see a nineteen-year-old boy given the command of the *Pharaon* was, for





him, an insult. His lips curled into a thin smile as he muttered to himself, "Captain Dantès... we shall see how long that lasts."

Unaware of the hatred growing around him, Edmond walked proudly through the streets of Marseille with his father and Mercédès at his side. They visited his father's small home, where Edmond discovered a painful truth: his father had lived in poverty while he was away. Out of duty, the old man had repaid a debt of money that Edmond owed to a neighbor, leaving himself almost nothing to eat. Edmond was heartbroken, but he quickly gave his father all the wages he had earned. "From now on, you will want for nothing," he promised.

The evening brought more joy. Edmond and Mercédès walked along the shore, speaking of their future. The sea breeze touched their faces, and the horizon seemed to promise endless possibilities. They planned to marry as soon as possible. Mercédès leaned on Edmond's arm and whispered, "I wish this happiness could last forever."

"It will," Edmond answered confidently. "Nothing can take it from us."

But fate had other plans.

The Seeds of Betrayal

While Edmond celebrated, Danglars and Fernand met secretly in a dark tavern. They spoke in low voices, their words heavy with malice.

"Edmond has everything," Fernand hissed. "Mercédès, success, the captaincy. While I—who has loved her since childhood—am left with nothing."

"And I," said Danglars, "should be purser, second only to the captain. Instead, this boy takes the command, and I am forced to serve under him. His good fortune is insufferable."

The two men drank coffee, their eyes filled with hatred. It

was then that Danglars suggested a plan. "What if Edmond were accused of being a traitor? What if someone wrote a letter to the authorities, claiming he carries messages from Napoleon's supporters?"

Fernand's eyes lit with cruel hope. "If he is arrested, he will lose Mercédès. She will be mine."

"Exactly," Danglars agreed. "And I shall have my revenge. He will never be captain if he is in prison."

That night, with careful handwriting, Danglars composed a letter. It accused Edmond Dantès of carrying a secret letter from Napoleon Bonaparte to his followers in Paris. The accusation was false, but it was dangerous. The government feared Napoleon, who had been exiled but still had many loyal supporters. To be suspected of helping him was enough to destroy a man's life.

When the letter was finished, Fernand delivered it to the local prosecutor. With that single act, Edmond's future was poisoned.

Celebration and Shadows

The next day, Edmond's friends gathered for his betrothal feast. Laughter filled the air, music played, and tables were heavy with food and drinks. Mercédès wore a simple white dress, her face glowing with happiness.

Cheers answered him, and for a moment, all seemed perfect.

But outside, in the shadows, soldiers approached. At the height of the celebration, the door opened, and an officer entered with cold authority.

"Edmond Dantès?" he asked.

"Yes," Edmond replied, surprised.

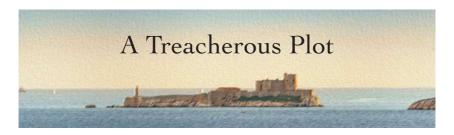
"You are under arrest by order of the king's prosecutor."

The room fell silent. Mercédès gasped, Edmond's father

trembled, and Edmond himself stood frozen with shock. He had done nothing wrong, yet strong hands seized him and led him away.

The feast ended in confusion and sorrow. Mercédès cried out, "There must be a mistake! Edmond is innocent!" But her words were useless. The trap had closed, and Edmond's bright future was already slipping into darkness.

CHAPTER 2



The celebration of Edmond Dantès's betrothal had ended in shock and silence. The music had stopped, the sweets had turned bitter in the mouths of the guests, and Mercédès's white dress, once a symbol of joy, now seemed like a garment of mourning. Edmond had been taken away by soldiers, accused of crimes he did not even understand.

Mercédès clung to Edmond's father, her face pale and wet with tears. "They cannot keep him," she whispered. "Edmond is innocent. Everyone knows it."

The old man nodded, though his hands trembled. "Yes, child, but envy is a cruel enemy. I fear something dark has been planned."

Indeed, outside the walls of their humble home, two men congratulated themselves in secret: Danglars and Fernand. They had succeeded in their scheme, and now they waited for the storm to destroy their rival.

The Letter of Betrayal

The false letter, written by Danglars and delivered by Fernand, had been placed into the hands of Gérard de Ville fort, the deputy prosecutor of Marseille. Ville fort was a young man of ambition, eager to rise in government. He read the accusation carefully: Edmond Dantès, sailor of the ship Pharaon, carries a letter from Napoleon Bonaparte to his supporters in Paris.



At once, Ville fort's face darkened. Though many such letters had been rumored, this one carried danger. The country was ruled by King Louis XVIII, restored to the throne after Napoleon's defeat. Any hint of Bonapartist activity was treated as treason. To protect the king, men had been executed for far less.

"Bring this Edmond Dantès before me," Ville fort ordered. "We shall see what truth lies behind his smile."

