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Student's Book

ENGLISH

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Preparatory Schools - Year Three - Term 2

2025 - 2026

LEVEL UP ENGLISH
LEARN. INSPIRE. ACHIEVE.
ENGLISH OPENS DOORS.



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UNIT 7

Sports

Learning Outcomes

Reading

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

Listening

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

Speaking

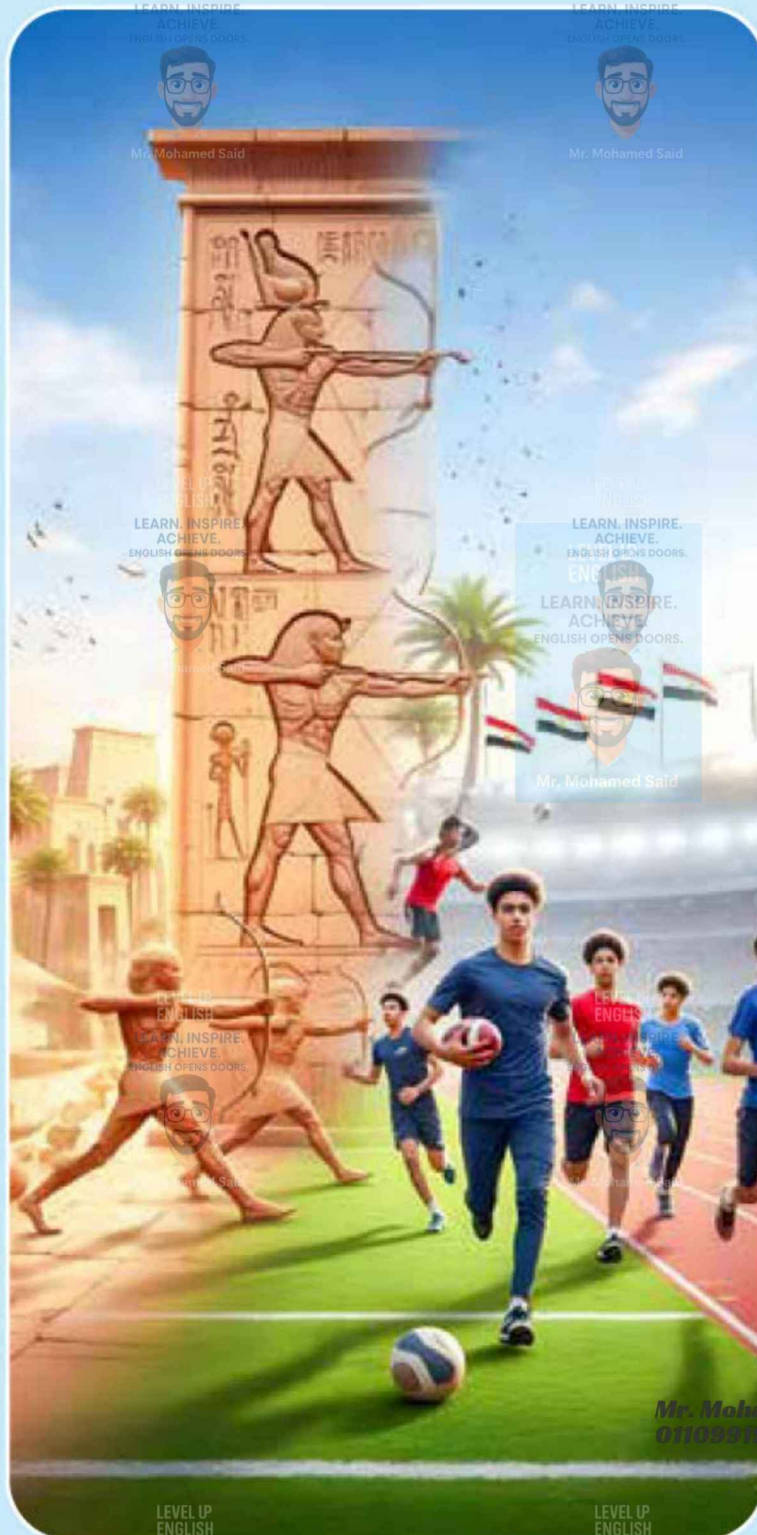
- compare and contrast ancient and modern sports in a 3-minute role-play.
- express personal views on values such as teamwork and fair play.
- discuss how sports unite people in a group discussion.

Language

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

Writing

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



LESSON

1

The History of Sport



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

The History of Sport

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

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

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

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



Think about this

3 Answer the following questions.

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

By requiring cooperation and fair play.

Ancient: For battles and danger. Modern: For peace, health, and safe competition. Tennis, to improve fitness and speed.

It improves physical and mental health, and teaches teamwork.



Vocabulary

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

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

5 Fill in the blanks with words from the text.

health – exercise – old – strength – enjoy

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

old
exercise
strength
health
enjoy



Speaking



Think-Pair-Share

6 Ask and answer about the history of sport.

Topic: *The history of sport*

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

What sport shows a lot of skill?

I think archery shows a lot of skill.



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

Connect cultures? Yes, through global events.

Why start Olympics? To show strength and unite people.

Favorite sport? Football.

Why enjoy racing? It's exciting and fast.

LESSON

2

A True Champion



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

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

honor: doing what is morally right / great respect.
 respect: admiring someone's good qualities or actions.
 admiration: a feeling of great respect and approval.
 champion: someone who wins a sports competition.
 focus: to concentrate fully on something

honor – respect - admiration – champion - focus

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

1. What was Rashwan's opponent from? He was from Japan.
2. What sport did he compete in? He competed in Judo.
3. What lesson does Rashwan's story teach us? It teaches us that honesty, respect, and fair play can make someone a true champion, even without winning the gold medal.

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

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



Speaking



Think-Pair-Share

5 Ask and answer questions about.

Topic: A true champion

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

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

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

My decision: I decided not to attack his injured leg because fair play is more important than winning.
My feelings: I feel proud. I may have lost the gold, but I kept my honor.
The lesson: A true champion wins with honesty, not by taking advantage of others' weaknesses.

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



Language in use

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

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

used to
use
go
Did you use
didn't use

7 Rewrite the sentences.

- He used to ride his bike to school. (not)
He didn't use to ride his bike to school.
- She used to live in Luxor. (Where)
Where did she use to live?
- No, he didn't use to travel alone. (Did)
Did he use to travel alone?

8 Choose the correct option.

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

9 Find and correct the mistake in each sentence.

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

Tip

"Used to" for Past habits

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

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

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

• For negative form:

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

• For question form:

Did you use to swim?

• Yes, I did. • No, I didn't.

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

→ I used to run fast.

used to
used
use
Did

used)
(.....)
use)
(.....)
didn't)
(.....)
used)
(.....)

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Before you start

1 Answer the following questions.

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



Reading

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

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

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

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



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

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

1. What do the five rings on the Olympic flag represent?

- a. Five sports b. Five countries c. Five continents d. Five medals

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

(b) Answer the following questions.

1912

1. Why do you think the Olympic Games are important for the world?
2. What Olympic value do you admire most: excellence, respect, or friendship? Why?
3. If Egypt hosted the Olympics, what would you show the world about your country?
 They bring people from different countries, cultures, and languages together in peace.
 Respect, because it teaches fair play.
 Ancient history and welcoming culture.



Vocabulary

4 Write the synonym and antonym of each word.

Word	Synonym	Antonym
respect	honor / disrespect	
peace	harmony / war	
friendship	companionship / enmity	
united	joined / divided	
famous	well-known / unknown	
winning	succeeding / losing	
ancient	very old / modern	

Vocabulary Tip

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



Speaking

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



Writing

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

I would love to attend the Olympic Games because it is the greatest sports event in the world. It would be amazing to see athletes from more than 200 nations competing in different sports like football, swimming, and gymnastics. I really want to experience the Olympic spirit, which brings people from different countries, cultures, and languages together in peace. Watching the athletes live would teach me the true meaning of values like excellence, respect, and friendship. Furthermore, it would be a fantastic chance to meet new people from all over the world and cheer for my country, Egypt. It is truly a once-in-a-lifetime experience.

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LESSON 4 Story Time

Twenty Thousand Leagues under The Sea, by Jules Verne

Chapter One The Mystery of the Sea Monster

Introduction about the Author

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

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

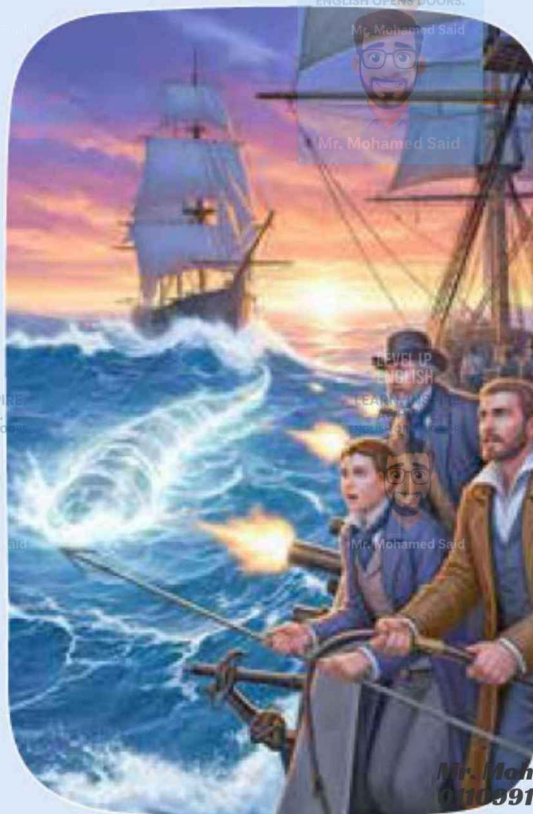
In the mid-nineteenth century, sailors across the oceans reported a strange creature. Ships claimed to have seen a huge "sea monster," moving faster than whales and smashing ships with terrible force. Newspapers described it as both marvelous and terrifying. Public debate grew so intense that a voyage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

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

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

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

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





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

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

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

3 Answer the following questions.

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

Because it was described as a huge, marvelous, and terrifying creature that moved faster than whales and smashed ships.

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

He joined as a marine scientist to observe and analyze the mysterious creature scientifically.

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

Some doubted it because they searched for months without success; others wanted to capture it due to the terrifying reports and public debate.

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

It created wonder because it was a "marvelous" and "glowing" shape, but fear because it was "terrifying," fast, and had a "steel-like" body that smashed ships.

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

The intense public debate forced the authorities to take action and launch a voyage to capture or kill the beast.

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

The long, unsuccessful search likely caused tension and impatience at first, but facing a shared danger and surviving together probably united them.

LESSON 5 Let's Talk

Before you start

1 With a classmate, discuss the following questions.

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

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

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

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

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

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

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

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

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

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

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

2 In pairs, ask and answer.

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

My favorite sport is basketball.
I play it on weekends.
I play it with my friends.
Because it is fast and exciting.



Role-Play

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

3 Complete the missing parts in the following dialog.

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

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

Ahmed : (1)

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

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

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

Ahmed : (3)

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

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

The atmosphere was amazing!
they bring students together.
I think we should participate next year.
I wish you the best of luck!



LESSON 6 A sports Report



**Before You Write,
Let's Get Ready**

Target language

- Using tenses correctly

Target vocabulary

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

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



Writing

The National School Championship

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

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

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

Writing Tip

A sports report

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

⇒ **It includes:**

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

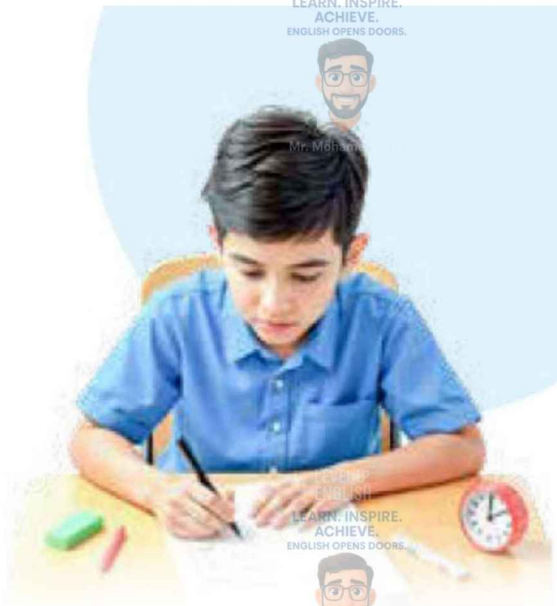


Your Task

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



Assessment Corner



A. Vocabulary

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

1. Rashwan showed when he refused to attack his opponent's injury.

- a. selfishness
- b. respect
- c. anger
- d. weakness

2. The five Olympic rings represent

- a. medals
- b. continents
- c. athletes
- d. sports

3. A team cannot win without

- a. luck
- b. talent
- c. teamwork
- d. mistakes

4. Sports teacher us play and friendship.

- a. fire
- b. fear
- c. fair
- d. fare

5. from many countries come together to compete in the Olympic Games.

