



**Student's
Book**

ENGLISH

Secondary Schools - Year Three - Term 1

2025 - 2026



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

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

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

Name:

Class:

School:

Contents



Unit	1	Inside the World of Care	12
Unit	2	The Power of Machines	24
Unit	3	Protect Nature, Protect Future	36
Review	1	.....	47
Unit	4	Marine Life	55
Unit	5	From Muscles to Mindset	68
Unit	6	Let's Hang Out!	82
Review	2	.....	96



A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

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

Our Vision for English Language Education:

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

Key Features of the Textbook:

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

Commitment to Excellence:

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

Join Us in Shaping the Future:

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

Best Regards,

The Ministry of Education and Technical Education

Scope and Sequence

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

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

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

Before you start

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

Think and discuss in pairs

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

LESSON 1 My Day in the Hospital

Before you start

Think and discuss in pairs

1 Answer the following questions.

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

Reading

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

"A Day in the Life of a Hospital Nurse"

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

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



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

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

Unit 1 Inside the World of Care 13

Think about this

3 Answer the following questions.

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

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

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

A
1. shift
2. buzz
3. administer
4. attention
5. victim
6. chaos
7. heartbreaking
8. rewarding
9. rollercoaster

B
☐ to give medicine or treatment to someone
☐ the sound of many people talking or machines working
☐ a situation or experience with many ups and downs, often emotional
☐ very sad or upsetting
☐ a state of complete confusion and disorder
☐ giving a feeling of satisfaction or pleasure because you helped someone or achieved something good
☐ a set period of time that a person works (especially in hospitals, factories, etc.)
☐ a person who has been hurt, killed, or affected by something bad like an accident or a crime
☐ care or notice given to someone or something

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

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

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

Unit 1 Inside the World of Care 14

Reading

Stimulating topics that capture students' interest.

Think about this

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



Listening

Students listen to the audio texts and answer the questions.

Language in Context

Turn grammar rules into real communication skills.

LESSON 2 Emergency Call

Before you start

Think and discuss in pairs

1 Answer the following questions.

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

Listening

2 Listen to the audio. Guess the meanings of the following words.

collapsed - grabbed - pulse - chest - consciousness - paramedics

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



LESSON 3 Tired Hands, Caring Hearts

Listening

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

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

- Many doctors long hours to care for patients.
a. have worked b. worked c. are working d. will work
- Some nurses the same patients for weeks.
a. support b. have been supporting c. supported d. will support
- Hospitals their emergency systems recently.
a. are improving b. have improved c. improve d. will improve
- Staff new skills and attending training sessions.
a. learn b. have learned c. have been learning d. will learn
- Patients better care and faster treatment.
a. received b. are receiving c. will receive d. have received

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



Language in Context

Present Perfect Simple (Active & passive)

Active form:

Have/Has + Past Participle

Focuses on:

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

Writing

How to expand your vocabulary.

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

4. Hospitals (introduce) new technology.

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

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

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

finished, with a visible result in the present
- Emphasis on the duration of an action
- Temporary habits or situations
e.g., I'm tired because I have been studying all night.

Writing

8 Write a short "shift note".

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

Include in your note:

- The patient's condition
- Any treatment or medication given
- Important events or changes



Reading

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

LESSON 4 Beyond the White Coat

Before you start

1 Ask and answer the following questions:

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

Reading

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

stitch - forehead - groaning - moaned - clutched - sear - scope - agency

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

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



Idioms in the lesson

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

Start Smart



Reading

1 Read the passage and answer the questions.

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

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

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



Listening



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

- The woman is at a/an
a. bus stop b. train station c. airport d. café
- She is going to
a. Suez b. Alexandria c. Aswan d. Cairo
- The next train leaves at
a. 9:45 b. 10:15 c. 10:45 d. 11:00
- She wants to book a ticket.
a. single b. student c. double d. return
- She wants to before the train arrives.
a. buy a book b. call her friend c. get some water d. get a coffee



Speaking

3 Ask and answer questions about: Morning Routine

- What do you do to start your day healthily?
- Do you exercise or eat a specific breakfast?



Writing

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

.....

.....

.....

.....

.....



Language

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

- She (work) in an office, but this week she (work) from home.
- When I (walk) to school, it started to rain.
- They (watch) a movie when the lights (go) out.
- This time next week, I (lie) on the beach!
- My phone is (expensive) than yours, but hers is the (expensive) of all.

UNIT 1

Inside the World of Care

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON

1

My Day in the Hospital



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What do you think a typical day looks like for a hospital nurse?
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Reading

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

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

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



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

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

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



Think about this

3 Answer the following questions.

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

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

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☐ the sound of many people talking or machines working
☐ a situation or experience with many ups and downs, often emotional
☐ very sad or upsetting
☐ a state of complete confusion and disorder
☐ giving a feeling of satisfaction or pleasure because you helped someone or achieved something good
☐ a set period of time that a person works (especially in hospitals, factories, etc.)
☐ a person who has been hurt, killed, or affected by something bad like an accident or a crime
☐ care or notice given to someone or something

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

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

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

Idiom Tip

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

e.g.: "spring into action"

Meaning: To suddenly begin working or responding quickly.

e.g.:

The victim arrived and the team sprang into action.

- 7** In pairs, read the text again and guess the meaning of the idiom "Teamwork makes the dream work".
- 8** Work in pairs. Use the internet to find (5) English idioms related to "hard work" write each idiom, its meaning and an example sentence. Then share with the class.
- e.g. 1. Go the extra mile
2. No pain, no gain



Role-Play

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



LESSON 2 Emergency Call



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

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



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

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



Vocabulary

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

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

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

grab - pulse - collapsed - CPR - chest - paramedics

- The lifeguard tried to check the man's before starting first aid.
- You must start immediately if the person is not breathing.
- The firefighter had to the child's arm and pull her to safety.
- After running up the stairs, he felt dizzy and nearly
- The nurse pressed gently on the patient's to check for pain.
- The arrived within minutes to give emergency first aid to the patient.



Role-Play

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



LESSON

3

Tired Hands, Caring Hearts



Listening



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

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

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

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

- Many doctors long hours to care for patients over the years.
a. have worked b. has worked
c. are working d. will work
- Some nurses the same patients for weeks.
a. support b. have been supporting
c. supported d. will support
- Hospitals their emergency systems recently.
a. are improving b. have improved
c. improve d. will improve
- Staff new skills and attending training sessions.
a. be given b. been given
c. been giving d. given
- Patients have better care and faster treatment.
a. received b. are receiving
c. will receive d. have received

2 Find the mistake in each sentence and correct it:

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

Language in Context

Present Perfect Simple (Active & passive)

Active form:

Have/Has + Past Participle

Focuses on:

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

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

Passive voice:

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

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

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

3 Rewrite the following sentences in the passive voice:

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

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

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

Language in Context

Present Perfect Continuous

Form:

Have/Has + been + Present Participle

Focuses on:

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

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

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

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



Writing

6 Write a short "shift note".

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

Include in your note:

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

LESSON 4 Beyond the White Coat



Before you start

1 Ask and answer the following questions:

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



Reading

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

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

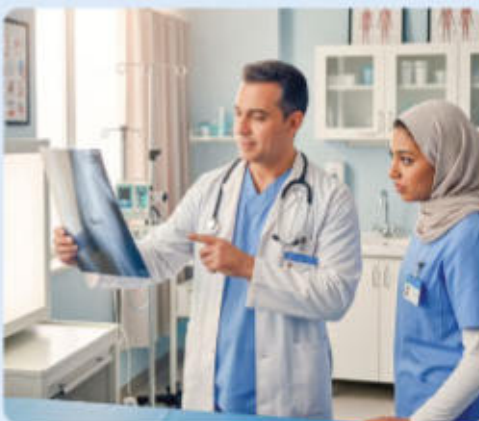
Last night, paramedics rushed in with a man injured in a car crash. He had broken his leg before arrival, and his face was covered in blood. Nurses quickly took him for X-rays while Dr. Maha prepared to **stitch** a deep cut on his **forehead**. "Teamwork saved him," said the emergency room "ER" director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

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

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

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

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



Idioms in the lesson

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

LESSON 5

My Blog Post



Structure of a Blog Post

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

A good blog post usually has these parts:

1. Catchy Title (Headline).

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

2. Introduction (1-2 paragraphs).

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

3. Main Body (2-4 paragraphs).

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

4. Conclusion (1-2 paragraphs).

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

Tip for a Blog Post

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

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

My Unwelcome Visitor



Discuss in pairs

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

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



Writing Task

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

UNIT 2

The Power of Machines

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON

1

Machines in Egypt: Past and Present



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

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

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

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

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

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

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

a Answer the following questions.

1. What simple machines did ancient Egyptians use?
2. How did the Industrial Revolution change Egypt?
3. Why do some people worry about modern machines?
4. How is Egypt blending old and new technology today?

Idioms Tip

- lay the groundwork

Meaning: to make the preparations necessary for something to happen or succeed later

- full steam ahead

Meaning: to proceed with as much speed and energy as possible

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

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



Speaking

4 Presentation:

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

Present your invention to the class

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



LESSON 2 Technical Support Call



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

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

urgency - offline - right - click - drivers - troubleshoots



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

1. What's the name of the customer?
2. What is the customer's problem?
3. Why does she urgently need to fix the problem?
4. What could the customer do to prevent the same problem in the future?
5. What does the technician suggest at the end?

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

1. The customer works for a company called Egypt Technologies.
2. The printer problem was caused by a loose cable.
3. The technician asked Rania to check the printer settings.
4. The printer was showing as "offline."
5. The customer had to download new printer drivers to fix the problem.
6. The technician gave advice on how to avoid the same issue again.

☐
☐
☐
☐
☐
☐



Vocabulary

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

A
1. drivers
2. version
3. right-click
4. troubleshoot
5. urgency
6. cables
7. offline

B
☐ press the right mouse button
☐ not connected to the network
☐ wires used to connect devices
☐ software that helps devices work
☐ fix problems step by step
☐ one form of something that is slightly different to other forms of the same thing
☐ importance requiring rapid action

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

updated - offline - troubleshoot - urgency - drivers - technician

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



Role-Play

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

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

LESSON 3 The Role of machines



Listening

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



1. Answer the following questions:

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

2. Listen again and write True or False:

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

3. Change to Reported Speech:

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

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

a Change these sentences into reported speech.

1. The engineer said, "We use solar energy."
.....
2. The teacher said, "Ancient Egyptians built the pyramids."
.....
3. The historian said, "They have made a 3D model of the temple."
.....
4. He said, "We will visit the museum tomorrow."
.....

Language in Context

Reported Speech (Statements)

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

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

E.g. :

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

Don't forget:

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

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

1. She said that they a new machine.
a. builds b. build
c. have built d. had built
2. He said that their house long time ago.
a. is built b. had been built
c. built d. has been built
3. The engineer said that machines jobs easier.
a. makes b. made
c. are making d. has made

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

(a) Change these sentences into reported speech.

1. The teacher said, "Please, write your name."
.....
2. The guide said, "Don't touch the ancient statue."
.....
3. He said, "Turn off the lights."
.....
4. The doctor said, "Take this medicine twice a day."
.....

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

1. The police officer told us without a seat belt.
a. not drive b. to not drive c. not to drive d. don't drive
2. He asked me the report.
a. writing b. to write c. write d. wrote
3. The teacher told the students their homework.
a. do b. to do c. did d. doing

Language

Reported (Commands & Requests)

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

► **Commands (Imperatives):**

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

e.g. - Direct: "Turn off the machine!"

Reported: The supervisor told me to turn off the machine.

Direct: "Don't touch the controls!"

Reported: She warned us not to touch the controls.

► **Requests:**

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

e.g. - Direct: "Could you check the system?"

Reported: He asked me to check the system.

Direct: "Can you update the software of my computer?"

Reported: He asked me to update the software of his computer.

► **Change pronouns and time if needed.**

e.g. - Direct : "Please, help me with my homework".

- Reported : He told me to help him with his homework.



Writing

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

Include in your note:

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



Speaking

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

You can use these phrases:

“Ahmed instructed me to...”

He also advised me to...

Finally, he warned me not to...”



LESSON 4 Our Machine-Driven World



Before you start

1 Ask and answer the following questions.

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



Reading

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

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

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

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

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

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

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

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

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

a Answer the following questions.

1. What is the main idea of the text?
2. What is the author's viewpoint towards machines?
3. Summarize the third paragraph in one sentence.
4. In the future, do you think people will control machines, or machines will control people? Why?
5. What are the possible risks of depending too much on machines in daily life?
6. In your opinion, how can we make sure that machines serve us without replacing our own thinking and decision-making?

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

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

- | | |
|--------------------|-------------------|
| a. Washing machine | b. Microwave |
| c. Smartwatch | d. Vacuum cleaner |

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

- | | |
|---------------------------------------|------------------|
| a. by machines with little human help | b. by hand |
| c. without electricity | d. only at night |

3. Like office workers, factory laborers

- | | |
|-------------------------------|-----------------------|
| a. use smart TVs for meetings | b. rely on machines |
| c. avoid using computers | d. work only outdoors |

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

- | | |
|------------------|--------------------|
| a. become faster | b. stop completely |
| c. be more fun | d. get healthier |

Tip

Context Clues

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



Vocabulary

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

appliances - household - standstill - automated - track

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

LESSON 5 For or Against?



Think and discuss in pairs

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

1. Introduction

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

2. Body Paragraph 1

- Your first reason- give examples or evidence

3. Body Paragraph 2

- Your second reason- more examples or facts

4. Opposing View:

- Mention the opposite side- say why you disagree

5. Conclusion:

- Restate your claim- summarize your main points

- 2 Match the sentence starters to their function.

A

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

B

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



Writing Tip Argumentative Essay

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

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

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

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

4 Fill in the blanks with the correct linking words.

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

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



Writing task

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

"Should Mobile Phones be Allowed in Class?"

.....

.....

.....

.....

.....

UNIT 3

Protect Nature, Protect Future

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON 1 Climate Justice and Global Activism



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. To what extent can global warming affect our world?
2. What can we do to stop global warming?



Reading

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

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

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

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



Idioms

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

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

(a) Choose the correct answer.

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

(b) Answer the following questions.

1. Which communities suffer the most from the effects of climate change?
2. What does the term 'climate justice' emphasize?

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

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



Speaking

4 In groups, discuss the following.

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

Tip

Compound Nouns

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

The first noun describes the second noun.

Examples :

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

Reading Tip

Identify the Main Idea of Each Paragraph

As you read:

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

Watch for Cause & Effect Relationships

Climate justice texts often explain:

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

LESSON

2

An Interview with a Meteorologist



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening



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

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

Weather Expressions Tips

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

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



Vocabulary

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

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

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

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

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



Speaking

- 6** In pairs, discuss.