Interrogation

Edmond was taken into a cold, stone room. His hands were bound, but his spirit was unbroken. He stood tall before the deputy prosecutor, confused but not afraid.

"Monsieur Dantès," Ville fort began, "you are accused of carrying a letter from the exiled Emperor Napoleon to his supporters in Paris. What say you?"

Edmond's eyes widened with astonishment. "A letter? Yes, I was given a letter on the island of Elba by the dying captain of my ship. He begged me to deliver it, and I promised. I did not even read it. It was an act of duty, nothing more."

Ville fort leaned forward, his eyes sharp. "Do you know to whom this letter was addressed?"

"No, monsieur," Edmond said honestly. "I only know it was to be delivered in Paris. I wished only to keep my word to my captain. I am a sailor, not a politician."

The sincerity in Edmond's voice would have touched any fair-hearted judge. But Ville fort's ambition clouded his sense of justice. For when he broke the seal and read the letter, he discovered a terrible truth: it was addressed to a Bonapartist leader—his own father. If the letter became public, Ville fort's family name would be ruined, and his career destroyed.

His heart pounded as he faced the young sailor. Here was a man innocent of plotting, yet carrying evidence that could bring shame upon him.

"You admit to carrying this letter?" Ville fort demanded.

"Yes," Edmond replied. "But I swear to you, I had no idea of its contents. I would gladly burn it if it causes harm."

Ville fort studied Edmond for a long moment. He saw the honesty, the innocence, the youth. Part of him longed to release the boy and clear his name, but his ambition refused.

Ville fort's voice grew cold. "Edmond Dantès, you have confessed to carrying a letter from the enemy of the king. For this, you are guilty of treason. Guards, take him to the Château d'If."

"No!" Edmond cried. "I am innocent! Please, listen to me—"

But his words were drowned by the clanging of the prison doors.

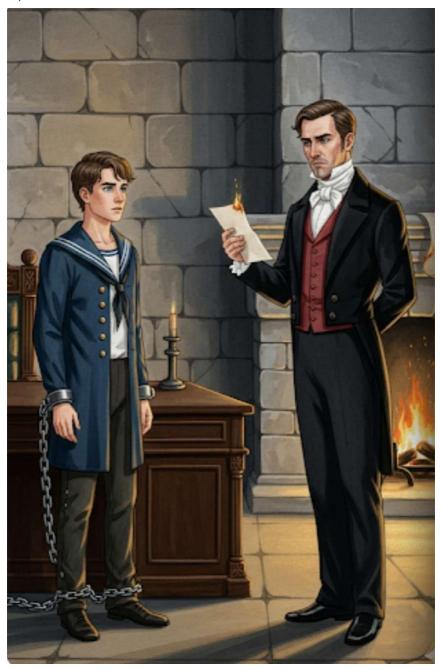
Reactions in Marseille

When the news spread that Edmond had been imprisoned, shock and disbelief filled Marseille. Mercédès refused to believe it. She went from door to door, pleading with officials, crying out that Edmond was no traitor. "He knows only ships, sails, and the sea." she said desperately.

But her cries fell on deaf ears. The government was afraid of Napoleon's return, and any man accused of serving him was guilty in their eyes.

Edmond's father grew weaker with grief. He had only his son in the world, and now even that comfort had been torn from him. He sat for hours by the window, staring at the sea, whispering Edmond's name.

Meanwhile, Danglars and Fernand celebrated quietly. Danglars smiled to himself, imagining the *Pharaon* under his influence now



that Edmond was gone. Fernand, though, cared only for Mercédès. He visited her daily, pretending to comfort her, but secretly hoping her despair would push her into his arms. Yet each time, Mercédès turned away, her loyalty to Edmond unshaken.

"I will wait for him," she said firmly. "If he is in prison for a hundred years, still I will wait."

Her words cut Fernand's heart like a knife.

Ville fort's Secret

Late at night, Ville fort sat in his study, the letter spread before him. His hands shook as he read his father's name once again. If the king discovered that Gérard de Ville fort's father was a traitor, all his dreams of power would collapse.

His fiancée's family was royalist, his own career depended on loyalty to the crown. Everything he had worked for could vanish in an instant.

"I must destroy this letter," Ville fort muttered. With cold determination, he threw the letter into the fire. The flames consumed the paper, turning it into ash.

Then he whispered, "Farewell, Edmond Dantès. You are sacrificed for my future."

The Journey to the Château d'If

At dawn, soldiers dragged Edmond from his cell. Shackled and pale, he was pushed into a small boat that carried him across the waters of Marseille. He looked desperately at the city—the port where he had dreamed of being captain, the house where his father waited, the streets where he had walked with Mercédès. Every sight pierced his heart like a blade.

"Where are you taking me?" he cried.

"To the Château d'If," one guard replied grimly.