- a. Teachers
- b. Athletes
- c. Actors
- d. Soldiers

respect
continents
teamwork
fair
Athletes

B. Language

2 Use the correct form of the verb in brackets.

1. He (use) to play judo every day.

2. Did he (used) to win many matches ?

3. He (don't) used to be rude.

4. Rashwan (use) to train hard.

5. People used to (admired) his honesty.

used
use
didn't
used
admire

C. Writing

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

Last week, I watched an important football match between Al Ahly and Zamalek in the national championship. The atmosphere in the stadium was full of excitement and energy. Thousands of fans were cheering for their teams. The match was very difficult, and both teams showed great skills and a strong spirit of competition. In the first half, Al Ahly scored a beautiful goal. Zamalek tried hard to score, but the goalkeeper made amazing saves. All the players showed teamwork and fair play. It was a real inspiration, teaching us that sport is not only about winning, but also about respect and enjoying the game.

UNIT 8

Cultures and Traditions

Learning Outcomes

Reading

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

Listening

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

Speaking

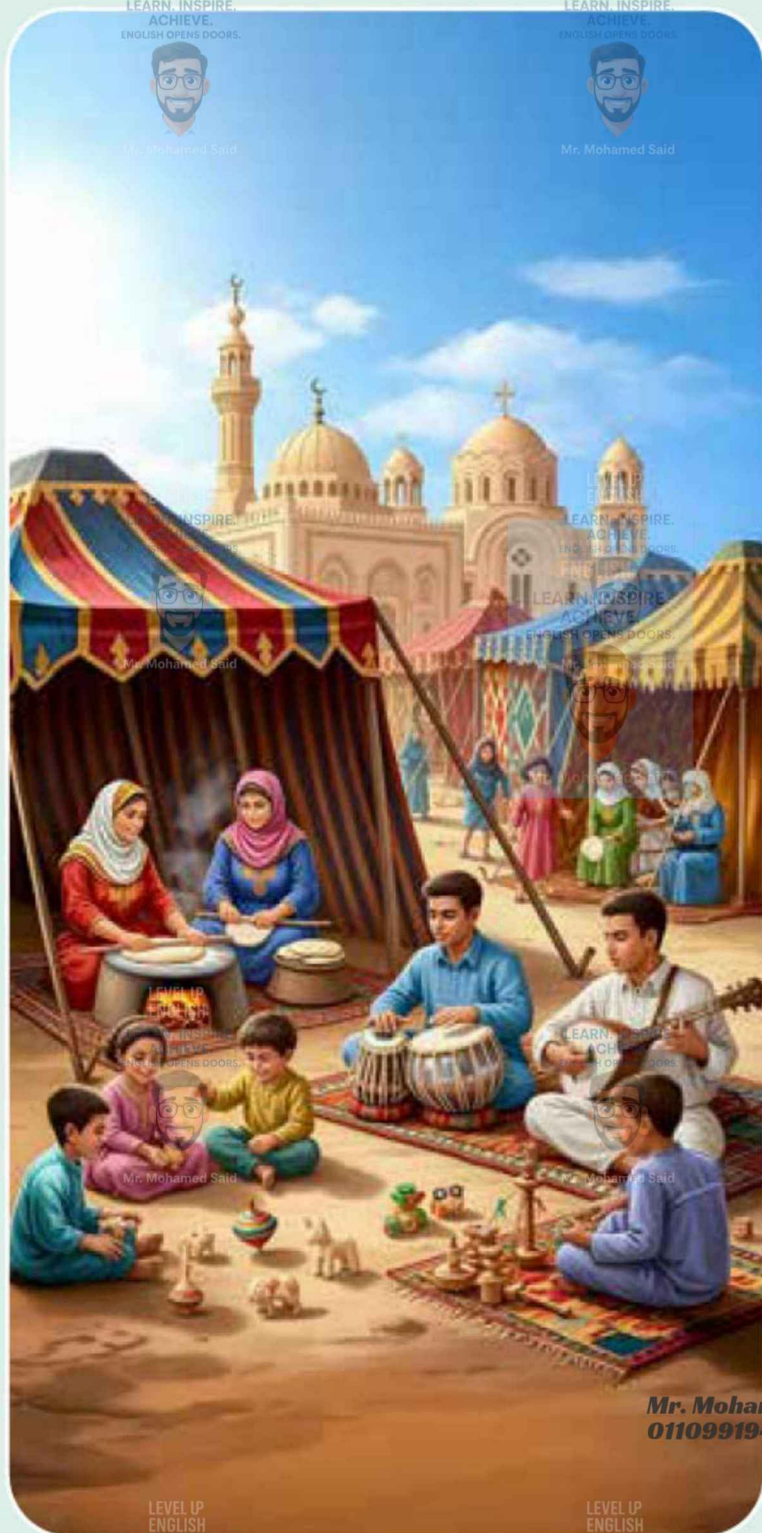
- compare and contrast traditions from two different countries.
- share personal experiences about a local or family tradition.

Language

- use the "defining relative clauses."

Writing

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



LESSON 1

Families and Communities

Before you start



Think and discuss in pairs

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



Reading

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

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

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

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

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





Think about this

3 Answer the following questions.

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

Visiting relatives during festivals in Egypt, and the tea ceremony in Japan.
By connecting them to their families, communities, history, and teaching shared values.
Visiting relatives during festivals, and younger people greeting and caring for older people.
Because they keep cultural identity alive and teach good values.
They teach values such as respect, friendship, and sharing.



Vocabulary

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

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

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

1. What do traditions often teach people?
 - a. Technology and science
 - b. Respect, friendship, and sharing
 - c. Rules of modern sports
 - d. How to speak foreign languages
2. In Egypt, what do people often do during festivals?
 - a. Travel abroad
 - b. Wear new clothes and visit relatives
 - c. Build new houses
 - d. Plant trees in parks
3. What value is shown when young Egyptians greet and care for older people?
 - a. Patience
 - b. Joy
 - c. Respect for the elderly
 - d. Celebration

Respect, friendship, and sharing
Wear new clothes and visit relatives
Respect for the elderly
Respect, patience, and harmony
Sapporo
4. What does the Japanese tea ceremony reflect?
 - a. Speed and energy
 - b. Respect, patience, and harmony
 - c. Joy and celebration
 - d. Friendship and music
5. Which tradition is enjoyed by both locals and tourists in Japan?
 - a. Sapporo
 - b. Family visits
 - c. The Carnival
 - d. Tea ceremony

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

Festivals – communities – gather – celebration – value – gathering

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

communities
celebration
gathering
Festivals
gather
value

 **Speaking**

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

Sham El-Nessim in Egypt and the Tea Ceremony in Japan.
Sham El-Nessim is older (from ancient Egypt).
Both teach respect, sharing, and harmony.



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LESSON

2

A Cultural Interview



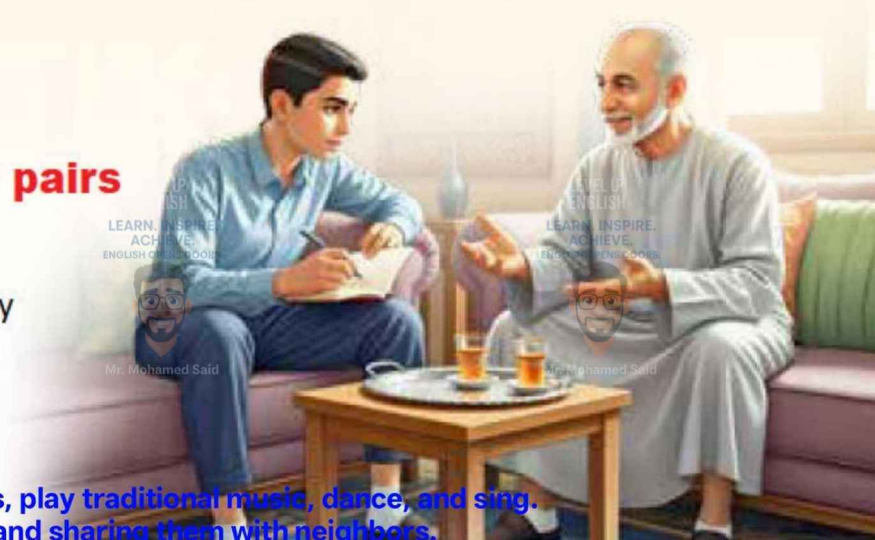
Before you start



Think and discuss in pairs

1 Answer the following questions.

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



People wear colorful clothes, play traditional music, dance, and sing. By preparing special meals and sharing them with neighbors. They give us real-life stories and help preserve traditions for new generations.



Listening

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

a Answer the following questions.

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

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

1. When is the guest's festival celebrated?

a. Every winter	b. Every spring	c. Every summer	d. Every fall
-----------------	-----------------	-----------------	---------------
2. What do families prepare for neighbors?

a. Clothes	b. Music	c. Special meals	d. Games
------------	----------	------------------	----------
3. Who are considered a source of wisdom in Egypt?

a. Teachers	b. Children	c. Tourists	d. The elderly
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4. What happens to many cultural interviews?

a. They are forgotten.	b. They are recorded and shared online.
c. They are only written in books.	d. They are ignored by young people.
5. What do children learn about the guest's culture?

a. How to prepare food only.	b. Customs that show kindness and honor.
c. To speak many languages.	d. To celebrate sports events.



Language in use

Every spring
Special meals
The elderly
They are recorded and shared online.
Customs that show kindness and honor.

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

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

1. The book I borrowed is very interesting.

a. who	b. which	c. where	d. when
--------	----------	----------	---------

which

2. The man spoke to us is my teacher.
a. who b. which c. where d. when
3. The city we visited last summer is very old.
a. who b. where c. which d. when
4. 2006 was the year my brother was born.
a. who b. which c. where d. when
5. The woman won the prize is very talented.
a. who b. which c. where d. when

who
which
when

Tip

A relative clause gives more information about a noun.

- **who** → for people
- **which** → for things/animals
- **that** → for people or things
- **where** → for places
- **when** → for time
- **whose** → for possession

Example :

- The man **who is wearing a hat** is my uncle.
- This is the festival **which is celebrated every year**.
- This is the shop **where I buy sweets**.
- I love summer **when we go to the sea**.
- This is the boy **whose book is lost**.

(b) Rewrite using relative clauses.

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

A festival is a special event which people celebrate every year.

2. The teacher explained the tradition. Students asked about it.

The teacher explained the tradition which students asked about.

3. This is the guest. We interviewed him on TV.

This is the guest who we interviewed on TV.

(c) Find and correct the mistake in sentences.

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

which → who
who → which
where → who
who → when
when → which



Speaking

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

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

LESSON 3 Shared Values



Before you start

1 Answer the following questions.

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

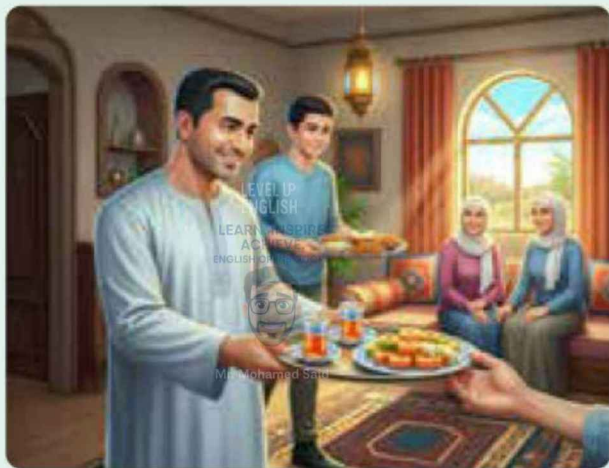


Reading

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

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

In Mexico, people celebrate the Day of the Dead by decorating graves with flowers and candles. Families believe this custom **honors** their loved ones and keeps their memory alive. In China, the Lunar New Year is a time when families clean their houses, wear new clothes, and give red envelopes with money to children. This custom shows hope for luck and happiness. In Egypt, **hospitality** is a long-standing custom that reflects generosity and respect.



Guests are welcomed warmly, and a lot of food is often prepared. Offering tea, coffee, or traditional dishes is not just polite—it is a way of showing friendship and care.

These customs may belong to different cultures, but they all remind us of shared values: love, respect, and community.

Customs, whether simple or grand, keep traditions alive and connect generations.

a Answer the following questions.