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

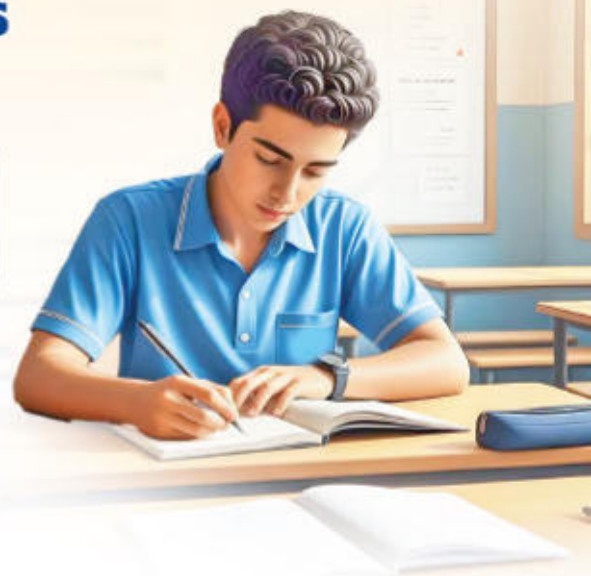


LESSON 3

Climate Change and Coastal Cities



Listening



1 Listen to the audio.

Then answer the questions.

1. Answer the following questions:

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

2. Fill in the blanks.

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

3. True or False.

1. Coastal cities are safe from climate change. (.....)
2. Flooding can stop businesses for days. (.....)
3. Doctors say polluted water can harm people's health. (.....)
4. Floods might never happen in the future. (.....)

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

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

3 Fill in the blanks (Present Deduction).

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

4 Fill in the blanks (Past Deduction).

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

5 Complete the sentences with suitable modal verbs of deduction.

1. Many people in poor regions (not cause) climate change, but they suffer the most.
2. That community (experience) serious flooding after last week hurricane.
3. I'm sure this data (prove) that sea level is rising.
4. Activists (feel) frustrated when leaders ignore their demands.

6 Fill in the blanks.

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

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

Language in Context

Modal Verbs

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

1. Present Deduction

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

2. Past Deduction

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

3. blame or regret

should have + past participle

shouldn't have + p.p.

e.g. You should have finished this task 3 hours ago.

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

1. You haven't eaten anything since morning, you be hungry.
a. must b. might c. can't d. should
2. It's very cold outside, but the windows are open. He have forgotten to close them.
a. must b. should c. can't d. shouldn't
3. The alarm didn't go off last night, so it have been turned off by mistake. I'm sure.
a. must b. might c. can't d. should
4. There is no food in the fridge. She have gone shopping this morning.
a. must b. might c. can't d. may
5. The garden looks wet. It have rained last night.
a. must b. might c. can't d. should
6. He be at home now because his car is not in the driveway.
a. must b. might c. can't d. should
7. They left early because their bags are gone.
a. must have b. might have c. can't have d. should have
8. The lights are still on even though everyone left. Someone forgotten to switch them off.
a. must have b. might have c. can't have d. should have



Writing

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

LESSON 4 Global Climate



Before you start



Think and discuss in pairs

1 Ask and answer the following questions.

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



Reading

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

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

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

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

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



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

a Answer the following questions.

1. What were the two primary factors contributing to global sea level rise as identified in the text?
2. How much higher was global sea level in 2016 compared to the 1983 average?
3. Why is thermal expansion of seawater a significant factor in rising sea levels?

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

1. Sea level rise projections for 2100 range from 0.2 to 2 meters.
2. Thermal expansion of seawater is the only cause of rising sea levels.
3. Most of the world's largest cities are far from coastal areas.
4. Amphibious architecture is one example of an adaptation strategy.
5. Climate migration could lead to population displacement.

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

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

1. Building the bridge was a project that took five years to finish.
2. The scientist explained the strange natural to the students.
3. Climate change may cause the of millions of people to safer areas.
4. The young athlete has the to become a world champion.
5. The red light on the machine that it is not working properly.
6. The teacher the students on their trip.
7. The company plans an of its offices to hire more employees.

LESSON

5

How to Help Our Environment

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

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

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

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

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

Writing Tip

Use Persuasive Writing if you want to:

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

Key Characteristics of Persuasive Writing:

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



Writing task

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

Review 1

A. Vocabulary

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

1. She found the work rewarding because she could see the positive impact she was making. The synonym of the underlined word “rewarding” is
a. hateful b. fulfilling c. satisfying
d. wasteful e. unpleasant
2. Engineers are constantly working to improve the efficiency of solar panels. The synonym of the underlined word “efficiency” is
a. productivity b. toughness c. electricity
d. effectiveness e. ease
3. The museum featured a sophisticated security system to protect the priceless artworks. The synonym of the underlined word “sophisticated” is
a. advanced b. complex c. simple
d. humble e. tolerant
4. Planting trees in cities can help mitigate the effects of air pollution. The antonym of the underlined word “mitigate” is
a. finish b. invest c. lessen
d. endanger e. reduce
5. “She preferred handmade tools over an automated system.” The word “automated” here is an antonym of
a. manual b. mechanical c. hand-operated
d. robotic e. digital

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

6. The school year always with an opening ceremony.
a. kicks at b. kicks off c. collapses d. clutches
7. Nurses usually work in an 8-hour
a. buzz b. shift c. scope d. household
8. The atmosphere in the office had a positive after the big announcement.
a. equity b. urgency c. chaos d. buzz
9. Paramedics are trained to first aid quickly.
a. administer b. moan c. collapse d. migrate

10. Pay close _____ to the teacher's instructions.
 a. migration b. lever c. attention d. urgency
11. The hospital received many patients after the _____.
 a. emergency b. version c. chores d. dynasty
12. The _____ of the accident was taken to the ER.
 a. diver b. victim c. paramedic d. phenomenon
13. The fire caused complete _____ in the market.
 a. scope b. equity c. migration d. chaos
14. Seeing children suffer is truly _____.
 a. sophisticated b. sustainable c. automated d. heartbreaking
15. The old bridge might _____ if we don't repair it.
 a. collapse b. groan c. migrate d. shift
16. If someone stops breathing, you might need to perform _____.
 a. CPR b. chores c. equity d. urgency
17. She lost _____ during the surgery but regained it later.
 a. phenomenon b. infrastructure c. consciousness d. automation
18. She broke her _____ while skiing.
 a. collarbone b. lever c. household d. artifact
19. The child _____ her mother's hand tightly while crossing the road.
 a. migrated b. kicked off c. grabbed d. administered
20. The new project's _____ is to help rural farmers.
 a. scope b. lever c. equity d. buzz
21. The Ming _____ ruled China for centuries.
 a. dynasty b. equity c. infrastructure d. migration
22. Workers used a _____ to lift the heavy stone.
 a. lever b. stitch c. collarbone d. phenomenon
23. Roads and bridges are part of a country's _____.
 a. chaos b. consciousness c. infrastructure d. equity

B. Language

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

24. He said he _____ call me the next day.
 a. will b. would c. can d. may
25. She told me _____ the door.
 a. close b. to close c. closing d. closed
26. The teacher asked us _____ quiet.
 a. to be b. be c. being d. is
27. He must be the new teacher. The modal "must" shows _____.
 a. obligation b. strong deduction c. permission d. advice
28. That _____ be his bag — it's too small.
 a. could b. must c. can't d. shouldn't