Edmond's blood turned cold. The Château d'If was a fortressprison built on a rocky island, infamous for housing traitors and prisoners. Few who entered its gates ever returned.

As the boat approached the dark stone walls rising from the sea, Edmond's spirit sank. He stretched out his hands toward the city, shouting, "Mercédès! Father! Help me!" But no voice answered, only the crash of the waves against the rocks.

As the iron doors shut, he felt the world of freedom and love slip away, leaving only hollow pain within him."

The Plot Completed

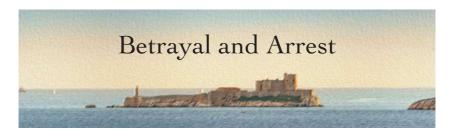
Back in Marseille, Fernand and Danglars exchanged satisfied glances.

"Dantès is gone," Danglars said quietly. "The sea has swallowed him, though he lives still."

Fernand nodded, his eyes fixed on Mercédès from a distance. "Yes, gone. And now she will be mine."

But deep in his heart, he knew the truth: though Edmond was imprisoned, his spirit lived on in the heart of Mercédès, and no chains could break that bond.

CHAPTER 3



The night of Edmond Dantès's arrest remained etched in the memory of all who had gathered to celebrate his betrothal. What should have been the happiest evening of his young life had become a nightmare. The music had stopped, the laughter had died, and soldiers had led him away as though he were a criminal. The faces of his father and Mercédès, full of terror and disbelief, haunted him as he sat alone in his cold prison cell.

Shadows of Conspiracy

Long before the soldiers had arrived, betrayal had already taken root. Danglars, the purser of the *Pharaon*, and Fernand, the jealous fisherman who desired Mercédès, had finished their treacherous letter of denunciation. Together they accused Edmond of being a traitor, secretly plotting against the country.

They had written with clever words, just enough truth to make the lie seem real. Edmond had indeed received a letter on the island of Elba, and he had promised his dying captain to deliver it. That innocent act of loyalty became twisted into proof of treason.

When the soldiers entered the feast, Edmond had no idea of the invisible web already closing around him.

The Interrogation

In the office of Gérard de Ville fort, deputy prosecutor of Marseille, Edmond tried to explain himself. His voice was steady at first, confident in his innocence.

"I am loyal to the king," he said. "I have never spoken with enemies". I am a sailor, monsieur, nothing more. I only carried out the final wish of my captain."

Ville fort, however, was torn between duty and ambition. In his hand lay the very letter that condemned not only Edmond but also Ville fort's own father. If the letter were revealed, his career would collapse, his future destroyed.

"You admit to carrying this letter?" Ville fort pressed.

"Yes," Edmond answered honestly, "but I did not know what it contained. I swear it, monsieur."

Ville fort burned the letter in secret, protecting himself, but condemned Edmond aloud. "By your own confession, you carried a message from the enemy of the king. That is treason."

Edmond's heart froze. "But I am innocent!" he cried.

"Perhaps," Ville fort replied coldly. "But the law does not ask for innocence. It asks for proof. And the proof condemns you."

The Arrest Confirmed

Back in Marseille, word spread quickly that Edmond had been taken to the Château d'If. People whispered his name in markets and taverns. Some pitied him, but others shrugged, saying, "Where there is smoke, there is fire."

Only those who truly loved him—his father, Mercédès, and Monsieur Morrel—refused to believe the accusations.

Mercédès, desperate, went to every official she could reach. "Edmond is no traitor," she pleaded. "His only love is the sea."

But her words met closed doors and deaf ears. No one dared question the orders of the prosecutor.

Morrel, Edmond's employer, went personally to the authorities, offering his word as a man of honor that Edmond was loyal. Yet even his respected voice carried no weight against the written denunciation.

Enemies in the Shadows

While the innocent fought for Edmond, his enemies quietly rejoiced.

Danglars, relieved to see the young sailor removed from command, already dreamed of power within the company. "With Dantès gone, I can shape the future of the *Pharaon* as I please," he thought.

Fernand, meanwhile, turned his eyes to Mercédès. He visited her often, pretending to be her comfort. "I know you suffer," he told her softly. "But Edmond is gone. They will not free him. You must not waste your youth in waiting."

But Mercédès shook her head, her eyes filled with fire. "I belong to Edmond. Until the day he returns, I will not listen to another."

Her loyalty stabbed Fernand with pain, but also fed his anger. "Then let him rot in the Château d'If," he muttered to himself. "One day you will have no choice but to turn to me."

Life Behind Bars

In the Château d'If, Edmond experienced the slow death of hope. The prison was a fortress of stone, standing on a lonely island, its windows barred and its corridors damp with sea air.

When Edmond first arrived, he begged for mercy. "There is a

mistake," he cried to the jailer. "I am innocent!"