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

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Because they show the culture of a community, bring people together, and keep traditions alive. By decorating graves with flowers and candles. They show respect, generosity, friendship, and care.

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

- What do families in China give to children during the Lunar New Year?
 - Toys
 - Red envelopes with money
 - Books
 - Special clothes
- What is decorated in Mexico during the Day of the Dead?
 - Streets
 - Houses
 - Graves
 - Markets
- What do Chinese people usually wear at New Year festivals?
 - Old clothes
 - New clothes
 - School uniforms
 - Red clothes only
- What do all customs have in common?
 - They bring people together
 - They are always expensive
 - They are the same in every country
 - They never change

- Customs are important because they
 - teach only the history of a country
 - keep traditions alive and connect generations
 - replace modern life
 - make people travel abroad
- Red envelopes with money**
Graves
New clothes
They bring people together
keep traditions alive and connect generations



Vocabulary

3 Write the synonym of each word.

Word	synonym
hospitality	generosity / friendliness
community	society / group
honor	respect / value
generation	age group



Speaking

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



Writing

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

- What happens in the custom
 - Who takes part
 - Why it is important
- One of the most important customs in my country, Egypt, is celebrating Sham El-Nessim. It is an ancient tradition that happens in spring. During this custom, families and friends gather to spend the day outdoors in parks or gardens. Everyone takes part by eating traditional foods like salted fish, green onions, and colored eggs. Children especially love painting the eggs with bright colors. This custom is very important because it brings people together and keeps our ancient history alive. It allows different generations to share joy, connect with nature, and feel a strong sense of community.

LESSON 4 Story Time

Chapter Two Captives of Captain Nemo

Twenty Thousand Leagues under The Sea, by Jules Verne



Before you read, discuss in Pairs

1 Answer the following questions.

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

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

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

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

He began making a plan to escape from the Nautilus.

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

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





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

**freedom
curiosity
Nautilus
pearls, gold and ancient artifacts
the land**

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

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

4 Answer the following questions.

- How did professor Aronnax react to the situation on the Nautilus? Why?
He accepted it because he was filled with scientific curiosity and wanted to learn about the ocean and its secrets.
- Why was Ned Land so restless and angry about being aboard the ship?
Because he valued freedom above all and wanted to return to land, so he began making a plan to escape.
- How was life on the Nautilus?
It was astonishing. The ship looked like a floating palace underwater with a library, a museum, and big windows to see the deep ocean.
- How did Captain Nemo compare the sea to the land?
He kept himself away from land and insisted that the sea was his only homeland.

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

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

T
F
T
F
F
T

**To protect the secret of his submarine.
Better: It is full of wonders. Worse: You lose your freedom and family.
I would escape because freedom is more important than living in a beautiful prison.**

6 Critical Thinking

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

LESSON 5 Let's Talk



Before you start

1 Answer the following questions.

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

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

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

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

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

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

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

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

Presenter : Beautiful. And what about Malaysia?

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

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

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

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

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

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

F
T
T
T



Role-Play

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

5 Complete the missing parts in the following dialog.

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

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

Lina : (1)

Mariam : People wore colorful clothes and carried flowers.

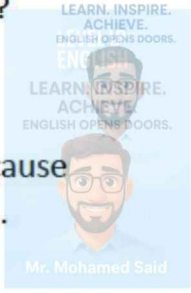
Lina : That's wonderful. I think traditions like this are important because (2)

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

Lina : (3)

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

Lina : That's great. (4)



What did people wear? (or) What did they do?)
they connect people to their culture. (or) they bring people together.)
Would you like to visit it one day? (or) Do you want to go there?)
I hope your wish comes true. (or) I hope we can go together.)

LESSON

6

A Short Article



Before You Write, Let's Get Ready

Target language

- Use relative clauses correctly.

Target vocabulary

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

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

Writing

The importance of Traditions

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

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

Helpful Hints

A short Article

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

Structure of a short Article

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

Traditions are very important because they connect people to their history. For example, in Egypt, Eid is a special time for families. It is celebrated after Ramadan. People wear new clothes, visit their relatives, and share delicious meals and sweets. This tradition shows the value of family unity and generosity. On the other hand, in Japan, they have the traditional Tea Ceremony. It is performed carefully step by step in special rooms. People use special tools to make and serve green tea. This tradition reflects respect, patience, and harmony. Although they are different, both traditions bring people together and keep history alive.



Your task

- Write an article of (100 - 110) words about "Traditions in two different countries".

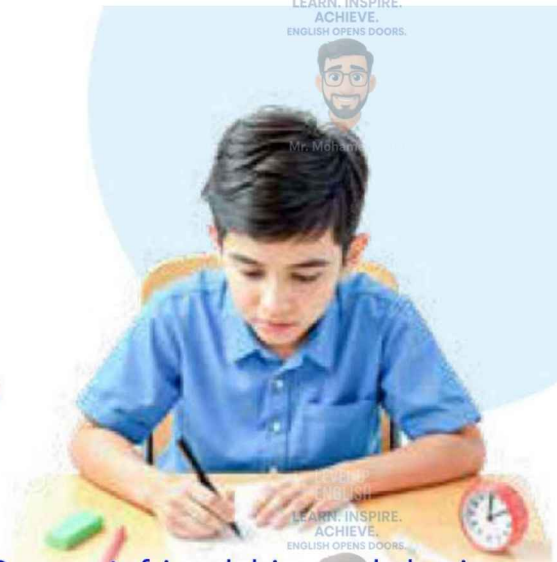
- When are they celebrated? - What is the value of family unity?
- What activities happen? - What food/clothes/tools are used?

.....

.....



Assessment Corner



A. Vocabulary

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

1. What do customs often teach people?

- a. Technology and science
- b. Respect, friendship, and sharing
- c. Rules of modern sports
- d. How to speak foreign languages

Respect, friendship, and sharing
Red envelopes with money
Generosity and respect
The Tea Ceremony
snow

2. In China, what is given to children during the Lunar New Year?

- a. Toys and food
- b. Red envelopes with money
- c. Special clothes
- d. Food and drinks

3. What value is shown when Egyptians welcome guests with food and drinks?

- a. Generosity and respect
- b. Celebration and fun
- c. Patience and harmony
- d. Energy and power

4. Which Japanese tradition reflects respect, patience, and harmony?

- a. The Carnival
- b. The Tea Ceremony
- c. The Day of the Dead
- d. Family visits

5. In Sapporo festival, the participants built sculptures made of

- a. gold
- b. wax
- c. snow
- d. wood

B. Writing

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

- 1. When does it happen?
- 2. What do people do?
- 3. Who takes part?
- 4. What values does it show?

Sham El-Nessim is a very old and beautiful custom in Egypt. We celebrate it every year in spring to welcome the new season. During this special day, families and friends gather and go to parks or beaches to enjoy the beautiful weather. Everyone takes part in this celebration, from young children to grandparents. We usually eat traditional food like salted fish, green onions, and boiled eggs. Children love painting the eggs with bright colors. This custom is very important because it shows the values of family unity, sharing, and joy. It keeps our ancient traditions alive.

UNIT 9

Courage and Survival

Learning Outcomes

Reading

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

Listening

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

Speaking

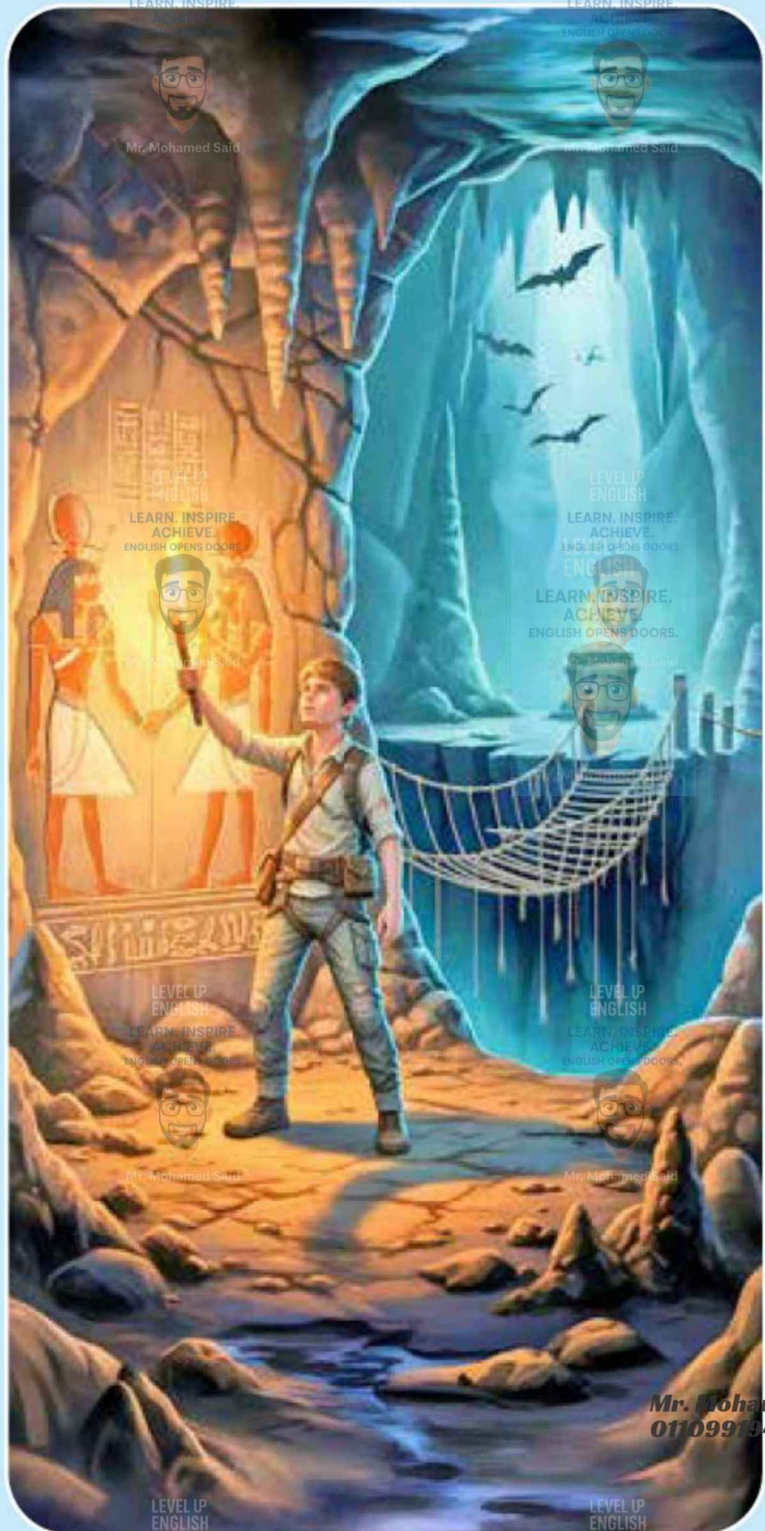
- discuss a plan for a treasure hunt in group discussion.
- retell a folktale in a short role-play using specific vocabulary and clear articulation.

Language

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

Writing

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



LESSON

1

Treasure Hunt



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

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

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



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

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



Think about this

3 Answer the following questions.

1. What makes a treasure hunt exciting for students?

Solving clues, working together, and the excitement of finding a "hidden prize".

2. How can treasure hunts help you learn teamwork?

By making students learn to read carefully, think creatively, and solve questions together to get the next clue.

3. Do you prefer real treasure hunts or classroom ones? Why?

I prefer classroom ones because they make learning fun and help me work with my classmates.



Vocabulary

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

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

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

1. A treasure hunt is

- a. a type of dance
- b. a game with clues
- c. a kind of food
- d. a musical instrument

2. In stories, pirates

- a. sang songs
- b. wrote books
- c. hid gold on islands
- d. became teachers

3. Treasure hunts encourage students to

- a. sleep more
- b. work together
- c. fight pirates
- d. avoid reading

4. The main idea of the text is ""

- a. Treasure hunts are only for children.
- b. Pirates always win treasures.
- c. Treasure hunts are fun and educational.
- d. Treasure hunts are dangerous.



Speaking



Think-Pair-Share

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

1. Where would you hide the clues?

2. What kind of challenges would you include?

3. What would the final treasure be?

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LESSON

2

Lost in the Jungle



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

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

3 Listen again and do the following tasks.

a Match the words with their meanings.

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

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

Staying calm, thinking clearly, making smart choices, and not giving up.

He used an empty bottle to collect rainwater, ate sour fruits, built a shelter from leaves and branches, and followed the sun and a river.

The air was hot at first, and then it rained heavily.

b Answer these questions.