29. She might be at the library. Here "might" expresses.....
 a. possibility b. certainty c. permission d. obligation
30. This machine the clothes automatically.
 a. washes b. is washing c. washed d. wash
31. The project by engineers at the moment.
 a. is being designed b. designs c. was designed d. design
32. He he could swim fast.
 a. ordered b. asked c. told d. said
33. He told me that button.
 a. not touch b. not to touch c. to not touch d. no touching
34. They said they going to the park.
 a. are b. were c. will d. would
35. Which of the following sentences is structurally correct?
 a. He told me that he will comes tomorrow.
 b. He told me that he would come the next day.
 c. He told me that he is coming the next day.
 d. He told me that he has come the next day.
36. Which of the following sentences is structurally correct?
 a. He said to not to be late. b. He said to not be late.
 c. He told to not be late. d. He told me not to be late.
37. Which of the following sentences is structurally correct?
 a. They asked us do the project. b. They asked us to doing the project.
 c. They asked us to do the project. d. They asked us did the project.
38. Which of the following sentences is structurally correct?
 a. She might be know the answer. b. She might knows the answer.
 c. She might know the answer. d. She might to know the answer.
39. Which of the following sentences is structurally correct?
 a. He asked me to help him. b. He asked me to helping him.
 c. He asked me if I can helped him. d. He asked me help him.

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

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

C. Translation

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

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

- (أ) تعمل الماكينات على زيادة الكفاءة والدقة في المهام، مما يزيد من الجهد البشري وعدم الخطأ أثناء الصناعات والحياة اليومية.
- (ب) تعمل الآلات على تقليل الكفاءة والدقة في المهام، مما يقلل من الجهد البشري أو الخطأ أثناء تحويل الصناعات والحياة النشيطة اليومية.
- (ج) تعمل الآلات على زيادة الكفاءة والدقة في المهام، مما يقلل من الجهد البشري والخطأ أثناء العمليات الصناعية أنشطة الحياة اليومية.
- (د) تعمل الماكينات على زيادة الكفاءة والدقة في المهام، مما يزيد الجهد البشري والخطأ أثناء نقل الصناعات والحياة اليومية.

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

- (أ) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على تعقيد الاتصالات وتوفير الوصول المؤقت إلى المعلومات وإتمام المهام المعقدة، مما يعزز الإنتاجية وجودة الحياة بشكل كبير.
- (ب) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على سهولة الاتصالات وتوفير الوصول الفوري إلى المعلومات وإتمام المهام المعقدة، مما يعزز الإنتاجية وجودة الحياة بشكل كبير.
- (ج) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على تسهيل الاتصالات وعدم توفير الوصول الفوري إلى المعلومات وإتمام المهام البسيطة، مما يعوق الإنتاجية وجودة الحياة بشكل كبير.
- (د) تعتبر الأجهزة الحديثة ضرورية لأنها تعمل على سهولة الاتصالات وتوفير الوصول الفوري إلى المعلومات وإتمام المهام المعقدة، مما يعوق الإنتاجية وجودة الحياة بشكل كبير.

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

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

- a. We can prevent our future from embracing sustainable practices, reducing pollution, conserving normal resources, and taking action against climate change.
- b. We can protect our future by embracing sustainable practices, reducing pollution, conserving natural resources, and taking action against climate change.
- c. We can protect our future by bracing sustainable practices, reducing pollution, conserving natural sources, and taking action against climate charge.
- d. We can protect our future by embracing sustainable practices, reducing pollution, preserving natural sources, and taking action for climate change.

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

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

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

D. Reading Comprehension

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

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

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

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

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

1. In the writer's point of view, true friends have become
 a. widely spread b. available c. common d. rare
2. "Close" in the first paragraph has the same meaning as
 a. locked b. best c. hateful d. selfish
3. The expression "Climbing on the shoulders of others" describes
 a. true friends b. selfish friends
 c. all friends on social media d. all friends on real life

4. The word “decrease” in the second paragraph is an antonym of _____.
 a. decline b. shrink c. go down d. expand
5. Man always needs friends because _____.
 a. they need to joke others b. they have much free time
 c. this is how they were created d. they are greedy by nature
6. “Emojis” are _____.
 a. games and entertainments b. tools and equipment
 c. electronic devices d. figures and symbols
7. Friendship helps prevent us from the feelings of _____.
 a. loneliness and isolation b. relief and relaxing
 c. fear and horror d. joy and excitement
8. The writer advises us to _____.
 a. carefully select our friends b. text our friends at times of sorrow
 c. correctly socialise online d. reduce the number of friends

E. Writing

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

1. A blog post is usually written in _____.
 a. formal, academic style b. casual, personal style
 c. legal style d. poetic style
2. An argumentative essay should _____.
 a. present both sides of an issue and support one
 b. tell a personal story
 c. be completely one-sided without evidence
 d. list daily activities
3. A persuasive essay’s main goal is to _____.
 a. inform b. entertain c. convince d. summarize
4. Blog posts often include _____.
 a. charts and data tables only
 b. personal opinions and experiences
 c. only references and citations
 d. none of the above
5. In an argumentative essay, evidence can include _____.
 a. facts, statistics, and expert opinions
 b. only personal opinions
 c. random examples
 d. unrelated stories

6. Which of these is a good blog title?
- "Analysis of Thermal Migration in Birds"
 - "Why My Morning Coffee is Sacred"
 - "The Effects of Lever Mechanics"
 - "A Study on Urban Infrastructure"
7. A persuasive essay is different from an argumentative essay because it.....
- focuses more on emotional appeal
 - uses no evidence
 - avoids taking a stance
 - is always shorter
8. The introduction of an essay should.....
- immediately give all details
 - present the topic and thesis statement
 - start with unrelated jokes
 - list references
9. Blog posts may include hyperlinks to.....
- sources and related content
 - poems
 - advertisements only
 - random websites
10. In a persuasive essay, the conclusion should.....
- restate the thesis and encourage action
 - introduce new evidence
 - start a new argument
 - list unrelated facts
11. Which of the following sentences is correctly punctuated:
- Its going to be a long day.
 - Its going to be a long day!
 - It's going to be a long day.
 - It's going to be a long day?
12. Which of the following sentences is correctly punctuated:
- However, we decided to leave early.
 - However we decided to leave early.
 - However we, decided to leave early.
 - However! we decided to leave early.
13. Which of the following sentences is correctly punctuated:
- She spent her summer in New York, New York - Los Angeles, California - and Miami, Florida.
 - She spent her summer in New York, New York; Los Angeles, California; and Miami, Florida.
 - She spent her summer in New York, New York: Los Angeles, California: and Miami, Florida.
 - She spent her summer in New York, New York, Los Angeles, California, and Miami, Florida.
14. Which of the following sentences is correctly punctuated:
- I love cooking my family and my pets.
 - I love cooking, my family, and my pets.
 - I love cooking, my family and my pets.
 - I love cooking my family, and my pets.

15. Which of the following sentences is correctly punctuated:

- a. Don't forget to bring your notebook, laptop, and charger.
- b. Don't forget to bring your notebook, laptop and, charger.
- c. Don't forget to bring your notebook laptop and charger.
- d. Don't forget, to bring your notebook, laptop, and charger.

2 Write on one of the following:

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

3 Write a paragraph of Six lines on the following:

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

F. The Novel

Answer the following questions:

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

UNIT 4

Marine Life

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON

1

A Colorful Underwater City



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Have you ever seen a coral reef in real life or in photos or videos? What did it look like?
2. Why do you think coral reefs are often called “underwater cities”?