The jailer laughed cruelly. "All here say the same, young man. Yet they remain."

Edmond was dragged through a long corridor lit only by torches. The smell of salt and mildew clung to the air. Guards mocked him as they pushed him into a narrow cell with a straw bed, a broken jug for water, and walls damp with cold. "This is your palace, captain," one guard sneered. Edmond's heart sank. The word "captain," once a promise of honor, now sounded like an insult. He collapsed on the straw, covering his face with his hands. In a single day he had lost his freedom, his father, his love, and his future. He cried out to the heavens, "Why am I here? What crime have I committed?" But the stones gave no answer.

Days passed into weeks, weeks into months. Edmond's youthful energy drained away, replaced by despair. He counted the stones in his cell, traced patterns in the cracks of the wall, and listened endlessly to the sea pounding against the rocks outside.

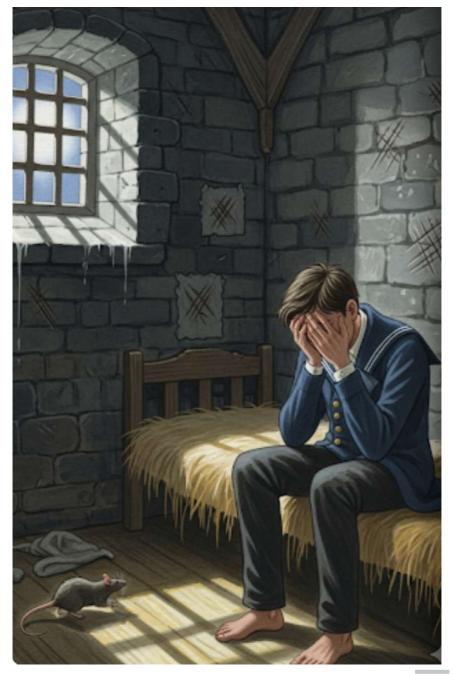
At times he shouted his innocence into the darkness, but no one listened. His only visitors were the guards who brought him bread and water.

The Suffering of His Father

Back in Marseille, Edmond's father grew weaker each day. Without his son's support, the old man fell into poverty and despair. He refused food, his only comfort the memory of Edmond's voice. Morrel, kind-hearted and loyal, tried to help him, but grief was stronger than charity.

"Your son is innocent," Morrel told him. "I swear to you, I will not abandon him."

The old man squeezed his hand weakly. "Tell him... tell my Edmond... that I loved him." Soon after, his frail heart gave out, and he died alone, whispering his son's name.



Mercédès's Despair

For Mercédès, each day without Edmond was torture. She waited at the shore, gazing at the island prison across the water, as if her eyes could pierce the walls and reach him.

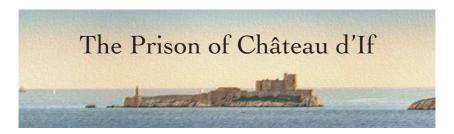
She prayed constantly for his return, refusing every suggestion that she should forget him. Her beauty and loyalty only increased Fernand's obsession. He promised himself that if Edmond never returned, Mercédès would one day be his, no matter the cost.

Ville fort's Ambition

Meanwhile, Gérard de Ville fort enjoyed the rewards of his betrayal. By sending Edmond to prison and destroying the letter, he had secured his position with the royalists. He was praised for his vigilance, promoted for his loyalty, and prepared for marriage into a powerful family.

Yet sometimes, late at night, he dreamed of Edmond's face—honest, confused, and pleading.

CHAPTER 4



The Château d'If stood like a dark sentinel in the middle of the sea. Its heavy walls rose from the rocks, defying both waves and storms. To sailors it was a dreaded sight, for they knew it as a place of despair, where prisoners disappeared into silence and rarely returned.

For Edmond Dantès, this fortress became his world. The iron gates had swallowed him, and now only damp stone and the sound of the sea surrounded him.

Days Without Hope

Time lost its meaning inside the prison. Day and night blended together, marked only by the arrival of stale bread and dirty water. Edmond counted the stones in his cell, traced the cracks with his fingers, and tried to measure time by the thin ray of light that slipped through the tiny window high above.

At first, he dreamed of rescue. He imagined that Monsieur Morrel would save him, that Mercédès would plead for him, that Ville fort would confess his mistake. But weeks turned into months, and no one came.

The silence of the prison began to crush his spirit. He shouted his innocence until his voice broke, but the guards only laughed. Sometimes they answered with cruel jokes: "Yes, yes, everyone here is innocent!"

Hunger gnawed at him, loneliness consumed him, and despair whispered dark thoughts into his ear. "Perhaps it is better to die," he told himself. He considered starving himself, ending his pain.

A Flicker of Life

One evening, as Edmond lay in hopeless silence, he heard it again: a faint, steady scratching sound. It seemed to come from beneath the floor, like claws against stone. At first, he thought it was rats, but the rhythm was too deliberate.