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

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

1. Nader was lost in a

- a. desert b. jungle c. city d. mountain

2. At first, he felt

- a. afraid but tried to stay calm b. calm and happy
c. angry and hungry d. excited and lucky

jungle
afraid but tried to stay calm

2. Survival often means

- a. made quick decisions
- c. make quick decisions

- b. to make quick decisions
 - d. to making quick decisions
- to make quick decisions
walking in circles

3. He avoided

- a. to walk in circles
- c. walk in circles

- b. walking in circles
- d. to walking in circles

6 Find and correct the mistake in each sentence.

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

stopping → to stop
buying → to buy
to collecting → to collect
finding → to find
to feel → feeling



Speaking



Think-Pair-Share

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

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



Writing

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

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

... Long ago, in a small village, there was a brave young boy named Tariq. He was ordinary, but he was very smart and fast. One year, a terrible problem happened. A giant bird started stealing all the village's food. The villagers were terrified and didn't know what to do. Tariq decided to help. He knew the giant bird liked shiny things, so he collected pieces of broken glass and placed them in a dark cave far from the village. The bird saw the shiny glass, flew into the cave, and Tariq quickly closed the heavy door with the help of his friends. The village was safe again. The people learned that courage and smart thinking are stronger than big monsters.

LESSON 3 Legends and Heroes

Before you start

1 Answer the following questions.

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

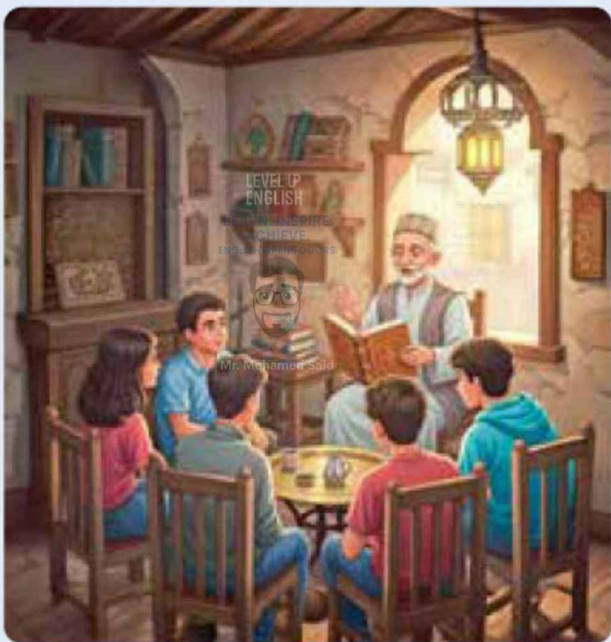
Reading

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

The Legend of Abu Zayd al-Hilali

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

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



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

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

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



Vocabulary

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

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

4 Answer the following questions.

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

Because of his strength, wisdom, courage, and his ability to unite and protect his people. He fought with bravery, used clever strategies to defeat stronger armies, and showed wise leadership during times of hardship. It teaches us values like courage, loyalty, wisdom, and that a true hero is a leader who gives hope.

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

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



Writing

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

One of the most famous heroes in our local history is a brave man named Adham. He lived in a small village many years ago. The village faced a big challenge when a group of dangerous thieves tried to attack it and steal the farmers' crops. Adham was known for his strength and wisdom. He didn't just fight; he gathered the villagers and taught them how to work together. He made a clever strategy to trap the thieves in the valley. Because of his courage and wise leadership, the village was saved. The people learned that unity and courage can defeat any danger.

LESSON 4 Story Time

Chapter Three Wonders of the Deep

Twenty Thousand Leagues under The Sea, by Jules Verne



Before you read, discuss in Pairs

1 Answer the following questions.

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

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

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

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

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

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

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



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LESSON 5 Let's Talk



Before You Start

1 Answer the following questions.

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

2 Read the following presentation.

If I were an Explorer

Introduction

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

Body

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

Conclusion

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

Tip

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

Podcast



Role-Play

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

Complete the following presentation with your own words

1 Introduction

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

2 Body

1. I would like to discover new plants and animals.
2. I would face dangers such as wild animals, heavy rain, and getting lost.
3. To survive, I would use a compass to find my way and build a shelter.
4. I would also try to talk to local people and learn about their traditions.

3 Conclusion

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

4 Useful words and phrases

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



Speaking

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



LESSON

6

Writing a Short Story



Before You Write, Let's Get Ready

Target language

- Use grammar correctly.
- We enjoy reading stories.

Target vocabulary

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

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

Writing

A short story

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

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

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

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

Writing Tips

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

A short story includes :

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



Your task

- Write a short story of (110) words about a special day you spent with your friends including.

- What that day was

.....

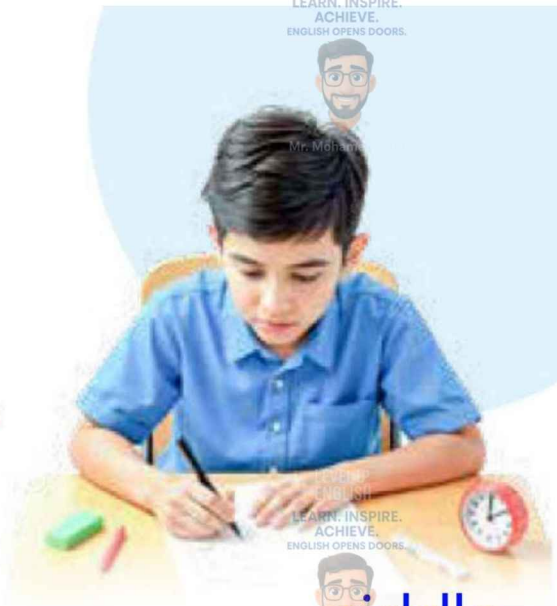
.....

Last week, my friends and I decided to go on a journey to the nearby mountains. We started our trip early in the morning. Our goal was to reach the top and enjoy the beautiful view. However, it was a bit dangerous because the path was steep and rocky. We had to show bravery and help each other climb. When we finally reached the top, we felt so proud and happy. We sat together, shared our food, and took wonderful photos. It was an amazing day that inspired us to explore more places and work as a team.

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Assessment Corner



A. Vocabulary

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

1. A puzzle with tricky questions is called a

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

2. Columbus was a famous who discovered new lands.

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

3. The museum showed old from ancient Egypt.

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

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

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

riddle
explorer
artifacts
clue

B. Language

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

1. She enjoys (reads) stories before bed.
2. Mazen promised (calling) me after the exam.
3. My team want (win) the competition this year.
4. My mom finished (does) the dishes in the kitchen.
5. He refused (wait) for us.
6. Ali kept (asks) questions about his new lessons.

reading
to call
to win
doing
to wait
asking

C. Writing

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

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

Last summer, I went on a camping adventure with my family in the desert. We set up our tents and started a fire. At night, we heard some strange noises, which made us a little scared. We faced the danger of wild animals; but my father stayed calm and used his torch to check the area. We discovered it was just a small fox! I learned that courage is important when facing unknown situations. The trip was full of excitement, and it taught me how to survive and respect nature.

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Review 3

Lesson 1

1 Complete the following dialog:

Ayman and Baher are talking about their favorite sports.

Ayman : What's your favorite sport?

My favorite sport is Football

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

No, I prefer basketball.

Who is your favorite basketball player?

Ayman : Do you like swimming?

Team sports!

How often do you play?

Baher : (2)

Ayman : (3)

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

Ayman : Do you prefer team sports or individual sports?

Baher : (5)
I enjoy working together with others.

Ayman : (5)

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

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

- That's the restaurant (where) serves the best pizza in town.
- I (don't) use to eat fish.
- I (use) to stay up late.
- She decided (study) abroad next year instead of staying in her hometown.

which
didn't use
used
to study

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

champion - reflect - knight - customize - harmony

- A brave warrior who served a king or queen was known as a
- The Olympic gold medalist was welcomed as a true after winning the race.
- After the difficult meeting, the manager needed time to on the decisions made.
- The team coach wants to create between the players.

knight
champion
reflect
harmony

Lesson 2

1 Listen to the audio, then answer the questions.

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

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

b. Answer the following questions:

- What can traditions include?
- How do traditions help people?

2 Read the following text, then answer the questions

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

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

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

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

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

El Mokawloon
hardwork and kindness

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

- Before Salah joined FC Basel, he had played for
a. Rome b. Chelsea c. El Mokawloon d. Liverpool
- The main idea of the text is
a. luck and fame b. strength and money
c. hardwork and kindness d. training doesn't matter

b. Answer the following questions:

- Where was Mohamed Salah born?

He was born in a small village in Egypt.

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

He spent his free time practicing with a ball in the streets of his village.

5. What record did Salah break at Liverpool?

He scored record-breaking goals (and won the Champions League).

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

1. This is the shirt. I bought it last week.
This is the shirt **which** I bought last week.

2. His favorite hobby is to write poetry.
He **enjoys** writing poetry.

3. The man who stole the money had brown hair.
The man **whose** hair was brown stole the money.

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

1. A/An is a person who travels to new or unfamiliar places to learn about them, discover new things, or gather information.

- a. passenger b. discoverer c. inventor d. explorer

explorer
hospitality

2. The hotel staff were praised for their excellent toward all the guests.

- a. honesty b. hospitality c. creativity d. activity

hidden
opponents

3. The treasure was in a cave where no one could find it.

- a. open b. visible c. known d. hidden

ceremony
chariot

4. During the match, the two played with great skill and respect.

- a. teammates b. coaches c. opponents d. fans

admiration
jogging

5. The graduation was held in the school hall with proud families watching.

- a. meeting b. ceremony c. party d. trial

use
who

6. In ancient times, warriors rode into battle on a pulled by horses.

- a. chariot b. car c. bicycle d. carriage

7. The students looked at their teacher with great for her kindness and wisdom.

- a. anger b. admiration c. boredom d. surprise

8. She enjoys early in the morning before work.

- a. to jog b. jogging c. jogs d. jog

9. I didn't to study hard.

- a. use b. used c. uses d. using

10. The woman helped me yesterday works at the hospital.

- a. which b. whose c. who d. where

The Story

5

Professor Aronnax (and Captain Nemo).
The Nautilus.

A. Answer the following questions

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

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

1. The story was written by
 - a. Jules Verne
 - b. Mark Twain
 - c. Charles Dickens
 - d. Robert Louis Stevenson
2. Captain is the mysterious leader of the submarine.
 - a. John
 - b. Ahab
 - c. Smith
 - d. Nemo
3. The submarine in the story is called the
 - a. Seagull
 - b. Nautilus
 - c. Dolphin
 - d. Ocean Star

Jules Verne
Nemo
Nautilus

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

"How you celebrate your birthday!"

My birthday is always a special day for me because I celebrate it with my family and closest friends. Every year, my mother bakes a delicious chocolate cake, and my father decorates the living room with colorful balloons. I usually invite my friends over in the afternoon. We play fun games, listen to music, and take lots of memorable photos together. When it is time to cut the cake, everyone sings the birthday song, and I make a wish before blowing out the candles. After that, I open my amazing gifts. It is always a wonderful day filled with joy, love, and great memories.