Reading

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

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

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

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

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

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

Idioms Tip

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

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

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



Vocabulary

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

vivid – fragile – erosion – thrive – bleached

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



Speaking

5 Discuss the following.

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

Useful phrases:

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



LESSON 2 The Ocean's Gentle Giants



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

2 Listen to the Podcast Clip on "Saving the Whales".

What are the human-made dangers that threaten whales?



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

1. All whale species are currently safe and not facing any threats.
2. Scientists use drones to study whales without disturbing them.
3. Plastic waste reduction can help protect whale habitats.
4. Whales have no impact on the ocean ecosystem.

☐
☐
☐
☐

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

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

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

5 Fill in the blanks with words from the text :

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



Speaking

Human-made Dangers to Whales

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

LESSON 3 The Underwater World



Listening



1 Listen to the audio then answer the following questions.

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

2 Fill in the blanks.

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

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

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

Language in Context

Compound Adjectives

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

Ex.: - He is a well-known teacher.

- The teacher is well-known.

Common Forms

Number + Noun (singular form)

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

Adjective + Past Participle:

Ex- a well-dressed woman

- a short-sighted man

Adjective + Present Participle (-ing):

Ex- a good-looking person

Adverb + Past Participle:

Ex- a highly-respected professional

Noun + Present Participle (-ing):

Ex- a time-saving device

Noun + Past Participle:

Ex- home-made cake

Noun + Adjective:

Ex- a world-famous landmark

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

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

1. The journey took ten hours. It was a journey. (ten / hour)
2. She has a very open mind. She is a very person. (open / mind)
3. They offered me a job that was full time. They offered me a job. (full / time)
4. He is known all over the world. He is a scientist. (world / famous)
5. My grandmother is nearly seventy years old. My grandmother still loves hiking.
(seventy / year / old)

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

1. The water was so (solid / crystal-clear / cloud).
2. The Red Sea is home to many fish. (color / colorful / colorfully)
3. I took a photo of a turtle. (slow-moving / slowly-moving / move-slowly)
4. We enjoyed a sunset on the beach. (breathtaking / heart-breaking / breathless)

c Rewrite the following sentences using compound adjectives:

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

- He is a self-confident man.

1. The movie lasted for two hours.

.....

2. The shirt is easy to wear.

.....

3. The man is known all over the world.

.....

4. She has blue eyes.

.....

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

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

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



Speaking



Role-Play

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

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

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

Good evening! Can I get you something to drink while you look at the menu?

Yes..., but only if the water is room temperature. No ice, no lemon, nothing.



LESSON 4 Into the Depth of the Ocean



Before you start



Think and discuss in pairs

1 Ask and answer the following questions.

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



Reading

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

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

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

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

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

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

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

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



a Answer the following questions.

1. Why are some marine animals able to produce light?
2. What is the main reason many shark species are endangered?
3. Why are coral reefs sometimes called "the rainforests of the sea"?
4. What challenge do baby turtles face after they hatch?
5. What is the main message of the last paragraph?

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

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

c Read each sentence and choose the correct word.

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

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

d Read again and find the following in the text.

– Two compound adjectives,

– Two idioms

a.

b.

– Two collocations,

– Synonyms homes

animals

– Antonyms believable

light

LESSON 5

Ocean Legends and Storytelling

Structure Your Story

Use this classic 3-part structure.

a Beginning – (Introduction)

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

b Middle – (Development)

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

c Ending – (Resolution)

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

Writing Tip

Writing a short story

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

Useful Tools

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



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

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



Writing task

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

.....

.....

.....

.....

UNIT 5

From Muscles to Mindset

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON 1 Discover Your Future!

Before you read

Think and discuss in pairs

1 Answer the following questions.

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

Reading

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

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



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

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

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

3 Read the text again then do the following tasks.

a Answer the following questions.

1. What did many jobs depend on in the past?
2. Why do companies often get advanced systems today?
3. What are the soft skills mentioned in the text?
4. What does digital literacy mean?
5. What do you think a person needs to be employable in the future?

Idioms

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

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

(A)
1. repetitive
2. human insight
3. mindset
4. collaboration
5. construction
6. digital literacy

(B)
☐ building or creating structures
☐ happening again and again in the same way
☐ ability to understand and use digital tools and technology
☐ knowledge or understanding that comes from human experience
☐ working together with other people to achieve a goal
☐ way of thinking or attitude about something

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

1. Today, many companies repetitive tasks by machines.

a. make /do	b. get /done
c. get /doing	d. have/ do

2. Workers who want to stay ahead of the curve should
- a. avoid using technology
 - b. learn continuously and follow new trends
 - c. change careers completely
 - d. depend only on experience
3. A person with a growth mindset is someone who
- a. fears change
 - b. avoids responsibility
 - c. welcomes learning and improvement
 - d. relies only on physical skills



Speaking

- 4** In groups, discuss the following.

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

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



LESSON 2 Skills for the Future



Before you start



Think and discuss in pairs

1 Answer the following questions.

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



Listening

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

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

a Answer the following questions.

1. What types of skills will be important in the future workforce?
2. Why will people need to keep learning new things?
3. Which job areas are expected to grow in the future?
4. How will technology change the way we work?

b Write (T) True or (F) False.

1. In the future, all jobs will be done by machines.
2. Emotional intelligence will be a valuable skill in the future.
3. Only people in the technology field need digital skills.
4. Jobs in green energy will likely increase.
5. Communication will not be important in future jobs.



C Match the vocabulary to the definitions.

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



Role-Play

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



LESSON

3

The Rapid change in Technology



Listening



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

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

2 Fill in the blank.

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

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

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

4 Use the correct form of words between brackets.

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

Language Tip

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

Active Causative

have + person + inf.

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

get + person + to + inf.

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

Passive form

have/get + object + p.p.

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

5 Choose the correct answer to complete the sentences.

1. I had the mechanic my brakes yesterday.
a. fix b. fixed c. to fix d. fixing
2. She got her brother her with her project.
a. help b. helped c. to help d. helping
3. We get the carpets every three months.
a. clean b. cleaned c. to clean d. cleaning
4. They got the teacher the instructions again.
a. explain b. explained c. to explain d. explains
5. He had his phone at the service center.
a. repair b. repaired c. to repair d. repairing

6 Find the mistake in each sentence and correct it.

1. I had the electrician fixes the lights yesterday. (.....)
2. She got her laptop repair at the shop. (.....)
3. We will have the gardener to water the plants tomorrow. (.....)
4. He is getting the mechanic to repaired his car now. (.....)
5. They have the teacher explains the rules again. (.....)

7 Rewrite the sentences using the causative form:

1. A mechanic fixed my car.
→ I had my car fixed.
2. A technician is installing their internet.
→ They
3. A tailor will make her dress.
→ She
4. A dentist checked my teeth.
→ I
5. A friend is designing our website.
→ We



Speaking

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

1. Did you have your phone repaired recently?
2. Who gets your school bag cleaned?
3. Have you ever got someone to help you with homework?
4. Will you get your hair cut this weekend?
5. Talk about the last time you had something repaired.
6. Would you rather do things yourself or have them done? Why?
7. What services do students often get done before exams?



LESSON 4 The Power of Human Connection



Before you start



Think and discuss in pairs

1 Ask and answer the following questions.

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



Reading

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

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

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

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



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

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



Think about this

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

a Answer the following questions.