Edmond pressed his ear to the floor. The sound grew clearer. Someone was digging.

His heart leapt. He tapped lightly on the stone with a piece of broken jug. The scratching stopped, then resumed more quickly, as if in answer. Edmond cried out with joy. He was not alone!

From that moment, hope returned to his soul.

The Neighbor

Night after night, Edmond listened to the mysterious digging. Slowly, patiently, he began to loosen the stones in his own cell to help. He tore at the walls with his bare hands, using iron nails from his bed as tools. His fingers bled, but he felt alive again.

After weeks of effort, a small tunnel opened, and through the dust and darkness Edmond saw another human face. It was lined with age and wisdom, the eyes bright with intelligence.

"Who are you?" Edmond whispered.

"I am Abbé Faria," the man replied in a low voice. "A prisoner, like you."

The two men reached out their hands and clasped them tightly. In that moment, Edmond felt reborn.



Abbé Faria

The old man explained how he had spent years trying to dig an escape tunnel. He had miscalculated and arrived at Edmond's cell instead of the outer wall. Yet he did not regret it, for now he had a companion.

Abbé Faria had been imprisoned for political reasons. He had served princes, kings, and ministers, but his intelligence made him dangerous to powerful enemies.

Yet instead of losing hope, the priest had turned his prison into a school. He had written books in his memory, solved problems in his head, and taught himself new sciences by sheer thought.

"You see, my son," he told Edmond, "a man may lose his freedom, but he must never lose his mind. That is the true prison."

Edmond listened with awe. He had been a sailor, skilled at reading the winds and the waves, but untrained in books. Now, locked in darkness, he found a teacher who could open doors in his mind wider than the ocean itself.

Edmond's heart filled with gratitude. "I thought I would die alone. You have saved me."

The abbé smiled kindly. "No, my son. Perhaps it is you who will save me. Together, we may yet find freedom."

Day after day, the two prisoners widened the passage, crawling through to spend hours together. The guards suspected nothing, for Edmond and the abbé were careful to hide their work.

Lessons in the Darkness

More than freedom, Abbé Faria gave Edmond something greater: knowledge.

The old man was a priest and a scholar, fluent in languages,

skilled in mathematics, history, and philosophy. He had studied politics, science, and human nature. And now, in the silence of the prison, he shared his wisdom with Edmond.

"Since we cannot live free," the abbé said, "let us at least live usefully. Each day, I will teach, and you will learn."

So Edmond became his student. He learned Italian, English, and even some Arabic. He studied history and geography, science and strategy. His mind, once simple and youthful, grew sharp and disciplined.

"I entered this prison a sailor," Edmond thought, "but I will leave it a scholar."

The Story of the Treasure

One night, as the two men whispered in the tunnel, the abbé grew serious. "There is something more, Edmond, something I have never told another soul. If fate wills it, this secret may one day save you."

He leaned close and revealed the story of a vast treasure hidden on the island of Monte Cristo. He told of a map, of riches beyond imagination—gold, jewels, and priceless artifacts, concealed long ago by the Spada family.

At first, Edmond thought it was a dream. "Such a fortune cannot be real."

The abbé smiled. "I assure you, it is real. And if ever you escape this prison, the treasure shall be yours. Promise me that you will use it wisely, not for greed, but for justice."

Edmond's heart burned. For the first time since his arrest, he saw a future—not as a broken prisoner, but as a man with power to change his fate.



Sickness and Despair

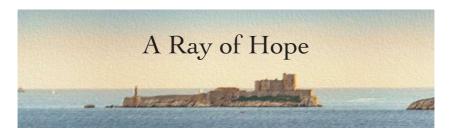
The abbé suffered from terrible seizures, violent fits that shook his body and left him weak for days. He knew his time was short.

"My dear Edmond," he whispered during one of these attacks, "if I die before we escape, the secret of the treasure is yours. Here, I have drawn the map. Take it. Remember Monte Cristo."

Edmond held his hand firmly. "No, father. You will live. Together we shall escape."

But in his heart he feared otherwise.

CHAPTER 5



Lessons in the Cell

The days passed quickly now. Each time the guards left, Edmond crawled through the hidden tunnel to the abbé's cell, where the old priest gave him lessons.

They began with languages. The abbé taught him Italian, English, and Spanish. He showed him how to read and write better French, and even taught him Latin. Edmond repeated words until he could speak with fluency.

Then came history and geography. Faria traced maps of Europe on the dusty floor, explaining how nations rose and fell. He spoke of Rome, Greece, and the empires of the past. Edmond's imagination soared; though his body was trapped, his mind traveled across continents and centuries.

Mathematics followed—numbers, geometry, and astronomy. Edmond learned how to measure the stars, how to calculate distances, how to reason with logic.