UNIT 10

Animal Adaptations

Learning Outcomes

Reading

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

Listening

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

Speaking

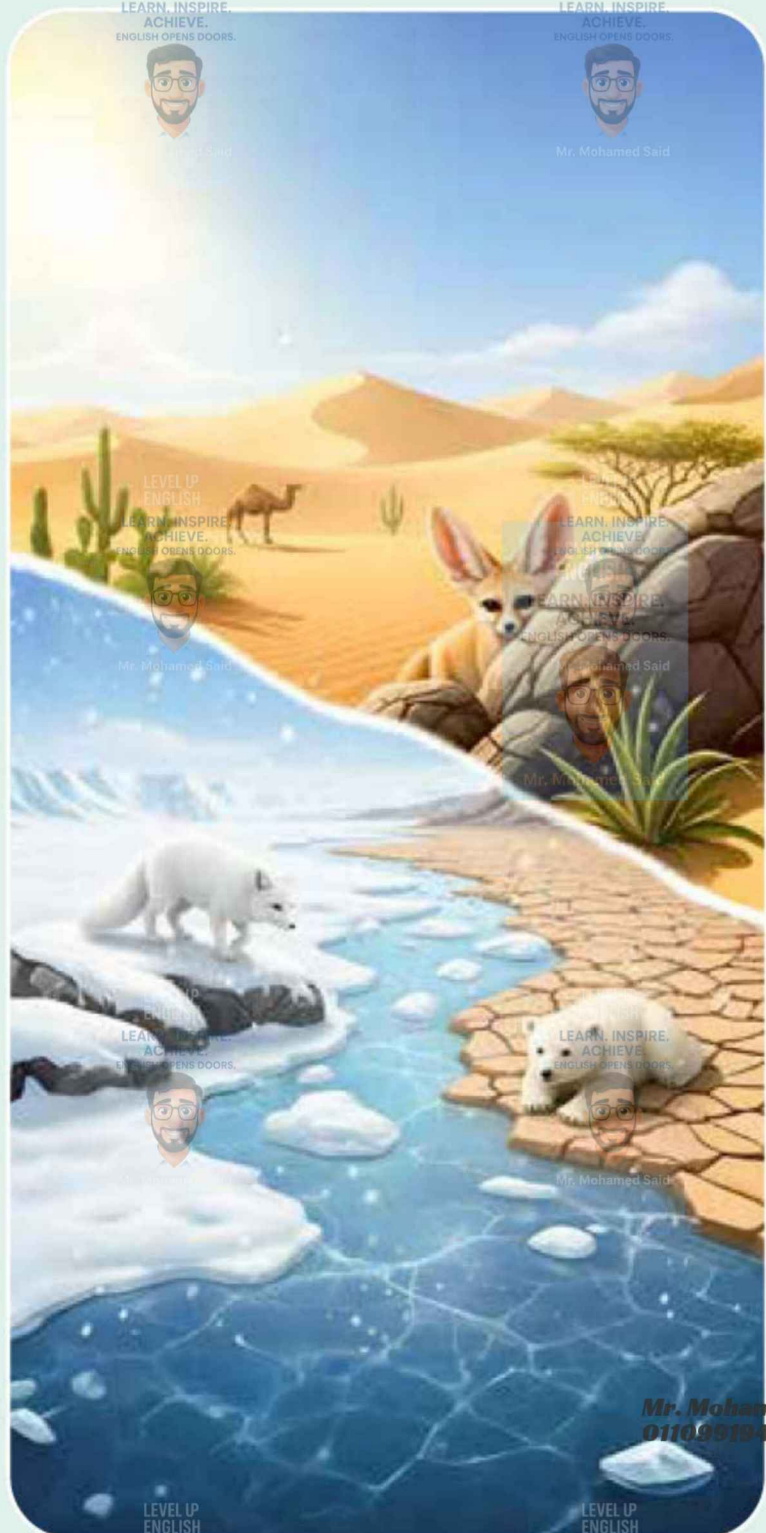
- participate in a role-play as a wildlife expert.
- present information on animal adaptations using reported speech.

Language

- transform direct questions and orders into reported speech in written exercises.

Writing

- write a fact file about animals.



LESSON

1

Desert Animals



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

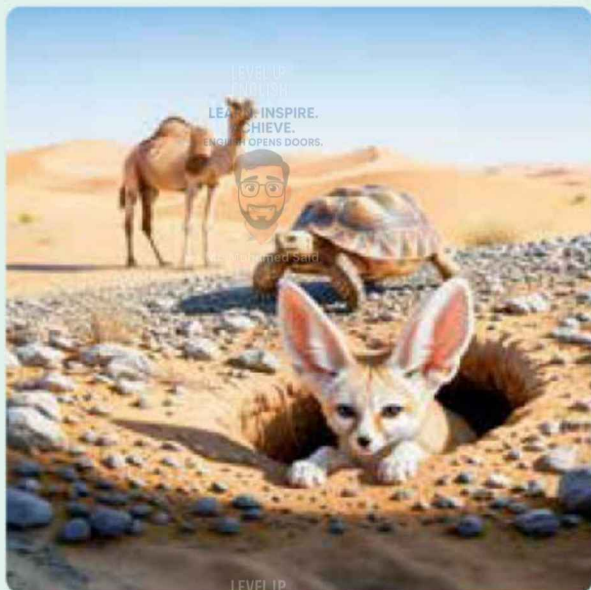
Masters of Adaptation

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

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

Desert tortoises are masters of water **conservation**. They can store water in their bodies for months and get water from the plants they eat. Their hard shells protect them from **predators** and extreme temperatures. When food becomes scarce, they can **slow down** their use of energy and survive without eating.

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





Speaking



Think-Pair-Share

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

Topic: Amazing Animal Adaptations!

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

2. Pair: Ask your partner:

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

3. Share: Your ideas with your classmates.



LESSON

2

Wildlife Experts



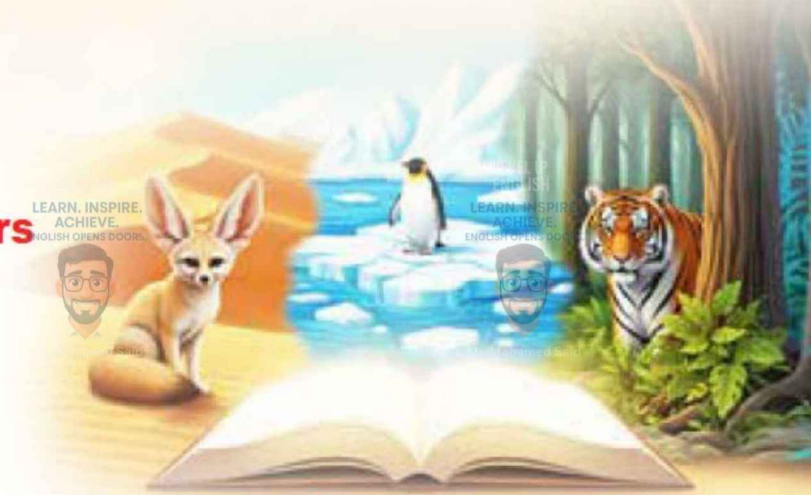
Before you start



Think and discuss in pairs

1 Answer the following question.

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



Listening

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

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

behavior
Arctic
animals are good problem-solvers

3 Listen again and do the following tasks.

a Complete the following.

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

tracking
cameras
behavior

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

A
1. fascinated
2. migration
3. disturbing
4. flexible

B
<input type="checkbox"/> able to change easily
<input type="checkbox"/> annoying or interrupting
<input type="checkbox"/> amazing or extraordinary
<input type="checkbox"/> the movement from one place to another



Speaking



Think-Pair-Share

4 Ask and answer questions about "Wildlife Experts".

Topic: *Wildlife Experts*

- Think:** How do wildlife experts collect data?
- Pair:** Ask your partner:
 - What made wildlife experts interested in animals?
 - How do they research animals in the wild?
 - How does climate change affect animals?
- Share:** Your ideas with your classmates.



Language in use

5 Read and change into reported speech.

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

The student asked how Arctic foxes survived in their habitats.

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

She wanted to know if penguins migrated south.

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

He asked how camels stored water.

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

They wondered if polar bears could swim long distances.

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

The teacher asked why some animals hibernated.

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

would go

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

a. would go

b. will go

c. went

d. go

Tip

Reported Questions

- A reported question is when you tell someone what another person asked you. You are not quoting their exact words.

- Don't use question marks.
- Use "ask, wonder, inquire, want to know" + (if/whether or question word).

e.g., "Do you like ice cream?" → She asked if I liked ice cream.

e.g., "When is the test?" → He asked when the test was.

- Change the tense (present → past) if needed.

2. Ahmed asked Hana if she a new job.

- a. finds b. find c. had found d. finding

3. They wondered their homework.

- a. if they will finish b. whether they had finished **had found**
c. if they have finished d. whether they finish **whether they had finished**
was

4. The teacher asked him what the answer

- a. was b. is c. does d. do **if I had gone**
if she could

5. She asked if he any news about the event.

- a. has b. had c. will have d. can have

6. They asked me to the concert the day before.

- a. whether I go b. if I had gone c. if I'm going d. if I will go

7. She asked her dad use his laptop.

- a. if could she b. if she could c. if she can d. if can she

lives

فعل القول asks ملاحظة مضارع
فلا نغير زمن الجملة للماضي

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

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

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

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

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

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

was

could

would be (or) was

thought

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8 Find and correct the mistake in these reported questions.

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

have → had

(.....)

2. I wondered where Sami has met Nabil before.

has → had

(.....)

3. Azza said when they arrived the night before.

said → asked (when لأن الجملة سؤال غير مباشر يبدأ بـ)

(.....)

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

see → had seen (التي تدل على الماضي التام before لوجود كلمة)

(.....)

5. Bassem asked Rahma which dress she chooses.

chooses → chose

(.....)

LESSON 3 Arctic Animals



Before you start

1 Answer the following questions.

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



Reading

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

Surviving the Frozen North

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

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

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

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

3 Read again and do the following tasks.

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

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

F

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T

T

(b) Find synonyms from the text for.

1. amazing **remarkable.** 2. very cold : **freezing**
3. hide : **camouflage.** 4. show **demonstrate**

(c) Find antonyms from the text for.

1. thin : **thick.** 2. warm : **freezing**
3. amazing **ordinary.** 4. small **large**

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

1. Polar bears have fur that keeps them warm and hidden.
a. brown b. **thick, white** c. short, black d. soft, gray
2. The Arctic fox changes the color of its fur during winter and
a. spring b. fall c. summer d. season
3. Emperor penguin males protect their eggs before hatching during the cold months by standing on
a. ice b. air c. rocks d. water
4. Polar bears use their large paws like to walk on thin ice.
a. boots b. fins c. **claws** d. snowshoes
5. Emperor penguins can stay warm using their feathers.
a. wet b. colorful c. light d. **thick**

**To absorb heat from the sun and keep them warm.
Its fur becomes much thicker for warmth.
They gather in groups and take turns moving to the warm center.**

(e) In pairs, answer the following questions

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

4 Complete the following sentences with words in the box.

hide - thick - miles - demonstrate - strength

1. The soldier's uniform allowed him to in the forest.
2. The school is five from my house.
3. The teacher will how to solve the problem.
4. Running a marathon needs a lot of
5. The forest is so that little sunlight gets through.

**hide
miles
demonstrate
strength
thick**

LESSON 4 Story Time

Chapter Four Battles and Dangers

Twenty Thousand Leagues under The Sea, by Jules Verne



Before you read, discuss in pairs

1 Answer the following questions.

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

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

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

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

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

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

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

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



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

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

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

A dangerous sea monster
It broke a path to the surface
He showed calmness and leadership
Fearless and strength
A giant squid

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

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

T
F
F
F
T
T

5 Answer the following questions.

- What was Captain Nemo's role in facing the dangers on the submarine?
He showed calm courage, remarkable leadership, and fought bravely with axes and harpoons.
- How did the crew manage to survive the attacks from the giant squid?
They fought bravely using axes and harpoons, and Ned Land finally killed the monster.
- How would you describe the relationship between Captain Nemo and his crew?
It was full of tension; Aronnax admired Nemo but feared him, and Ned Land felt like he was in a prison.
- What can we learn from Captain Nemo's leadership in dangerous situations?
We learn that staying calm, being brave, and working as a team are very important to survive dangerous situations.

6 Critical Thinking.

Answer the following questions

- If you were a crew member, how would you have reacted to the dangers described in the text?
I would be terrified, but I would try to be brave and help the crew fight the danger.
- Why do you think Captain Nemo was able to stay calm during such difficult situation?
Because of his great experience, deep knowledge of the sea, and strong leadership skills.
- Do you think Captain Nemo's calmness was a key factor in their survival? Why or why not?
Yes, because panic makes things worse, but calmness helps you think clearly and find solutions to survive.
- If Captain Nemo had panicked, how might the crew's chances of survival have changed?
If he had panicked, the crew would have lost hope, made wrong decisions, and they probably would not have survived.

LESSON 5 Let's Talk

Before you start

1 Read these adaptation strategies. Which animals use them?

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

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

Amazing Adaptations of Polar Bears

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

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

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

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

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

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

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

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

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

3 Practice the model dialog with a partner.

Then create similar conversations about:

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

Useful Expressions

Showing surprise:

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

Explaining adaptations:

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

Asking for explanations:

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

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Role-Play

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

Wow - Exactly - It's amazing - Really

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

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

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

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

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

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

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

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

It's amazing
Really
Wow
Exactly

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

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



LESSON 6 Animal Fact File

Before You Write, Let's Get Ready

Target language

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

Target vocabulary

Try to include these words in your **FACT FILE**:

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



Writing

Read this fact file and identify the different sections.