1. What year is the story set in?
2. How did the world try to respond to job loss caused by new technologies?
3. What made Amina's storytelling powerful even without special tools?
4. What lesson did Dr. Sami learn by the end of the story?

b Complete the sentences with a word from the box.

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

1. The children felt a sense of when they listened to Amina's stories.
2. Machines couldn't the expressions on the children's faces.
3. Dr. Sami was about what made Amina's stories special.
4. The moon in her story was, just like some people in the modern world.
5. The café was a place full of human and connection.
6. The storytelling had a kind of that technology couldn't explain.
7. Technology has become very and replaced many jobs.

c Find and write from the passage the sentence that shows...

1. technology replaced many human jobs.
2. Amina's story had emotional impact.
3. machines couldn't copy true human feelings.
4. how the audience reacted to Amina's storytelling.

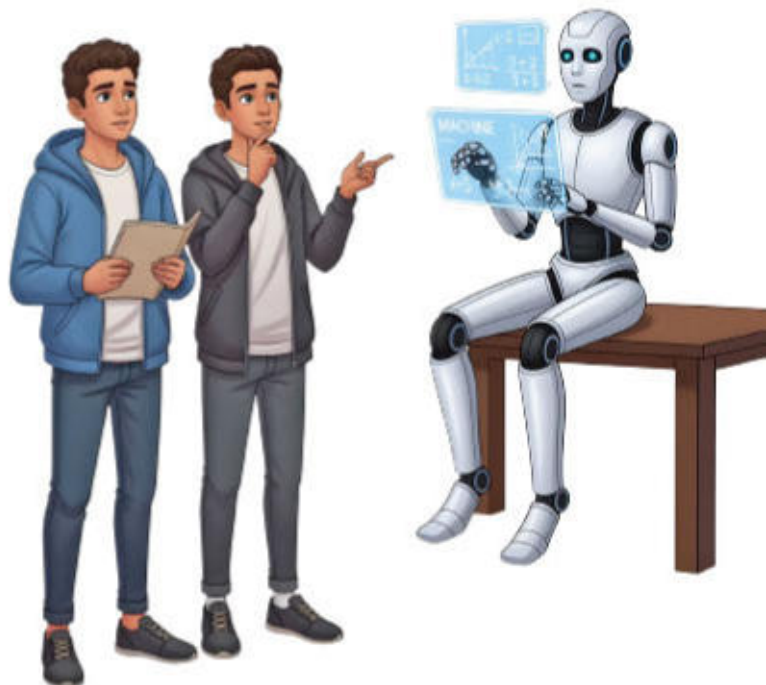


Speaking

Think – Pair – Share

Topic: *Machines vs. Humans*

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



Tasks to consider

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

LESSON 5 Life in the Year 2050

My AI Assistant



Before you start



Think and discuss in pairs

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

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



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

1. Characters

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

2. Setting

- The time and place where the story happens

Writing Tip

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

3. Plot (Events in Order)

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

4. Point of View

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

5. Dialog and Description

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

6. Theme or Message

- Deeper meaning, lesson, or reflection

7. Emotion and Voice

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



Writing Task

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

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

UNIT 6

Let's Hang Out!

Learning Outcomes

Reading

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

Language

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

Listening

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

Writing

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

Speaking

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



LESSON 1 An Embarrassing Moment



Before you read



Think and discuss in pairs

1 Answer the following questions.

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



Reading

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

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

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

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



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



Think about this

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

a Answer the following questions.

1. What was the embarrassing situation?
2. How did the author feel after the accident?
3. What did the friends do that showed their true character?
4. What lesson did the author learn from this experience?

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

1. The group went out to celebrate Rawan's promotion.
2. The narrator spilled drinks because Sarah bumped into her.
3. Sarah got angry and refused to forgive the narrator.
4. Sarah showed that she was a true friend.

☐
☐
☐
☐

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

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

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

e Choose the correct word to complete each sentence.

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

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

Idioms

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

2. The lecture was so that several students nearly fell asleep.
 a. glamorous b. dull c. mortifying d. cruel
3. The flood was a terrible for the small village.
 a. promotion b. disaster c. confidence d. glamor
4. He was completely of the danger ahead and kept walking.
 a. unaware b. glamorous c. helpless d. cruelty
5. The little boy dropped the plate because he was
 a. clumsy b. broadened c. relaxed d. glamorous
6. The actress looked absolutely in her red evening gown.
 a. confidence b. affection c. glamorous d. unaware



Speaking

4 Making & Responding to Invitations.

Discuss with your partner.

- What's your favorite way to spend time with friends?
- How do you politely say 'no' to an invitation in your language?

Speaking Tip

Invitations:

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

LESSON 2

The Power of Socializing



Before you start



Think and discuss in pairs

1 Answer the following questions.

- How do you feel after spending time with your friends? Why?
- Name some health benefits of socializing with others.



Listening

2 Listen to the audio track and find the answer to: How does socializing help us?

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

- Socializing only benefits our mental health.
- People with friends tend to live longer.
- Socializing makes people more confident.
- Having many superficial friends is better than having few close ones.
- Online connections cannot provide any support.
- The speaker encourages people to accept social invitations.

○
○
○
○
○
○

4 Match the words in Column A with their meanings in Column B.

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

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

5 Fill in the blanks with words from the text.

1. When we socialize, our bodies release that reduce stress.
2. Regular social interaction can strengthen our system.
3. People with strong friendships have lower rates of and anxiety.
4. Socializing helps develop better skills.
5. matters more than quantity in friendships.
6. interaction is particularly powerful.

6 Choose the correct word to complete each sentence.

1. Doctors recommend regular exercise to help you good health.
a. detain b. trap c. maintain d. accept
2. She seemed friendly, but I think she was only interested in our problems.
a. superficially b. significantly c. socially d. mentally
3. Meeting new people and making friends is an important part of at university.
a. personalizing b. socializing c. maintaining d. releasing
4. Before the exam, many students feel nervous and suffer from feelings of
a. socializing b. anxiety c. expression d. dependence
5. After losing his job, he experienced deep sadness and was diagnosed with
a. strength b. depression c. connection d. harmony



Role-Play

7 Work with a partner.

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

- Student A (unconvinced):

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

- Student B (Convincing):

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

LESSON 3 A Beautiful Day with Friends



Listening



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

1. What food did Hind and her friends bring?
2. What games did they play?
3. Where did they go in the evening?
4. Why was this day unforgettable for Hind?

2 Fill in the blanks.

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

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

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



Reported Questions

a Work in pairs, study the Grammar Tip and change these direct questions into reported questions.

1. "Will you come to the party?", she asked.
She asked if I would come to the party.
2. "Have you been to that new restaurant?", he asked.
.....
3. "Did you enjoy the movie last night?", dad asked.
.....

Language in Context

Reported Questions

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

Basic Rules:

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

4. No question marks
 - Reported questions are statements

Examples:

Yes/No Questions:

Direct: Do you want to hang out?

Reported: She asked If /whether I wanted to hang out.

Wh-Questions:

Direct: Where did you stay?

Reported: He asked where I had stayed.

4. "Why can't you come to the party?", she asked.

.....

5. "How long will you be in town?", he asked.

.....

6. "When are you free next week?", my friend asked.

.....

b Find and correct the mistakes in these reported questions:

1. She asked do I want to go shopping.

2. He asked me where did I want to eat.

3. They asked can we meet earlier.

4. She asked me why I didn't came to the party.



Writing

Complete these dialog using reported questions.

1. Dialog 1:

A: What did Sarah ask you about the weekend plans?

B: She asked (Do you want to go hiking?)

2. Dialog 2:

A: I heard Magdy calling you yesterday. What did he want to know?

B: He asked (What are you doing tonight?)

3. Dialog 3:

A: Did Lamia ask about the party details?

B: Yes, she asked (Where is the party?) and she also asked
(What should I wear?)

4. Dialog 4:

A: Did Hany ask you about the homework?

B: Yes, he asked me (Have you finished it?).

LESSON 4 Why Hanging Out Matters



Before you start



Think and discuss in pairs

1 Answer the following questions:

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



Reading

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

interaction – compromise – packed – destructive – overwhelming – entertainment

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

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

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

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

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

Despite these challenges, the effort to hang out with friends is always **worth** it. Whether you're having coffee, going to a movie, or just talking on a park bench, these moments of connection are what make life meaningful. So next time a friend suggests hanging out, remember – you're not just having fun, you're investing in your health and happiness.



Think about this

3 Read the text again and do the following tasks:

a Answer the following questions:

1. What challenges do people face when making plans?
2. What happens in our brains when we socialize with friends?
3. How does hanging out help us develop as people?
4. What is the main idea of the final paragraph?

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

1. According to the text, what is the main benefit of socializing with friends?
 - a. It helps us earn more money.
 - b. It reduces stress and boosts our immune system.
 - c. It guarantees a longer life without illness.
 - d. It makes us better at sports.
2. How does technology affect friendships, according to the passage?
 - a. It has no impact on social relationships.
 - b. It makes face-to-face interaction unnecessary.
 - c. It is the only way to maintain friendships today and tomorrow.
 - d. It helps people stay connected but can replace in-person meetings.

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



Vocabulary

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

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



Writing

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

LESSON 5 Tell the World What You Saw!



Before you start



Discuss in pairs

1 Read the tip box for review. Then ask and answer the following questions.

1. Have you read a review online before buying something or watching a movie?
2. What information did you look for?



2 Now Learn.

Structure of a Review writing

A good review usually has four main parts:

1. Introduction:

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

2. Body Paragraph 1:

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

Writing Tip

Writing a Review

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

Paragraph 1: Introduction & Overall Impression

Paragraph 2: Specific Details

Paragraph 3: Pros and Cons

Paragraph 4: Conclusion & Recommendation

3. Body Paragraphs 2: (optional)

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

4. Conclusion Summary of opinion:

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

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

Opinions Introduction Recommendation Description

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

4 Match the phrases to their function.

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

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



Writing task

5 Write a Short Online Review

Imagine you're posting on a music website or social media. Write a short version (60–80 words) of your concert review, including a star rating (★ ★ ★ ★ ☆).

.....

.....

.....

.....

.....

.....

.....

.....

Review 2

A. Vocabulary

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

1. Her face looked pale after hearing the shocking news, as if all the color had drained away. The antonym of the underlined word "pale" is
a. strong b. bright c. weak
d. faded e. soft
2. The child was fragile about the strange noise and slowly opened the door to investigate. The synonym of the underlined word "fragile" is
a. frail b. obvious c. delicate
d. cowardly e. silly
3. The new hospital is still under construction, with cranes and workers visible every day. The antonym of the underlined word "construction" is
a. destruction b. demolishing c. structure
d. building e. process
4. The job was so repetitive that he performed the same task hundreds of times each day. The antonym of the underlined word "repetitive" is
a. boring b. varied c. monotonous
d. frequent e. different
5. She wasn't trying to be rude—she was simply ignorant of the local customs. The synonym of the underlined word "ignorant" is
a. known b. respected c. informed
d. unaware e. unfamiliar

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

6. The view from the mountain was so that everyone stopped to take photos.
a. mortifying b. innovation c. repetitive d. breathtaking
7. Cairo is known for its nightlife, with music and dancing everywhere.
a. weeknight b. vibrant c. workshops d. dedicated
8. Our city is very, with people from many cultures living together.
a. diverse b. curious c. thrive d. disaster
9. Be careful with that glass vase; it's
a. workshops b. capture c. fragile d. magic
10. Before the exam, students should revision to prepare well.
a. sing b. jump c. do d. walk

11. The painting was full of colors that caught my eye.
a. figuratively b. vivid c. magnificent d. entertainment
12. Don't her abilities; she is very talented.
a. struggle b. flexibility c. clumsiness d. underestimate
13. Coastal is destroying the beaches year by year.
a. flexibility b. overestimate c. overrate d. erosion
14. Plants will if they get enough sunlight and water.
a. struggle b. collaborate c. shake d. thrive
15. The melody was so that it stayed in my mind for days.
a. vibrant b. haunting c. curious d. capture
16. They had to to carry the heavy box up the stairs.
a. declare b. fragile c. struggle d. agitate
17. The loud noise will the meeting.
a. entangle b. ease c. distribute d. disrupt
18. She is to helping the poor in her community.
a. dedicated b. repetitive c. vivid d. breathtaking
19. An ultrasound is a medical test.
a. cruelly b. non-invasive c. tragically d. weeknight
20. Please pass me the for my fries.
a. stakeholder b. haunting c. salt shaker d. captivity
21. Let's at the new mall shop after class.
a. hang up b. hang out c. ensure d. happen
22. The movie's special effects were
a. mind-blowing b. whispering c. disrupting d. overwhelming
23. He explained the joke , word for word.
a. literally b. fragilely c. vividly d. figuratively
24. The word "mortifying" means
a. exciting b. embarrassing c. relaxing d. surprising
25. The opposite of "boring" is
a. lively b. dull c. quiet d. still
26. The synonym for "mistake" is
a. success b. plan c. error d. idea
27. The idiom "hit the town" means
a. visit a small village b. go out and enjoy in the city
c. hit something physically d. work late

28. Hossam went to the hospital to his uncle after the surgery.
 a. check on b. invest in c. wait in d. look up
29. The word "glamorous" means
 a. unattractive and boring b. dark and scary
 c. casual and plain d. stylish and exciting

B. Language

- 1** Choose the correct answer from a, b, c, or d:
30. The journey took ten hours. It was a journey.
 a. ten-hours b. ten-hour c. ten-hours-long d. ten-hour-long
31. Compound adjectives are often joined by a when they appear before the noun they modify.
 a. comma b. hyphen c. space d. dash
32. He is a scientist who is known all over the world. He is a scientist.
 a. world-known b. known-world
 c. famous-world d. wide-famous
33. My grandmother is nearly seventy years old. My grandmother still loves hiking.
 a. seventy-year-old b. seventy-years-old
 c. seventy-year-olds d. seventy-years-olds
34. I took a photo of a turtle that moves slowly. I took a photo of a turtle.
 a. slowly-moving b. slow-moving c. move-slowly d. slow-move
35. Which sentence is structurally correct:
 a. The movie was very bored. b. The movie was very boring.
 c. The movie was very bore. d. The movie was very boringly.
36. Which sentence is structurally correct.....
 a. The student were very tiring. b. The student was very tired.
 c. The student was very tire. d. The student were very tiredly.
37. Today, many companies repetitive tasks done by machines.
 a. make b. do c. have d. allow
38. Employers now have staff skills like communication and critical thinking. Which option shows the correct form of the underlined verb after have?
 a. develop b. developing c. developed d. to develop
39. Governments and schools often training programs developed to support workers.
 a. let b. make c. have d. allow

40. A technician is installing their internet. They are
- getting their internet installed
 - having their internet installing
 - getting a technician installing their internet
 - have their internet installed
41. A tailor will make her dress. She will
- get a tailor make her a dress
 - get her dress made
 - have her dress making
 - have a tailor making her a dress
42. A dentist checked his teeth. He
- got his teeth checked
 - had his teeth checked
 - had a dentist check his teeth
 - All of the above
43. A friend is designing our website. We are
- having our website designed
 - getting our website designing
 - having a friend designing our website
 - get our website designed
44. He asked me where to eat.
- I want
 - did I want
 - I wanted
 - do you want
45. She asked to go hiking.
- if I want
 - if I wanted
 - if do you want
 - do you want
46. They asked if meet earlier.
- they can
 - could we
 - we can
 - they could
47. She asked me why to the party.
- I haven't come
 - I didn't come
 - I hadn't come
 - didn't I come
48. Which sentence is structurally correct:
- He admitted to break my favorite mug.
 - He admitted that breaking my favorite mug.
 - He admitted breaking my favorite mug.
 - He admitted to have broken my favorite mug.
49. Which sentence is structurally correct:
- She suggested going bowling.
 - She suggested to go bowling.
 - She suggested that we going bowling.
 - She suggested us to go bowling.
50. Which sentence is structurally correct:
- He is a eight-year-old boy.
 - He is an eight-years-old boy.
 - He is an eight-year-old boy.
 - He is a eight year old boy.

51. Which sentence is structurally correct:

- a. We stayed in a five-star hotel.
- b. We stayed in a five stars hotel.
- c. We stayed in a five-stars hotel.
- d. We stayed in a five star hotel.

52. Which sentence is structurally correct:

- a. He is a self made man.
- b. He is a self-made man.
- c. He is a self-making man.
- d. He is a self-make man.

53. Which sentence is structurally correct:

- a. I had my car clean yesterday.
- b. I had my car cleaning yesterday.
- c. I had cleaned my car yesterday.
- d. I had my car cleaned yesterday.

54. Which sentence is structurally correct:

- a. I will have my teeth check tomorrow.
- b. I will have checked my teeth tomorrow.
- c. I will have the dentist check my teeth tomorrow.
- d. I will have the dentist to check my teeth tomorrow.

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

55. He drives a car with four doors. (four-door)

56. This is a machine that saves time. (time-saving)

57. She wore shoes with high heels. (high-heeled)

58. He is a person who thinks only about himself. (self-centered)

59. He is a boy with curly hair. (curly-haired)

60. A hairdresser cut my hair this morning. (I got...)

61. Someone fixed their computer. (They had...)

62. Someone washed my car yesterday. (I got...)

63. A mechanic changed the tires. (I had...)

64. A cleaner cleaned the office. (We got...)

65. "Are you coming to the party?" he asked. (He asked...)

66. "Where do you live?" the teacher asked me. (The teacher asked...)

67. "Do you like Italian food?" she asked. (She asked...)

68. "Did you watch the match yesterday?" he asked. (He asked...)

69. "What are you doing now?" she asked me. (She asked...)

C. Translation

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

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

- (أ) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن المائية الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بملايين الأنواع البرية المتنوعة.
- (ب) الشعاب الجبلية، التي تُعرف غالبًا باسم "المدن الدفينة الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البحرية المتنوعة.
- (ج) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن المائية الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البحرية المتنوعة.
- (د) الشعاب المرجانية، التي تُعرف غالبًا باسم "المدن الدفينة الملونة"، عالمٌ خلابٌ نابضٌ بالحياة، يزخر بآلاف الأنواع البرية المتنوعة.

71. Entertainment offers a wide range of benefits, from helping us relax and de-stress to fostering creativity and social connection.

- (أ) يوفر الترفيه مجموعةً واسعةً من العوائق، بدءًا من منعنا من الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع والتواصل الاجتماعي.
- (ب) يوفر الترفيه مجموعةً واسعةً من الفوائد، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع والتواصل الاجتماعي.
- (ج) يوفر الترفيه مجموعةً واسعةً من العراقيل، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تعزيز الإبداع والانفصال الاجتماعي.
- (د) يوفر الترفيه مجموعةً واسعةً من الفوائد، بدءًا من مساعدتنا على الاسترخاء وتخفيف التوتر، وصولًا إلى تقويض الإبداع والتواصل الاجتماعي.

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

٧٢. مع تطور الوظائف، يجب على العاملين الراغبين في البقاء في الطليعة تبني التعلم المستمر وتطوير عقلية النمو، حيث أصبح الإلمام الرقمي والمرونة أمرًا بالغ الأهمية للتكيف مع الأدوات والأدوار الجديدة.

- a. As jobs revolve, workers who want to stay ahead of the curve must exclude continuous learning and develop a growth mindset.
- b. As jobs evolve, workers who want to stay ahead of the curve must embrace continual learning and develop a grow mindset.
- c. As jobs revolve, workers who want to stay ahead of the curve must embrace continuous learning and develop a growth mindset.
- d. As jobs evolve, workers who want to stay ahead of the curve must embrace continuous learning and develop a growth mindset.

D. Reading Comprehension

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

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

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

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

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

1. According to the passage, the main purpose of summer camps is to
a. replace school education
b. provide fun and learning opportunities
c. keep children busy all day
d. prepare children for exams
2. Students eagerly wait for fun summer camps to relax and their break.
a. extend b. maximize c. enjoy d. shorten
3. is NOT mentioned as part of summer camps.
a. Swimming b. Dancing c. Origami d. Spoken English
4. Summer camps are especially helpful for and restless kids.
a. lazy b. energetic c. shy d. sick
5. Parents prefer summer camps today compared to the past because
a. they are cheaper
b. they combine play with skill development
c. they focus only on sports
d. schools force parents to send their children
6. Children feel when they show their handmade creations to their parents.
a. afraid b. bored c. proud d. disappointed

7. Summer camps promoteamong children and teachers.
 a. competition b. strict discipline c. isolation d. mutual understanding
8. The camps also help improve teamwork and understanding between teachers and students, creating a environment.
 a. safe and secure b. nurturing c. cooperative d. supportive

E. Writing

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

1. When writing a review, phrases like "I really enjoyed..." or "The best thing about..." are used for
 a. giving a negative opinion b. giving a balanced opinion
 c. stating a positive opinion d. making a recommendation
2. The phrase "I wouldn't recommend it to..." is used for
 a. stating a positive opinion b. highlighting a positive point
 c. making a recommendation d. giving a negative opinion
3. An idiom is a group of words whose meaning is
 a. the same as the individual words
 b. different from the individual words
 c. always literal
 d. always used in formal writing
4. A well-written online review should include both positive and negative points to be
 a. balanced b. biased c. short d. easy to read
5. When writing a story, the beginning should focus on
 a. the climax b. setting the scene
 c. the resolution d. the ending
6. Which phrase is a good way to start a sentence when giving a positive opinion in a review?
 a. "Although it was interesting, I thought..."
 b. "The best thing about... was..."
 c. "It was a bit disappointing because..."
 d. "I wouldn't recommend it to..."
7. The resolution of a story is the part where the main
 a. problem is introduced b. conflict is at its peak
 c. character is introduced d. problem is solved



English

Secondary Three - Term 1

Academic Year: 2025/2026

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مقاس الكتاب	ورق المتن	ورق الغلاف	ألوان الكتاب	عدد الصفحات
٢٧ × ١٩ سم	٧٠ جم ورق أبيض	١٨٠ جم كوشيه	٤ لون	١١٢ صفحة