"You see," said the abbé, "knowledge is power. If you escape this place, you will not be only a free man, but a man armed with wisdom."

The Father He Never Had

More than lessons, Abbé Faria gave Edmond something he had lost: a father.

"My poor father died alone while I was imprisoned," Edmond once said with sorrow.

The abbé placed a hand on his shoulder. "Then let me be your father now. God has sent us to each other in this place. You will be my son, and I will be your teacher."

From that moment, their bond deepened. Edmond found in the abbé not only knowledge, but love, patience, and guidance.

The Mystery of His Betrayal

With Faria's help, Edmond began to examine the events that had led to his imprisonment. The abbé listened carefully as Edmond recounted his arrest, Ville fort's interrogation, and the mysterious letter.

The old priest's sharp mind connected the pieces.

"Do you not see?" he said.
"It was not chance. It was a
plot. Danglars, who envied
your promotion to captain, and
Fernand, who desired Mercédès,
worked together to destroy you.
Ville fort, fearing the letter would
expose his own father's politics,
silenced you. Each man had



something to gain from your ruin."

Edmond's eyes widened. Until now, he had thought it was just a mistake. But hearing the priest's explanation, he understood the truth: he had been betrayed.

His heart burned with anger, but the abbé placed a firm hand on his arm.

"Do not let hatred consume you, my son. Knowledge and patience are stronger than rage. One day, justice will come, but it must be guided by wisdom."

The abbé smiled. "Because I see in you a good heart. You were betrayed, yet you remain noble. God has chosen you for this destiny."

The Priest's Illness

But even as hope grew, Edmond noticed the abbé's health fading. Terrible fits seized him, leaving him pale and trembling. His strength weakened, and though he smiled bravely, Edmond saw fear in his eyes.

"Do not be afraid," Edmond said. "I will care for you as you cared for me."

The priest shook his head gently. "No, my son. My time will soon end. But your life is just beginning. You must prepare for freedom, and for the treasure."

He gave Edmond a small piece of parchment, carefully hidden in the lining of his clothes. On it was the secret map of Monte Cristo. Edmond pressed it to his heart.

The Escape Plan

Together they continued to dig. The tunnel grew longer, reaching toward the sea. They planned to escape side by side, swimming to the shore, then sailing away.

But one night, as they worked, the abbé collapsed, gasping for breath. Edmond lifted him in his arms, but the priest's face was pale and his voice weak.

"My dear Edmond," he whispered, "if I die, promise me that you will not give in to despair. Live, escape, and use the treasure for justice, not for vengeance alone."

Edmond wept, but swore the promise.

Wisdom That Remains

The abbé knew the end was near. In his final days, he spoke not of riches, but of wisdom.

"Remember, my son," he said, "true greatness is not in wealth, but in how you use it. The world is full of men who destroy, but few who build. Be among the builders. Forgive when you can, but punish when you must. Above all, never lose your soul in the fire of revenge."

Edmond listened carefully, memorizing each word as if it were sacred scripture.

The Final Gift

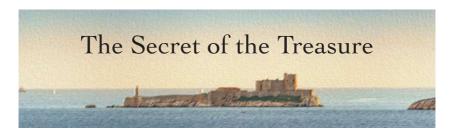
At last, one quiet evening, Abbé Faria closed his eyes for the last time. His hand rested in Edmond's, his face peaceful.

Edmond knelt by his side, his heart breaking. "Father, teacher, friend—what will I do without you?"

Yet even in death, the old priest's presence remained. His lessons, his love, and his secret had transformed Edmond from a simple sailor into a man of learning, purpose, and destiny.

Edmond wiped his tears, clutching the map of Monte Cristo. "I will escape. I will live. And I will honor your name."

CHAPTER 6



Edmond Dantès had lost his only friend. The death of Abbé Faria left him in deep sorrow. The priest had been his teacher, his father, and the light in his long years of darkness. But along with grief, Edmond felt a new power rising in his heart—a sense of duty, hope, and determination. The priest had given him more than knowledge; he had given him a future.

Alone with a Secret

For several days, Edmond sat in silence in his cell, holding the small parchment the abbé had left him. On it were strange symbols and words, which described the hiding place of a great treasure buried on the island of Monte Cristo.

Each time he read the paper, his mind filled with visions: mountains of gold, bags of silver, boxes of jewels, rare statues, and crowns once worn by princes. The treasure of the Spada family was said to be beyond measure.

At first, Edmond thought it was a dream, too fantastic to be real. But the abbé was never a liar or a fool. If he had spoken of the treasure, then it truly existed. And if it existed, Edmond swore he would find it.

"This treasure," he whispered to himself in the darkness, "is not for greed. It is the tool given to me by God. With it, I shall reward the good and punish the guilty."

The Priest's Last Lesson

Edmond remembered the old priest's final words: "Do not let hatred consume you. Use the treasure for justice, not for vengeance alone."