Snow Leopard Fact File

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

Writing Tip

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

Writing a fact file

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

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Your task

1 Choose one of these animals to research about:

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

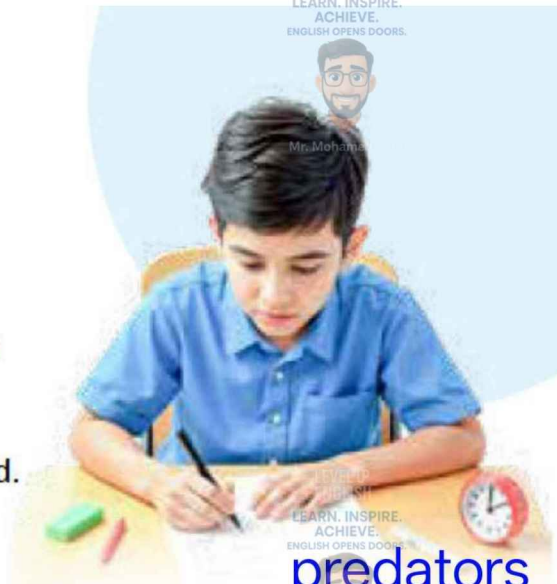


2 Complete this planning sheet "about an animal you choose":

Animal
Physical Description:	Size: Fennec fox
	Color: Small.
	Special features: Sandy (light brown) Large ears, thick fur on feet.
Habitat	Where it lives: The desert.
	Climate: Extremely hot during the day; freezing cold at night.
Adaptations	For temperature: Large ears help it lose heat; thick fur on feet protects against hot sand.
	For finding food: Excellent hearing to locate insects underground.
	For protection: Its sandy color helps it hide from predators.
	Diet: Insects and small animals.
	Interesting Facts: It stays cool in underground holes during the hot day.



Assessment Corner



A. Vocabulary

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

1. Lions are that hunt other animals for food.

- a. predators b. farmers
c. plants d. travelers

2. Eating healthy food helps keep our strong.

- a. muscles b. houses c. work

3. Polar bears to the cold by growing thick fur.

- a. adapt b. dance c. cry d. melt

4. The forest is so that little sunlight reaches the ground.

- a. empty b. dark c. thick d. light

5. A chameleon uses to hide from danger.

- a. running b. camouflage c. music d. laughing

predators
muscles
adapt
thick
camouflage

B. Language

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

1. She asked me where I (go) the night before.

had gone (التي تدل على الماضي التام لوجود)

2. The teacher asked us if we (understand) the lesson.

understood

3. He (said) his friend if he could lend him some money.

asked (لأن الجملة سؤال غير مباشر لوجود)

4. I asked him where he (spend) his weekend.

had spent (أو spent)

5. They wondered when he (reply) to their messages.

would reply

C. Writing

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

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

FACT FILE: KOMODO DRAGON

1. Name: Komodo dragon

2. Category: reptile (e.g., mammal, reptile, bird, etc.)

3. Habitat / Origin: A few Indonesian islands (including Komodo, Rinca, and Flores)

4. Average Length: Up to 3 meters long

5. Weight: Over 70 kilograms

6. Diet: Meat eaters (large prey like deer or water buffalo)

UNIT 11

Stories on the Move

Learning Outcomes

Reading

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

Listening

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

Speaking

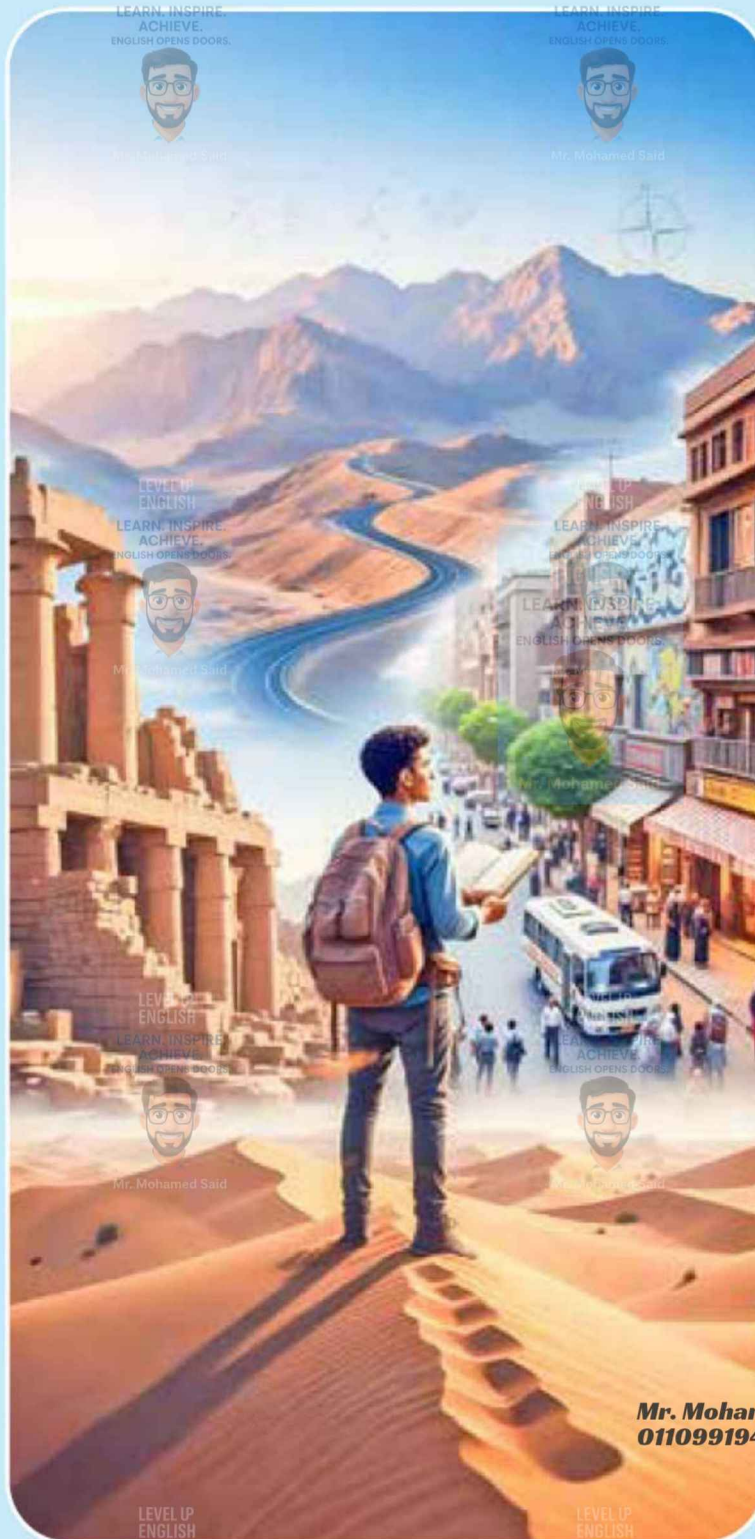
- share a personal travel experience.
- describe the setting, a turning point/challenge, and the final outcome.
- use appropriate past narrative tenses.

Language

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

Writing

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



LESSON

1

Travel Tales



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

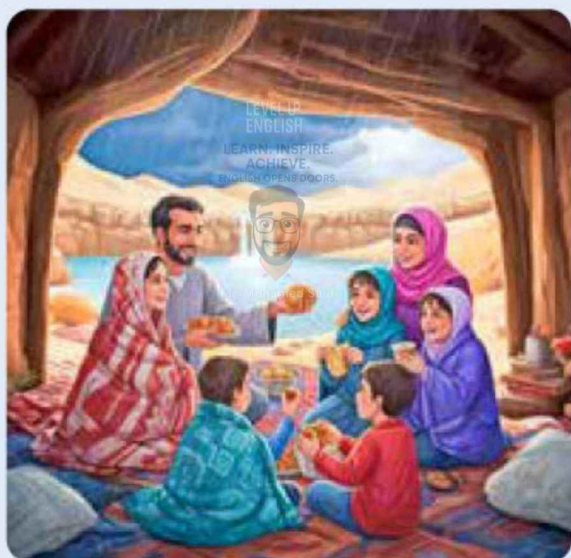
Under some large rocks.

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

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

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

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



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



Think about this

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

a simple camping trip
The unexpected storm
took shelter
making new friends

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



Vocabulary

4 Complete the table with different word forms.

Noun
comfort
challenge
preparation
connection.

Adjective
comfortable
challenging
prepared
connected

Verb
comfort
challenge
prepare
connect

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

A
1. unforgettable
2. breathtaking
3. challenging
4. slippery

B
<input type="checkbox"/> very beautiful, impressive or surprising
<input type="checkbox"/> smooth and hard to stand on because you might slide
<input type="checkbox"/> impossible to forget
<input type="checkbox"/> difficult in a way that tests your abilities and skills

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

challenging – unforgettable – together – breathtaking – unexpected

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

breathtaking
challenging
unexpected
unforgettable
together



Speaking



Think-Pair-Share

7 Topic : An unexpected adventure

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

2. Pair : Ask your partner:

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

3. Share : Your ideas with your classmates.



LESSON

2

The Journey to a Better Life



Before you start



Think and discuss in pairs

1 Answer the following question.

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



Listening

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

A
1. snorkeling
2. safari
3. hospitality
4. columns
5. tombs

B
<input type="checkbox"/> places where the dead are buried, often underground
<input type="checkbox"/> warm and friendly treatment to guests and visitor
<input type="checkbox"/> a trip into the desert to explore and enjoy nature
<input type="checkbox"/> large stone structures in temples or buildings
<input type="checkbox"/> swimming near the surface of the sea using a mask to see underwater

3 Listen again, and do the following tasks.

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

1. Where did Sophie go snorkeling?
- In the Nile River
 - In Lake Nasser

At the Blue Hole in Dahab
A safari and Bedouin tea
Luxor

- At the Blue Hole in Dahab
- At the Valley of the Kings

2. What activity did Sophie enjoy in the desert?
- Visiting temples
 - A safari and Bedouin tea

- Watching a light show
- Shopping in Cairo

3. Where did John see ancient tombs?
- Alexandria
 - Luxor

- Dahab
- Fayoum

The Nile

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

(b) Answer the following questions.

- How did Sphe describe Dahab?
- What did Sphe read about before visiting Dahab?
- What impressed John most in Luxor?

She described it as the perfect mix of adventure and peace.
 She had read about its beauty and the hospitality of its people.
 He was impressed by the Valley of the Kings, the decorated tombs, and the great Karnak Temple with its tall columns.



Speaking

4 Discuss in Pairs.

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

**found / had searched
 had visited / traveled
 had finished / called
 explained / had closed**



Language in use

5 Choose the correct tense in the following sentences.

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

6 Use the correct past tense to complete the story.

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

**planned
 had booked
 had reserved
 had researched
 arrived
 had forgotten
 missed
 turned out
 led
 were
 was**

Tip
Past tenses

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

Past Simple: Used for the main events of a story in chronological order.
 e.g., He got up, opened the door, and left.

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

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

Note

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

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

- Bassem watched T.V after he his homework.
a. did b. does c. had done d. was doing
- Before the train, we had booked our tickets.
a. arrives b. arrived c. arriving d. had arrived
- Last week, my grandpa me a present.
a. give b. gives c. gave d. given
- I him before he came to our school.
a. don't meet b. haven't met c. meet d. had met

had done
arrived
gave
had met

8 Find and correct the mistakes in these sentences.

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

9 Complete this travel story with the correct past tense.

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

- had reached
- got
- hadn't expected
- had never traveled
- had stopped
- began
- saw
- realized
- had found

LESSON

3

A Solo Ride Across Egypt



Before you start

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

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



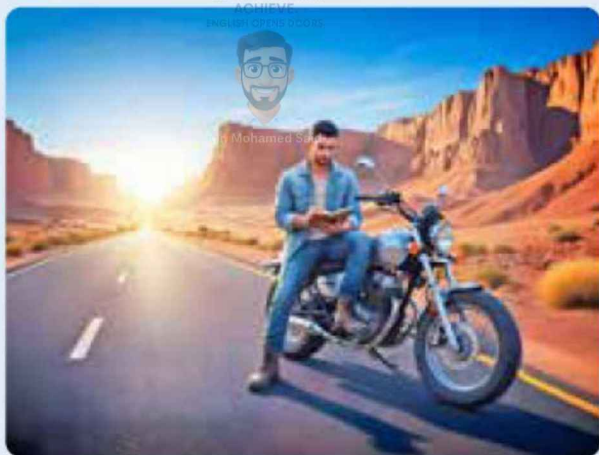
Reading

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

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

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

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



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

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

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

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

1. Three months ago, the narrator started a motorcycle ride from

- a. Alexandria to Aswan
- b. Cairo to Luxor
- c. Giza to Hurghada
- d. Minya to Qena

2. What problem did the narrator face in the first week?

- a. Difficulty finding food
- b. Struggling alone
- c. Sandstorms in the desert
- d. Trouble crossing the Nile

3. Which governorate is mentioned as having historic landmarks?

- a. Luxor
- b. Suez
- c. Minya
- d. Fayoum

4. What made the most memorable moment of the trip?

- a. Eating local food in a small village. **Cairo to Luxor**
- b. Seeing ancient temples during the day **Struggling alone**
- c. Watching an incredible sunset in the desert near Luxor. **Minya**
- d. Crossing the Nile on a ferry. **Watching an incredible sunset in the desert near Luxor**

b Answer the following questions.