He repeated those words often, as if they were a prayer. Yet in his heart, anger burned like a hidden fire. Danglars, Fernand, Ville fort—those names echoed in his mind. Each man had stolen his youth, his love, and his freedom.

But Edmond forced himself to wait. First escape. Then treasure. Then justice.

The Plan to Escape

The death of Abbé Faria gave Edmond an unexpected opportunity. One morning, as the guards carried food into his cell, he heard them speak in low voices.

"The old priest is dead," one said. "We'll sew him into a sack tonight and throw him into the sea."

Edmond's heart jumped. If the guards carried away a sack, perhaps he could take the abbé's place. In the darkness of night, no one would notice until it was too late.

That evening, when the guards left, Edmond acted quickly. He dug into the priest's cell, found the body, and kissed his forehead one last time. Then, with trembling hands, Edmond laid the body in his own bed and covered it.

Next, he slipped into the sack meant for the dead. He tied the rope from inside as best as he could, holding a sharp piece of iron in his hand to cut it later.

His heart beat wildly. If the plan failed, he would be thrown alive into the sea and drowned. But if it succeeded, freedom awaited.

The Burial at Sea

Soon, two guards entered. Without checking, they lifted the heavy sack, carried it along the corridors, and climbed to the top of the fortress wall. Edmond felt the cold night air and heard the waves below.

"Ready?" one guard asked.

"Throw him!" said the other.

The sack flew into the air, and Edmond plunged into the icy sea. The shock of water nearly made him scream, but he bit his lips. Weighted down by cannonballs tied to the sack, he began to sink fast. Desperate, he cut through the canvas with his iron piece, tore the rope, and swam upward with all his strength.

At last, his head broke the surface. He filled his lungs with air and looked back. Behind him stood the black shadow of Château d'If, the prison of his nightmares. In front of him stretched the endless sea—his path to freedom.

A Sailor Once Again

Edmond swam all night, guided by the stars as he had done years before as a sailor. Exhausted, he reached a small deserted island. There he rested, half-dead but alive.

The next morning, he saw a fishing boat passing. Using a piece of wood as a signal, he called out. The fishermen pulled him aboard.

"Who are you?" they asked.

"A poor sailor shipwrecked in the storm," Edmond replied. It was not the full truth, but it saved him.

From that day, Edmond returned to the sea under a false name. He worked with sailors, hiding his real identity, waiting for the chance to reach the island of Monte Cristo.

Dreams of Monte Cristo

As the days turned into weeks, Edmond's mind returned again and again to the treasure. He studied maps whenever he could, searching for the location of the mysterious island. He remembered every detail of the abbé's story: the rock formations, the hidden cave, the chest buried deep underground.

At night, while the other sailors slept, Edmond whispered to himself:

"Monte Cristo... the key to my destiny."

A Test of Patience

It was not easy to reach the island. Ships did not often pass there, and Edmond could not openly ask without raising suspicion. So he waited, sailing from port to port, gathering money and supplies.

At last, luck came. A smuggler's boat he had joined decided to land near Monte Cristo to hide goods. Edmond's heart raced. The time had come.

The Island of Rocks

Monte Cristo appeared on the horizon like a sharp tooth rising from the sea. Its cliffs were dark and steep, and no one lived there. To the sailors, it was a lonely, useless rock. To Edmond, it was paradise.

When the others were busy unloading goods, Edmond pretended to hunt for rabbits. Carrying a pickaxe and supplies, he climbed the rocks to the secret spot described in the abbé's papers.

He searched for hours, comparing the signs: a hollow rock shaped like a cross, a small stream that ran dry in summer, a fig tree growing from stone. At last, he found the place.

The Hidden Chamber

Edmond's hands trembled as he dug. The ground was hard, but his strength was fueled by hope. Soon, his pickaxe struck something solid. A wooden chest, bound with iron.

With a cry, Edmond pulled it free. He broke the lock, lifted the lid—and gasped.

Inside lay mountains of gold coins, silver bars, diamonds that sparkled like stars, rubies red as fire, emeralds green as the sea. Statues carved in marble, crowns decorated with jewels, and weapons made of shining steel filled the chest.

It was more than treasure. It was a kingdom in a box.

A New Man Is Born

For a long time, Edmond could only stare, blinded by the brightness of his fortune. Then he knelt and whispered:

"Abbé Faria, your secret lives. I am free, and I will use this gift."

At that moment, Edmond Dantès the poor sailor died, and a new man was born—the Count of Monte Cristo.

With this treasure, he would build a new identity, powerful and untouchable. He would reward those who had been kind, such as his faithful friend Morrel. And he would punish those who had destroyed his life.

The sea had carried him from prison to freedom. The treasure of Monte Cristo would carry him from despair to destiny.