1. Why did people think the narrator was "crazy" for taking the trip alone?

Because it was a long and exhausting motorcycle ride across Egypt all by himself.

2. How did the kindness of local people help the narrator during the journey?

They helped him fix his motorcycle, suggested excellent street food places, and their kindness helped him not to give up.

3. How did the scenery change as the narrator traveled southward from Cairo to Luxor?

It changed from green fields to an endless desert stretching on both sides of the road.

4. In what way did this journey change the narrator's view of himself?

He discovered an inner strength he never knew he really had, which changed him forever.

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

struggled – southward – solo – landmarks – determined – memorable

1. He played music in front of the class.

2. He was to finish his project on time.

3. The boy to carry the heavy box.

4. The travelers moved toward the mountains.

5. Visiting Luxor is the most visit in my life.

6. We visited famous, like the Cairo Tower.

solo
determined
struggled
southward
memorable
landmarks

LESSON 4 Story Time

Twenty Thousand Leagues under the Sea, by Jules Verne

Chapter Five Secrets of Captain Nemo

 **Before you read, discuss in pairs**

1 Answer the following questions.

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

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

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

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

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

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

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





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

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

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

injustice

(أقرب معنى لكلمة المذكورة في النص) cruelty

warships

mysterious

escape

determined

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

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

F
T
F
F
T

5 Answer the following questions.

- Why do you think Captain Nemo keep his past hidden?

Because it was full of sorrow, and he wanted to separate himself completely from the human world.

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

He attacked warships without hesitation, claiming to fight against cruelty.

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

He decided to plan an escape because he believed no man had the right to keep them prisoners.

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

He realized that Captain Nemo saw himself as part of the dead world beneath the waves.

- What mystery about Nemo deepened as the story went on?

The mystery of his wealth, his education, his sorrow, and why he kept his past hidden.

6 Critical Thinking.

Answer the following questions.

- Why do you think Captain Nemo chose to fight against cruelty land?

He probably suffered great injustice or lost loved ones because of the cruelty of some nations, making him seek revenge.

- Nemo attacked warships without hesitation. Do you think this makes him a hero or a dangerous man? Why?

It makes him a dangerous man, because attacking ships and hurting people is wrong, even if he thinks he is fighting cruelty.

- Conseil was torn between discovery and freedom. If you were in his place, which would you choose, and why?

I would choose freedom, because living as a prisoner forever is terrible, no matter how amazing the scientific discoveries are.

LESSON

5

Let's Talk



Before you start

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

1 In pairs, read the following dialog.

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

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

Emma : Really? What was the most exciting part?

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

Emma : No way! Were you amazed?

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

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

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

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

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

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

2 Discuss the following questions with your partner.

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

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

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

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

Aya : That sounds amazing!

(1)

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

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

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

Aya : (3)

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

Aya : Wonderful ! (4)

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

What was the most exciting part?
I was absolutely amazed.
Tell me more!
Did you take any photos?



Role-Play

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

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

Switch roles

Example phrases:

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

Useful Expressions

Showing Interest:

Really? / No way! / That sounds amazing!

Tell me more! / What happened next?

I want to hear everything!

Describing Experiences:

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

The most exciting part was...

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

Expressing Emotions:

I was thrilled/terrified/amazed

It opened my eyes to...

I'll never forget when...

Asking Follow-up Questions:

What was it like? / How did you feel?

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

What else did you do?

LESSON 6 Writing a Travel Narrative



Before You Write, Let's Get Ready

Target language

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



Target vocabulary

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

Writing

An Unforgettable Trip

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

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

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

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

Writing Tip

Writing a travel Narrative

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

⇒ It includes :

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

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Your Task

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

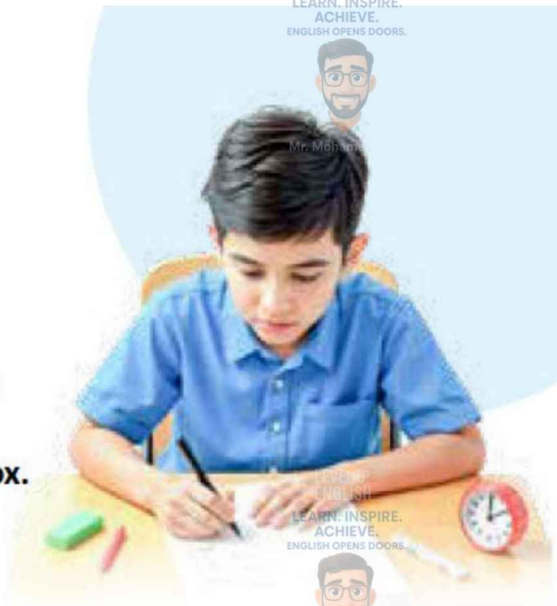
Title: My Trip to _____

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

Last summer, I went on an unforgettable trip to Alexandria with my family. We traveled by train early in the morning. On the first day, we visited the Qaitbay Citadel and took many beautiful photos of the sea. The next day, we went to the beach. We swam in the clear water, played games, and built sandcastles. In the evening, we walked along the corniche and ate delicious ice cream. The weather was fantastic, and the sea view was breathtaking. I felt extremely happy and relaxed during the whole trip. It was a wonderful experience, and I would definitely go there again next year.



Assessment Corner



A. Vocabulary

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

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

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

breathtaking
unforgettable
slippery
solo
landmarks
struggled

B. Language

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

- We arrived at the station. The train had already left.
After the train had left, we arrived at the station.
- He finished his homework and then he watched TV.
He had finished his homework before he watched TV.
- First, she ate her breakfast, then she went to the park.
She had eaten her breakfast before she went to the park.
- He visited Rome before he knew the best places to eat.
After he had visited Rome, he knew the best places to eat.

(After)
(before)
(before)
(After)

C. Writing

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

Last Friday, I went on an exciting trip to the Giza Zoo with my family. We traveled by car and arrived early in the morning. The zoo was huge and full of amazing animals. First, we visited the monkeys. They were very funny and kept jumping from one tree to another. After that, we saw the lions and the elephants. We also fed the tall giraffes and took many beautiful photos with them. In the afternoon, we sat under a big tree and had a delicious picnic. I felt incredibly happy and excited. It was an unforgettable day.

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UNIT 12

Leadership and Teamwork

Learning Outcomes

Reading

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

Listening

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

Speaking

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

Language

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



LESSON

1

Egyptian Leaders in History



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

Great Leaders of Ancient Egypt

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

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

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

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

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

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





Think about this

3 Answer the following questions.

1. How did Queen Hatshepsut make Egypt richer and more peaceful?

She concentrated on building projects, trade relationships, and emphasized cooperation rather than fighting.

2. Why was Thutmose III a great leader?

Because he led many successful campaigns, brought immense wealth and power to the country, and built great monuments and temples.

3. In your opinion, what qualities made Ramesses II and Queen Hatshepsut successful leaders?

They had vision, strength, wisdom, and they focused on building great projects that brought prosperity to their people.



Vocabulary

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

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



Speaking



Think-Pair-Share

5 Ask and answer about "Leadership".

Topic: Leadership styles

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

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

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

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

Don't you think that real leaders are born with special qualities, like confidence and courage, that cannot be taught?

I disagree. Leadership skills, such as communication and decision-making, can be learned and improved through practice and experience.



LESSON

2

Teamwork Stories



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

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

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

Cairo.
Their design wasn't working well under the hot sun.
His manager.
By 35%.

3 Listen again and do the following tasks.

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

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

Upper Egypt
together
marketing
two weeks

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

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



Role-Play

4 Imagine you are Hassan. You're talking to a new employee about a difficult project you completed. Explain how your team managed the pressure and finished the project successfully. Use words such as "we had to," "at first," and "then our manager."



Language in use

5 Rewrite the following direct orders as reported orders.

- The teacher said, "Close your books."
» The teacher told us to close our books.
- My mother said, "Help your brother with his homework."
» My mother asked me
- The coach said to the players, "Run faster!"
» The coach ordered the players
- Our manager said, "Send the report by Monday."
» Our manager told us
- The doctor said to me, "Take this medicine twice a day."
» The doctor advised me to help my brother with his homework.

to run faster.
to send the report by Monday.
to take this medicine twice a day.

Tip

Reported Orders

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

6 Choose the correct way to report the order.

1. The teacher said, "Stop talking!"

- a. The teacher asked us stop talking.
- b. The teacher told us to stop talking.
- c. The teacher told us stop to talking.
- d. The teacher said us to stop talking.

2. The teacher said, "Don't be late tomorrow."

- a. The teacher told us not to be late the next day.
- b. The teacher said us not be late the next day.
- c. The teacher told us to don't be late the next day.
- d. The teacher asked we are not late.

3. My father said, "Switch off the lights."

- a. My father said to switch off the lights.
- b. My father told me to switch off the lights.
- c. My father told me switch off the lights.
- d. My father told me switching off the lights.

The teacher told us to stop talking.
The teacher told us not to be late the next day.
My father told me to switch off the lights.

7 Find the mistakes and correct them in the following.

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

said → told (أُ) asked)
stopped → stop
run → to run
don't to talk → not to talk
sitting → to sit
not parking → not to park

LESSON

3

Leadership Lessons



Before you start

1 Answer the following questions.

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



Reading

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

What Makes an Effective Leader?

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

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



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

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empathy
strong
welcome
improve themselves

3 Read the following and do the following tasks.

(a) Choose the correct answer.

1. Great leaders should listen with to their teams.

- a. anger b. empathy c. silence d. fear

2. Emotional intelligence helps leaders build team relationships.

- a. weak b. strong c. temporary d. distracted

3. Adaptable leaders are ready to new ideas.

- a. welcome b. refuse c. deny d. attack

4. Successful leaders ask for feedback, and work to

- a. avoid change b. improve themselves
c. control others d. stay the same

(b) Answer the following questions.

1. Why is empathy important for effective leadership?

Because it helps leaders understand others' feelings, build respectful and strong team relationships.

2. How does emotional intelligence help leaders manage conflicts?

Emotional intelligence allows leaders to understand viewpoints and solve conflicts peacefully.

3. In what ways can adaptability make a leader more successful?

By being ready to adjust plans, welcome new ideas, and trust their teams.

4. Why is it important for leaders to keep learning and asking for feedback?

To admit mistakes, work to improve, earn respect, and encourage their teams to grow.

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

Synonyms	
• powerful	→ effective
• guide	→ lead
• adapt	→ adjust

Antonyms	
• pride	→ modesty
• doubt	→ trust
• discourage	→ motivate (or) inspire

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

modesty - motivated - empathy - guide - conflict

1. The teacher will the students through the science project.

2. She showed when her friend was sad.

3. The team was to win the game.

4. He won the race but showed by saying, "I was just lucky."

5. The between the two team members was solved after they understood each other's point of view.

guide
empathy
motivated
modesty
conflict

LESSON 4 Story Time

Twenty Thousand Leagues under The Sea, by Jules Verne

Chapter Six Escape to Freedom



Before you read, discuss in pairs

1 Answer the following questions.

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

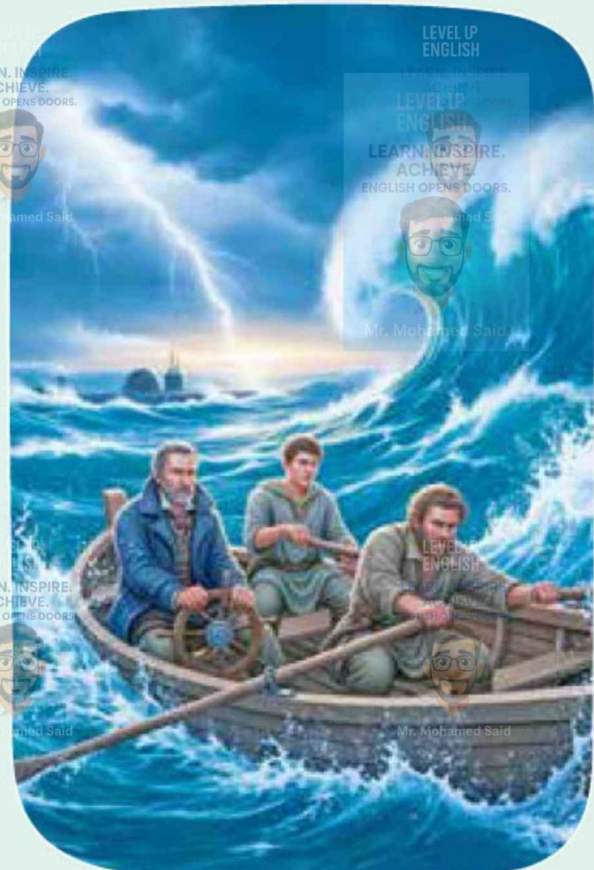
2 Read the following text. What moral does the story have?