The Count of Monte Cristo

Chapter 1: The Arrival at Marseilles

1. Match the words with their meanings

a. helm	b. cargo	c. loyal	d. burden	e. shore
1.	goods carried	by a ship		
2.	the wheel or p	oosition used t	o steer a ship	
3.	faithful and tr	rue in friendsh	ip or duty	
4.	something dif	ficult that cau	ses worry	
5.	land at the ed	ge of the sea		

- Why was Edmond respected by the crew after the captain's death?
- What can we guess about Edmond's personality from how he takes responsibility on the ship?
- How does the arrival at Marseilles set the stage for both hope and danger in Edmond's life?
- Do you think Edmond's loyalty to his captain was more important than reaching his family quickly? Why or why not?
- If you were in Edmond's place, would you have acted differently with the ship and the crew? Explain.
- The sea voyage represents more than travel. What might the sea symbolize for Edmond at this point in the story?

Chapter 2: A Treacherous Plot

1. Match the Words with their Meanings

a. affection	b. envy	c. betrayal
d. destiny	e. fiancé(e)	f. ceremony
1.	the person engaged to be r	married
2.	great liking or love for som	neone
3.	a formal public event	
4.	what is meant to happen in	n the future
5.	feeling of jealousy about so	omeone else's success
6.	breaking trust by being dis	sloyal

- What were Edmond and Mercédès planning for their future?
- How can we tell that Fernand's feelings for Mercédès were more than friendship?
- Compare Edmond's hope with Fernand's jealousy. How do these two emotions create conflict?
- Do you think Edmond should have noticed Fernand's jealousy earlier? Why or why not?
- Imagine you are Mercédès. Would you trust Fernand as a friend after noticing his envy? Explain.
- Weddings often symbolize unity and new beginnings. What does Edmond and Mercédès' planned wedding symbolize in this chapter?

Chapter 3: Betrayal and Arrest

1. Match the words with their meanings

a. accusation	on b. evidence	c. arrest	
d. deceit	e. suspicion	f. betray	
1.	information that proves something is tr	ue	
2.	the act of saying someone did something	g wrong	
3.	the act of tricking or lying to others		
4.	the act of taking someone by law or fore	ce	
5.	feeling that someone may be guilty		

2. Answer the following questions Understanding

- Why was Edmond arrested even though he was innocent?
- What does Fernand's and Danglars' betrayal tell us about their characters?
- How does this chapter show the theme of trust and deceit?
- Do you think the authorities acted fairly when they arrested Edmond? Why or why not?
- The chains placed on Edmond symbolize more than imprisonment. What do they represent about his life and freedom?

Chapter 4: The Prison of Château d'If

1. Match the words with their meanings

a. dungeon d. suffer	b. despair e. prisoner	c. injustice f. endure
1.	a person kept in jail	
2.	to experience pain or hardship	
3.	a dark underground prison cell	
4.	great sadness and loss of hope	
5.	something unfair or morally wro	ong
6.	to continue through difficulty w	ithout giving up

- What conditions did Edmond face inside Château d'If?
- What does Edmond's survival in prison show about his inner strength?
- How does the prison setting increase the sense of injustice in the story?
- Do you think Edmond should accept his fate quietly or keep fighting for his freedom? Explain.

Chapter 5: A Ray of Hope

1. Match the words with their meanings

a. companion	b. wisdom	c. treasure
d. tunnel	e. escape	f. guidance
1. advice or d	irection to help some	one
2. a secret or	hidden collection of r	iches
3. a close frier	nd who shares time w	vith you
4. the act of g	etting free from dang	er or prison
5. knowledge	combined with good	judgment
6. a passage d	ug underground	

- Who does Edmond meet in prison, and how does this change his life?
- What does Abbé Faria's decision to share his wisdom show about his character?
- Compare Edmond before and after meeting Abbé Faria. How does he change?
- Do you agree that knowledge can be more valuable than freedom? Why or why not?
- The "ray of hope" symbolizes more than a chance of freedom. What does it mean for Edmond's soul and future?

Chapter 6: The Secret of the Treasure

1. Match the words with their meanings

a. inheritance	b. fortune	c. secret
d. reveal	e. destiny	f. educate
1to make s	omething known	
2. money, w	ealth, or valuable posse	essions
3. something	g kept hidden from oth	ers
4. property	or money received after	r someone's death
5to teach o	r train someone	
6. what is m	eant to happen in the f	uture

- What important secret does Abbé Faria share with Edmond?
- Why does Abbé Faria choose Edmond to trust with the treasure's location?
- How does the idea of treasure add to the theme of destiny in the story?
- Do you think the promise of great wealth can motivate someone to survive hardships? Why or why not?
- If you discovered a hidden fortune, would you use it for personal comfort or to change the lives of others? Explain.
- The treasure is more than gold. What does it symbolize for Edmond's life, hopes, and revenge?

ENGLISH

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