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

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

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

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





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

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

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

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

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

To seek freedom
Dangerous and stormy
They reached the shore.
Captain Nemo
It can achieve great things but is limited.

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

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

F
 F
 F
 F
 T

6 Answer the following questions.

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

Because they were driven by the strong hope of freedom and wanted to return to land.

2. How did the storm affect the companions' journey and what challenges did it present?
They faced a dangerous night with strong winds, big waves, and exhaustion.

3. What did Aronnax write about the events in the story?
He wrote about their sea adventures, the dangers, and Captain Nemo.

4. How did the three companions feel when they finally reached safety?
They were exhausted but relieved to finally reach land.

5. What do you think Aronnax meant by "the ocean remains vast and mysterious"?
Nature still holds secrets beyond human science.

7 Critical Thinking

Answer the following questions

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

Because of his deep sorrow, he rejected human society to live in secret.

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

Both. For Nemo, it is freedom. For the companions, it is a beautiful prison.

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

Despite scientific progress, the universe will always have hidden mysteries.

LESSON

5

Let's Talk



Before you start.

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

1 In pairs, read the following dialog.

Discussing Team Roles

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

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

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

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

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

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

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

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

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

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



LEARN, INSPIRE, ACHIEVE. ENGLISH OPENS DOORS.



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Role-Play

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

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

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

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

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

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

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

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

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

Rodayna : When we didn't communicate well and some felt left out?

Mona : (4) ! When we communicate well, everything comes together perfectly.

Useful Expressions

• Talking About Roles:

I'd like to be... / I'm good at...
I work best as... / I'm naturally a...
My strength is... / I enjoy...

• Describing Team Dynamics:

We complement each other
Everyone plays to their strengths
We work well together
Our skills balance each other out

• Making Suggestions:

How about if I...? / What if we...?
I think it would be good if...
Maybe we should... / We could try...

• Expressing Agreement:

That's perfect! / Great idea!
That works well / That makes sense
I agree completely / Absolutely!

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

3 Practice the model dialog, then create similar conversations about.

- Organizing a school event.
- Planning a group trip.
- Starting a study group.
- Creating a class project.

LESSON 6 Writing a Short Text



Before You Write, Let's Get Ready

Target language

- Use the grammatical rules correctly.

Target vocabulary

- Use the following when you write your plan.

communication - problem - cooperation - decision -
inspire - achieve

communication
cooperation
problem
inspire
Decision
achieve

Writing

Read and complete the text with words from the box above.

My Leadership Goal

I want to become a better leader. To do this, I will improve my (1) skills by working with my team and listening to everyone's ideas. I will focus on team (2) and help solve any (3) we face together. I also want to (4) others by encouraging them to do their best. (5) making is important, so I will practice making choices that help the group. In the future, I hope to be a leader who helps others (6) their goals.

Writing Tip

Writing a short text

When writing a short text :

- Focus on one idea
- Keep sentences simple
- Use clear vocabulary
- Start with an introduction
- Follow with the main point
- End with a conclusion



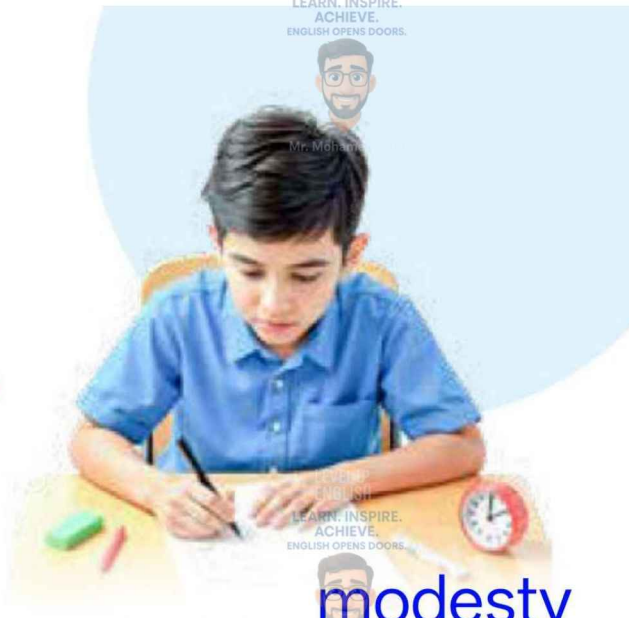
Your task

- Write a short text of (110) words about "Your personal leadership goal." Including:
 - What you have been doing to develop leadership skills.
 - Why this goal is important to you.
 - Your plan to achieve it.
 - How it will help your future.

My personal leadership goal is to become an inspiring and effective team leader. I believe good leadership is very important because it helps everyone succeed and work together in harmony. To develop my leadership skills, I have been reading books about successful leaders and practicing good communication with my classmates. My plan to achieve this goal is to participate in more group projects at school and always listen carefully to others' ideas. I will also work on my decision-making skills to help solve any problems we might face. In the future, this goal will help me succeed in my career and allow me to inspire others to achieve their best.



Assessment Corner



A. Vocabulary

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

1. She stayed humble and showed great even after winning the award.
 - a. modesty
 - b. judge
 - c. treaty
 - d. conflict
2. The soldiers were by their leader's brave words to keep fighting.
 - a. negotiated
 - b. discouraged
 - c. resisted
 - d. motivated
3. Her story me to study harder.
 - a. admitted
 - b. prevented
 - c. inspired
 - d. discouraged
4. Our of the project always encourages everyone in the team to do their best.
 - a. leader
 - b. rules
 - c. opponent
 - d. followers

modesty
motivated
inspired
leader

B. Language

2 Complete the sentences with the correct form of the verb in brackets:

1. She commanded me (stopping) talking.
2. He ordered the soldiers..... (stand) at attention.
3. The teacher told the students (handed) in their assignments.
4. The doctor..... (advise) the patient to rest for a few days.
5. They requested us..... (not do) use our phones during the meeting.

to stop
to stand
to hand
advised
not to

C. Writing

3 Write a paragraph of (110) words about: "Ancient Egyptian Leaders".

Egypt has a rich history filled with great leaders who shaped one of the greatest civilizations in the world. Ancient Egyptian leaders left an amazing heritage that still inspires people today. For example, Queen Hatshepsut was a very successful leader who brought peace and prosperity to the country. She focused on building projects and trade rather than wars. Another great leader was Ramesses II, known as Ramesses the Great. He was famous for his military strength and incredible monuments like the Abu Simbel temples. Also Thutmose III was a brilliant leader who built a huge empire. These leaders show us the true meaning of strength, wisdom, and responsibility.

Review 4

Lesson 1

1 Listen to the following text, then choose the correct answer from a, b, c or d:

- The class project was to build a using paper and tape.
a. bridge b. car c. tower d. robot
- The group succeeded after they started each other's ideas.
a. ignoring b. copying
c. listening to d. disagreeing with
- The bridge was strong enough to hold books.
a. five b. ten c. seven d. twelve

2 Complete the following dialog:

Two classmates are talking about animal adaptation

they can hide from predators. (و) they can camouflage)
Why do camels have humps?
How do fennec foxes stay cool in the hot desert?
They gather together in large groups.
Do you know any animal that changes its fur color?

Amany : Why do polar bears have white fur?

Gamila : Their white fur helps them blend in with the snow so

(1)

Amany : (2)

Gamila : They store fat in their humps, which their bodies can turn into water and energy when needed.

Amany : (3)

Gamila : Their large ears help them hear tiny sounds and also release heat to stay cool in the hot desert.

Amany : How do emperor penguins stay warm in freezing temperatures?

Gamila : (4)

Amany : Why do some animals change color with the seasons?

Gamila : (5)
like the Arctic fox, which turns white in winter and brown in summer.

3 Read the following text, then answer the questions

One cold winter morning, a young boy named Omar was walking to school when he saw smoke coming from a small house nearby. Without thinking twice, he ran to the door and heard a child crying inside. Omar quickly called for help and then crawled

through the open window to rescue the frightened boy. Just as he got out, firefighters arrived and put out the fire. Everyone praised Omar for his bravery. He said he didn't feel like a hero—he just wanted to help. His quick thinking and courage saved the child's life and inspired others to act bravely in difficult situations. Sometimes, true bravery comes from caring about others more than yourself.

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

- Omar saw coming from a small house.
 - water
 - light
 - smoke
 - a dog
- Omar's brave action helped save a
 - dog
 - child
 - firefighter
 - hero

smoke child

b. Answer the following questions:

- What would you have done if you were in Omar's place?
I would have quickly called for help and tried to save the child if it was safe.
- Why do you think Omar didn't see himself as a hero?
Because he said he just wanted to help, and that true bravery comes from caring about others.
- What makes a person truly brave?

Acting quickly to help others in dangerous or difficult situations.

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

- The police came to the crime scene, but the criminal escaped. (before)
The criminal had escaped before the police came to the crime scene.
- "Where did you buy this book?" (She asked me...)
She asked me where I had bought that book.
- "Don't be late for class," (The teacher ordered us)
The teacher ordered us not to be late for class.

Lesson 2

1 Listen to the following text, then put (T) True or (F) False:

- The Great Pyramid of Giza is one of the Seven Wonders of the Ancient World. ()
- The Sphinx has the body of a human and the head of a lion. ()
- The Egyptian Museum is located in Cairo. ()
- The temples of Abu Simbel were moved to lower ground to protect them from floods. ()
- These landmarks show Egypt's long and creative history. ()

2 Match the words with their correct meanings.

A	B
1. solo	<input type="checkbox"/> to show or explain how something works
2. predator	<input type="checkbox"/> very big or great
3. slippery	<input type="checkbox"/> done alone, without anyone's help
4. demonstrate	<input type="checkbox"/> an animal that hunts and eats other animals
5. immense	<input type="checkbox"/> smooth or wet, making it easy to fall or slide

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

1. She asked me where I (go) the previous night. **had gone (previous night لوجود)**
2. The teacher told us (turn off) our phones before the exam. **to turn off**
3. After we (arrive) home, it started to rain. **had arrived**

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

1. Animals like chameleons use to blend in with their surroundings and hide from predators. **camouflage**
 a. decoration b. camouflage c. color d. shadow
2. The scientist felt an sense of pride when her team discovered a new species. **immense**
 a. small b. tiny c. immense d. weak
3. The polar bear's thick fur is an that helps it survive in the cold Arctic. **adaptation**
 a. invention b. decoration c. adaptation d. attraction
4. Life in the desert can be very because of the extreme heat and lack of water. **harsh**
 a. gentle b. easy c. harsh d. soft
5. The view from the top of the mountain was absolutely **breathtaking**
 a. boring b. breathtaking c. ordinary d. ugly
6. Be careful when walking on the wet floor; it's very **slippery**
 a. rough b. dry c. sticky d. slippery
7. The Eiffel Tower and the Pyramids are famous that attract millions of tourists. **landmarks**
 a. landmarks b. streets c. restaurants d. mountains
8. He asked me where I the day before. **had gone**
 a. go b. went c. am going d. had gone
9. Before we at the station, the train had already left. **arrived**
 a. arrive b. arrived c. arriving d. arrives
10. The teacher told the students talking during the test. **not to start**
 a. not to start b. not start c. don't start d. to not start

The Story

The submarine gets its power from electricity.

5

A. Answer the following questions

Nemo and his crew fought bravely with axes and harpoons, and Ned Land killed the monster.

1. How does the submarine get its power? **Yes, the three companions escaped in a small boat during a storm and finally reached the shore.**
2. What happens when the submarine is attacked by a giant squid?
3. Do the characters ever return to land at the end of the story?



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

4. The men see a huge that attacks the submarine.

- a. shark b. whale c. squid d. crab

squid
small boat
mystery

5. The three fellows escaped from the submarine through a

- a. small boat b. warship c. steel box d. sunken ship

6. The story is full of adventure and

- a. magic b. mystery c. sadness d. comedy

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

"Your school trip to Cairo"

Last week, my school organized an amazing trip to Cairo. We gathered early in the morning and traveled by bus. Our first stop was the Egyptian Museum in Tahrir Square. I was fascinated by the ancient artifacts, golden masks, and the royal mummies. After that, we visited the Great Pyramids of Giza and the Sphinx. The size of the pyramids was absolutely immense and breathtaking. We rode horses and took many wonderful photos together. In the afternoon, we had a delicious lunch at a restaurant overlooking the Nile River. It was an unforgettable trip, and I learned a lot about our great Egyptian heritage.



تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /
أدلة المعلم / دفاتر التحضير / سجلات مدرسية / أوراق تأسيس

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة

