



**Student's
Book**

ENGLISH

Secondary Schools - Year Two - Term 2

2025 - 2026



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

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

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

Name:

Class:

School:

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A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education and Technical Education presents 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	Language Focus	Life Skills	Core Values
7	Caring Communities	• Reading Short texts / conversations on inclusion • Listening School/community inclusion activities • Speaking Discussing fairness and shared experiences • Writing Problem-solution paragraph	• Conditionals Zero, 1st, 2nd and 3rd	• Empathy & Cooperation Understanding diverse needs and resolving conflicts fairly	• Fairness & Belonging Celebrating diversity and ensuring everyone is valued
8	Creating a Better Community	• Reading Stories of change-makers and e-waste • Listening Egyptian innovators and community action • Speaking Presenting oral plans for community projects • Writing Campaign posters using imperatives	• Modals of Obligation Must, have to, had to, should have • Imperatives For campaign messaging	• Initiative & Creativity Taking the first step to solve local problems with new ideas	• Social Responsibility Persistence in making a positive impact on society
9	When Art Speaks	• Reading Art projects, storytelling, and murals • Listening Interviews and storytelling for gist/details • Speaking Mini debates on art's impact on society • Writing Opinion paragraph with reasons	• Stative vs. Action Verbs Differentiating between states (believe) and actions (run)	• Communication & Reflection Using non-verbal means to express complex emotions	• Compassion & Unity Appreciating cultural heritage and the universal language of art

Unit	Topic	Target Skills	Language Focus	Life Skills	Core Values
10	Find Your Passion!	• Reading Hobbies, self-development, and entrepreneurship • Listening Personal hobby challenges and benefits • Speaking Comparing expectations vs. reality in new skills • Writing Hobby review (Intro, Description, Evaluation)	• Semi-modals Supposed to, meant to seem to, appear to	• Self-Management Balancing academic pressure through creative outlets	• Patience & Growth Understanding that identity is more than academic grades
11	Healthy Choices, Healthy Life	• Reading Oral healthy, hydration, and positive thinking • Listening Real-life dialogs on health advice/tips • Speaking Comparing healthy vs. unhealthy daily habits • Writing Health advice article with tips	Past Habits Used to + inf Would + inf	• Proactive Thinking Taking early action to prevent physical and mental health issues	• Positivity & Wellness Maintaining a mental attitude that supports long-term health
12	Time Habits & Punctuality	• Reading Psychology of punctuality and time management • Listening Workplace conversations on responsibility • Speaking Role-playing apologies and schedule adjustments • Writing Formal apology letters	• The future perfect tense	• Time Management Treating time as a valuable, non-renewable resource	• Respect & Responsibility Valuing others' time and taking ownership of mistakes

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 Everyone Belongs to the Playground

Before you start

Think and discuss in pairs

1 Answer the following questions.

- What makes a playground or classroom feel welcoming for everyone?
- How do you feel when your classmates include you in games or group work?

Reading

2 Read the following passage. What life skills do students learn from inclusive play?

A caring community is a place where everyone belongs, no matter their background, abilities, or personalities. One of the best examples of this is a school playground. Every day, students meet, play, and learn how to build friendships. But an **inclusive** playground is more than swings and slides—it is a space where everyone feels safe, respected, and **valued**.

In an inclusive playground, students take turns, share equipment, and invite others to join. When a new student arrives or someone is shy, classmates make an effort to speak kindly and offer help. These small actions create a friendly environment where no one feels left out. It is also a place where students learn to appreciate diversity. Some children may be good at sports, others at drawing, and some may have different needs. When students celebrate these differences, they begin to understand that **diversity** makes the community stronger.

Teachers also play a role. They encourage students to work in mixed groups so everyone can participate. When conflicts happen, they guide students to solve problems fairly.

Fairness means giving each student a chance to play, listen, speak, or lead. Through these experiences, children learn important life skills like empathy, **cooperation**, and responsibility.

Inclusive play and learning prepare students for life. When we include others and treat them with fairness, we help create a community where everyone feels they truly belong.

Think about this

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

- An inclusive playground is a place where students feel
a. tired b. ignored c. valued d. confused
- Students show fairness by
a. taking turns b. shouting loudly c. playing alone d. competing only
- Diversity in the passage means
a. having the same skills b. winning every game
c. having no rules to follow in classrooms d. having different abilities and backgrounds
- Teachers help students by
a. stopping group work b. making mixed groups
c. ignoring conflicts d. choosing the same leader
- The main idea of the passage is
a. how to win games b. why sports are important
c. the value of inclusive play d. how to avoid taking turns

4 Match the word from column (A) with its meaning in column (B).

A	B
1. inclusive	☐ different backgrounds or abilities
2. valued	☐ to ask someone politely to come somewhere or to take part in an activity.
3. diversity	☐ treating people equally
4. fairness	☐ given importance or respect
5. cooperation	☐ all people included; creating a friendly, welcoming place
6. invite	☐ working together peacefully

5 Answer the following questions.

- Why is an inclusive playground important?
- How can students help new or shy classmates?
- What does fairness mean in the passage?
- How do teachers support inclusive learning?

Speaking

6 Work in pairs.

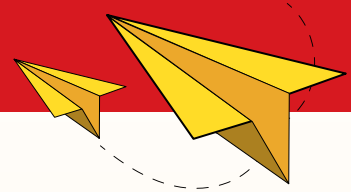
Discuss three ways you can make your classroom or playground more inclusive. Share an example of a time when you helped someone feel that they belong.

Reading

Stimulating topics that capture students' interest

Speaking

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



Listening

Students listen to the audio texts and answer the questions.

LESSON 2 Fairness & Taking Turns

Before you Listen

Think and discuss in pairs

1 Answer the following questions.

1. When do you feel included in a group?
2. Why is it important to give everyone a chance to join an activity?

Listening

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

1. The purpose of "Inclusive Play Hour" is to make students feel
a. fast b. welcome c. tired d. competitive
2. In "Circle Challenge," students could pass the ball when



Language in Context

This part turns grammar rules into real communication skills.

4 Complete the sentences using the correct form of the words.

thank – notice – appreciate – help – belong

1. Good students always the efforts of their classmates.
2. Everyone likes to be thanked when they someone.
3. We should acts of kindness around us.
4. Saying "thank you" helps people feel they to the community.
5. Teachers encourage students to each other politely.

5 Rewrite using the words in brackets to give the same meaning.

1. When you don't say thank you, people feel unappreciated. (if)
2. Nader came late because he didn't catch the train. (if)
3. Rana is clever. She can answer this question. (if)
4. When you boil water, it evaporates. (if)

Language in Context

If Clauses Tips

Zero Conditional:

If + present simple → present simple
Used for facts or general truths.
If you put a piece of iron in water, it sinks.

First Conditional:

If + present simple → will + base verb
Used for real future situations.
If you notice someone's kindness, you will make them happy.

Second Conditional:

If + past simple → would + base verb

Reading

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

LESSON 4 Conflict Resolution

Before you read

1 Answer the following questions.

1. What kind of conflicts can happen in neighborhoods or local communities?
2. How can people in your community solve conflicts in a way that makes everyone feel included and respected?

Reading

2 Read the following passage. What is the role of respected members of the community?

Resolving Conflicts to Keep Everyone Included

Conflicts happen in every community, including neighborhoods. Children may **argue over** football games in the local park, neighbors may disagree about using shared spaces, or **misunderstandings** can happen during community events. How conflicts are handled can make a community stronger and more inclusive.

In a Cairo neighborhood, **residents** noticed that disagreements were common in the local park and during weekend **gatherings**. To **address** this, respected members of the

Writing

This part teaches you how to expand your vocabulary.

6 Discuss in pairs.

Think of a conflict that happened in your neighborhood or community.

- Who helped solve it?
- How did they do it?
- What would you do differently to make sure everyone feels included and respected?

Writing

Write a paragraph (150-180 words) about how conflicts can be solved peacefully in a community.

Use ideas from the text and answer the questions below to help you:

- Where do conflicts usually happen in communities?
- Who can help solve these conflicts?
- What rules should people follow when they disagree?
- How does solving conflicts respectfully make the community stronger?

Start Smart



Reading

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

In recent years, technology has become an essential part of education around the world. Schools no longer depend only on traditional textbooks and blackboards. Instead, students now use computers, tablets, and smart boards to support their learning. These tools help make lessons more interactive and interesting, especially for visual and auditory learners.

One major advantage of technology in education is access to information. With the internet, students can easily find articles, videos, and online courses that explain difficult topics in simple ways. This allows learners to study at their own pace and review lessons whenever they need. In addition, educational apps and platforms encourage independent learning and problem-solving skills.

Technology also helps teachers improve their teaching methods. Teachers can use digital presentations, online quizzes, and virtual classrooms to communicate with students more effectively. During online learning, students can participate in discussions, submit assignments, and receive feedback without being physically present at school.

However, technology should be used wisely. Too much screen time may cause health problems or reduce students' social interaction. Therefore, schools should balance digital tools with face-to-face activities. When used properly, technology can prepare students for future careers and lifelong learning in a rapidly changing world.

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

1. One benefit of technology in education is that it
 - a. replaces teachers completely
 - b. limits access to information
 - c. makes learning more interactive
 - d. reduces students' responsibilities
2. Technology helps teachers
 - a. avoid giving feedback
 - b. communicate with students more effectively
 - c. shorten the school day
 - d. stop classroom discussions and control students
3. The main idea of the passage is that technology
 - a. is harmful to students
 - b. should replace traditional education
 - c. has no role in modern schools
 - d. supports education when used wisely

b. Answer the following questions:

1. How does technology help students learn more independently?

.....

2. Why is it important to balance technology with traditional classroom activities?

.....



Vocabulary

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

heritage - enhance - mutual - accuracy - communication

1. One small mistake can change the meaning of an answer so is important in exams.
2. Soft skills such as and teamwork help students succeed both at school and in future jobs.
3. Egypt's cultural teaches young people to respect history and protect national identity.
4. Using technology in the classroom can students' understanding of difficult subjects.
5. There must be respect between teachers and students to create a positive learning environment.



Language

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

1. She cleaned her room then she did the washing up. (until)
.....
2. Our flat is being painted at the moment. (We)
.....
3. He is stronger than all competitors. (strongest)
.....



Writing

4 Write an essay of 120–150 words about the importance of teamwork in school life.

.....

.....

.....

.....

UNIT 7

Caring Communities

Learning Outcomes

Reading

- Skim a text about inclusive playgrounds to identify the main idea and general purpose of the text.
- Scan the text to locate specific information, such as examples of inclusive equipment or rules that promote fairness.

Listening

- Recognize specific details heard in an audio recording regarding an "Inclusive Play Hour".
- Categorize three benefits of a "Gratitude Challenge" mentioned in an audio track.

Speaking

- Describe a personal experience of inclusion in a 2-minute oral narrative.

Writing

- Write a 180-word problem-solution paragraph regarding a community issue like social isolation.

Language

- If Clauses



LESSON

1

Everyone Belongs to the Playground



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What makes a playground or classroom feel welcoming for everyone?
2. How do you feel when your classmates include you in games or group work?



Reading

2 Read the following passage. What life skills do students learn from inclusive play?

A caring community is a place where everyone belongs, no matter their background, abilities, or personalities. One of the best examples of this is a school playground. Every day, students meet, play, and learn how to build friendships. But an **inclusive** playground is more than swings and slides—it is a space where everyone feels safe, respected, and **valued**.

In an inclusive playground, students take turns, share equipment, and invite others to join. When a new student arrives or someone is shy, classmates make an effort to speak kindly and offer help. These small actions create a friendly environment where no one feels left out. It is also a place where students learn to appreciate diversity. Some children may be good at sports, others at drawing, and some may have different needs. When students celebrate these differences, they begin to understand that **diversity** makes the community stronger.

Teachers also play a role. They encourage students to work in mixed groups so everyone can participate. When conflicts happen, they guide students to solve problems fairly. **Fairness** means giving each student a chance to play, listen, speak, or lead. Through these experiences, children learn important life skills like empathy, **cooperation**, and responsibility.

Inclusive play and learning prepare students for life. When we include others and treat them with fairness, we help create a community where everyone feels they truly belong.





Think about this

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

- An inclusive playground is a place where students feel
 a. tired b. ignored c. valued d. confused
- Students show fairness by
 a. taking turns b. shouting loudly c. playing alone d. competing only
- Diversity in the passage means
 a. having the same skills b. winning every game
 c. having no rules to follow in classrooms d. having different abilities and backgrounds
- Teachers help students by
 a. stopping group work b. making mixed groups
 c. ignoring conflicts d. choosing the same leader
- The main idea of the passage is
 a. how to win games b. why sports are important
 c. the value of inclusive play d. how to avoid taking turns

4 Match the word from column (A) with its meaning in column (B).

A
1. inclusive
2. valued
3. diversity
4. fairness
5. cooperation
6. invite

B
☐ different backgrounds or abilities
☐ to ask someone politely to come somewhere or to take part in an activity.
☐ treating people equally
☐ given importance or respect
☐ all people included; creating a friendly, welcoming place
☐ working together peacefully

5 Answer the following questions.

- Why is an inclusive playground important?
- How can students help new or shy classmates?
- What does fairness mean in the passage?
- How do teachers support inclusive learning?



Speaking

6 Work in pairs.

Discuss three ways you can make your classroom or playground more inclusive. Share an example of a time when you helped someone feel that they belong.

LESSON

2

Fairness & Taking Turns



Before you Listen



Think and discuss in pairs

1 Answer the following questions.

1. When do you feel included in a group?
2. Why is it important to give everyone a chance to join an activity?



Listening

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

1. The purpose of “Inclusive Play Hour” is to make students feel
 a. fast b. welcome c. tired d. competitive
2. In “Circle Challenge,” students could pass the ball when
 a. the teacher told them
 b. they felt bored
 c. another student encouraged them
 d. they were standing alone at the corner
3. Maya felt unsure because she was
 a. noisy b. new c. a team leader d. late
4. Hana helped Maya by
 a. ignoring her b. shouting at her
 c. inviting her to join d. taking the ball from her
5. By the end, students learned the value of
 a. winning b. taking turns
 c. finishing quickly d. playing in silence



3 Match the word in column (A) with its meaning in column (B).

A	B
1. encourage	☐ to make someone or something part of a group or total
2. confident	☐ feeling or showing certainty about something; self-assured
3. include	☐ to be a member of a particular group or organization; to feel comfortable and accepted
4. belong	☐ to give support, confidence, or hope to someone

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

1. "Inclusive Play Hour" happens every day. ☐
2. Students could pass the ball only after hearing "It's your turn." ☐
3. Maya joined the game immediately. ☐
4. Hana supported Maya and welcomed her. ☐
5. The students learned that listening and fairness make play better. ☐



Speaking

5 Discuss with a partner.

1. Describe a time when someone helped you feel included.
2. What can you do if you see a classmate standing alone during a game?
3. How does fairness make activities more enjoyable for everyone?

3

LESSON 3 Acts of Gratitude



Listening

1 Listen and then answer the following questions.

1. How can showing gratitude change the way people feel in a school or a community?
2. Can small acts of thankfulness create a happier environment? Give examples.

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

1. The "Gratitude Challenge" helped students
 - a. compete more
 - b. feel happier and included
 - c. ignore others
 - d. finish homework faster
2. Writing notes to staff is an example of
 - a. complaining
 - b. gratitude
 - c. ignoring rules
 - d. sportsmanship
3. When students practiced gratitude,
 - a. conflicts decreased
 - b. everyone ignored each other
 - c. students competed more
 - d. the school became noisy
4. The main message of the passage is
 - a. small acts of kindness and gratitude can create big positive changes
 - b. homework is important for success and achieving our goals
 - c. sports are the best way to make friends
 - d. competitions improve behavior
5. Students learned that gratitude
 - a. costs a lot of money
 - b. makes people happy
 - c. is only for adults
 - d. is not important

3 Listen again, then write (T) True or (F) False.

1. Gratitude challenges only involve writing notes.
2. Small acts of appreciation can improve moods and relationships.
3. Students felt included and valued after practicing gratitude.
4. Ms. Leila introduced the challenge to make homework easier.
5. Gratitude is powerful and costs nothing.

○ ○ ○ ○ ○

4 Complete the sentences using the correct form of the words.

thank – notice – appreciate – help – belong

1. Good students always the efforts of their classmates.
2. Everyone likes to be thanked when they someone.
3. We should acts of kindness around us.
4. Saying “thank you” helps people feel they to the community.
5. Teachers encourage students to each other politely.

5 Rewrite using the words in brackets to give the same meaning.

1. When you don't say thank you, people feel unappreciated. (If)
.....
2. Nader came late because he didn't catch the train. (If)
.....
3. Rana is clever. She can answer this question. (If)
.....
4. When you boil water, it evaporates. (If)
.....
5. She is a polite girl so her friends love her. (If)
.....



Speaking

6 Discuss in pairs.

1. Share a time when someone showed you gratitude. How did it make you feel?
2. Think of one person in your school you would like to thank today. What will you say?
3. Create one “If rule” to show gratitude in your classroom.

Language in Context

If Clauses Tips

Zero Conditional:

If + present simple → present simple
Used for facts or general truths.
If you put a piece of iron in water, it sinks.

First Conditional:

If + present simple → will + base verb
Used for real future situations.
If you notice someone's kindness, you will make them happy.

Second Conditional:

If + past simple → would + base verb
Used for unreal or imaginary situations.
If everyone practiced gratitude, the school would be happier.

Third Conditional:

If + past perfect → would have + past participle
Used for regrets or past results.
If I had thanked my friends earlier, they would have felt appreciated sooner

LESSON 4 Conflict Resolution



Before you read

1 Answer the following questions.

1. What kind of conflicts can happen in neighborhoods or local communities?
2. How can people in your community solve conflicts in a way that makes everyone feel included and respected?



Reading

2 Read the following passage. What is the role of respected members of the community ?

Resolving Conflicts to Keep Everyone Included

Conflicts happen in every community, including neighborhoods. Children may **argue over** football games in the local park, neighbors may disagree about using shared spaces, or **misunderstandings** can happen during community events. How conflicts are handled can make a community stronger and more inclusive.

In a Cairo neighborhood, **residents** noticed that disagreements were common in the local park and during weekend **gatherings**. To **address** this, respected members of the community, such as elders, teachers, and shopkeepers, **took on** the role of **mediators**. They helped people discuss problems calmly and fairly.

For example, two children argued over who would play first in a football match. A local elder listened to both sides, encouraged them to explain their feelings politely, and suggested a solution: taking turns and sharing equipment. Neighbors also learned to communicate respectfully when deciding how to care for public spaces, like keeping the park clean or organizing community celebrations.

The mediators taught simple rules: listen without interrupting, express your feelings politely, and find a solution that benefits everyone. Over time, conflicts decreased, and children and adults felt more included.

The neighborhood realized that **resolving** conflicts respectfully helps everyone feel they belong. Role models – like patient elders, fair shopkeepers, or teachers – show others how to **handle** disagreements kindly, creating a happier and more cooperative Egyptian community.

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

1. Conflicts in the neighborhood can occur because
 - a. everyone agrees on everything
 - b. misunderstandings or disagreements happen
 - c. people never talk to each other
 - d. children always follow the rules of the game
2. According to the passage, who acted as mediators in the neighborhood?
 - a. Community council members
 - b. Elders, teachers, and shopkeepers
 - c. Only children
 - d. Police officers
3. How did the mediator help the children with their football argument?
 - a. By choosing a winner.
 - b. By listening and encouraging them to share feelings politely.
 - c. By stopping them from playing because of their bad behavior.
 - d. By giving instructions without listening.
4. One of the mediators' rules was
 - a. interrupt the other person to explain
 - b. blame others for mistakes
 - c. express feelings politely
 - d. compete to win
5. Resolving conflicts respectfully in the community helps
 - a. only adults feel included
 - b. everyone feel they belong
 - c. children avoid playing outside
 - d. disagreements increase

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

A	B
1. argue over	☐ to stop someone while they are speaking or doing something
2. gathering	☐ people who help two sides solve a disagreement
3. interrupt	☐ accept a job, task, or responsibility
4. mediators	☐ a meeting of people in one place
5. misunderstanding	☐ when people do not understand each other correctly
6. resident	☐ a person who lives in a particular place
7. take on	☐ to talk in an angry way because you don't agree about something

5 Answer the following questions.

1. What kind of conflicts can happen in Egyptian neighborhoods?
2. Who helped resolve conflicts in the neighborhood and how?
3. What are the simple rules for resolving conflicts politely?
4. How can role models influence others in handling disagreements?
5. Why is conflict resolution important for creating an inclusive community?



Speaking

6 Discuss in pairs.

Think of a conflict that happened in your neighborhood or community.

- Who helped solve it?
- How did they do it?
- What would you do differently to make sure everyone feels included and respected?



Writing

Write a paragraph (150-180 words) about how conflicts can be solved peacefully in a community.

Use ideas from the text and answer the questions below to help you:

- Where do conflicts usually happen in communities?
- Who can help solve these conflicts?
- What rules should people follow when they disagree?
- How does solving conflicts respectfully make the community stronger?

.....

.....

.....

.....

.....

.....

.....

LESSON 5 Problem-Solution Paragraph



Think and discuss in pairs

1 Answer the following questions.

1. What kinds of problems do elderly people sometimes face when they live alone?
2. How can young people help older members of their community?
3. Do you know of any programs or activities that bring different generations together?



Model writing

2 Read the following model for writing a problem–solution paragraph.

[Problem] Many neighborhoods face the challenge of social isolation, especially among elderly residents who live alone and may rarely interact with others—leading to loneliness, depression, and reduced community connection.

[Solution] One effective way to address this is through intergenerational volunteer programs, where students or young adults regularly visit elderly people to share stories, assist with small tasks (like grocery pickup or tech help), or simply enjoy a cup of tea together.

[Result] As a result, elderly people feel valued and less alone. Meanwhile younger volunteers gain empathy, life wisdom, and a stronger sense of belonging—strengthening the entire community, one conversation at a time.

Tip Box for a Problem–Solution Paragraph

- **Choose a Realistic, Focused Problem:**
 - Who is affected? (e.g., students, neighbors, animals, the environment)
 - What’s happening? (Be specific!)
 - Why does it matter?
- **Brainstorm Possible Solutions:**
 - What can individuals do?
 - What can groups (school, club, neighbors) do?
 - Is it doable with time, low cost, or existing resources?
- **Select ONE Main Problem & ONE Main Solution:**
- **Draft Using the 3-Part Structure:**

Use plan:

Section 1: Introduce the problem

Section 2–3: Explain the solution

Section 4: Show the result/outcome
- **Revise & Polish:** use a checklist

3 Read the model writing again, and answer the questions.

1. What problem is described in the paragraph?
2. Who is affected by the problem?
3. What solution is suggested?
4. What positive results are mentioned?
5. Why do you think this solution is realistic and effective?

4 How to Write a Problem–Solution Paragraph.

Step	What to include	Example
1	Introduce the problem clearly.	"Many people today struggle to..."
2	Explain one main solution in detail.	"A good way to solve this is by..."
3	End with a positive result.	"As a result, people can..."

- **Use linking words:** because, as a result, so, therefore, in order to, to solve this problem.
- Keep the focus on one main problem and one main solution.



Writing Task

5 Write your own problem–solution paragraph (150-180) words.

Choose one of the following topics:

- Littering in public areas
- Traffic and noise in cities
- Food waste in your school or neighborhood
- Lack of green spaces in your community

Follow the plan

1. Introduce the problem (Who is affected?
Why is it serious?)
2. Suggest one main solution (Is it realistic?)
3. Explain the result (What will improve?)

Peer Review

Exchange paragraphs with a partner. Check:

- Is the problem clearly explained?
- Is there a clear solution?
- Are linking words used correctly?
- Does the paragraph end with a positive result?

Writing Tip

Useful Expressions

- One major problem is...
- This affects...
- One possible / effective solution is...
- To deal with this problem, people can...
- As a result, ... / This leads to ...



Assessment Corner

A. Vocabulary & Structure

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

1. "An **inclusive** society accepts diversity." "**Inclusive**" here can be replaced by
a. selfish b. included c. unfair d. welcoming e. shy
2. "After the match, they **quarreled over** the referee's call." "**Quarrel over**" here can be replaced by
a. argue over b. dispute c. agree on d. reconcile e. cooperate

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

1. A civilized society respects cultural and opinion
a. cooperation b. diversity c. fairness d. empathy
2. To is to make a person or thing part of a group, list, or total.
a. belong b. invite c. include d. wave
3. If the team leader had welcomed the members warmly, the team valued and included.
a. felt b. have felt c. would feel d. would have felt

B. Translation

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

It has always been said that failure is instructive. The person who is really intelligent learns much more from his failures than from his successes.

- a. يُقال دائماً أن الفشل مفيد، فالشخص الذكي فعلاً يتعلم من إخفاقاته أكثر بكثير من نجاحاته.
- b. يُقال دائماً أن الفشل مُرّ، فالشخص الذكي فعلاً يتعلم من إخفاقاته أكثر بكثير من نجاحاته.
- c. يُقال دائماً أن الفشل مستفيد، فالشخص الذكي فعلاً يتعلم من إخفاقاته أكثر بكثير من نجاحاته.
- d. يُقال دائماً أن الفشل مفيد، فالشخص الذكي فعلاً يتعلم من إخفاقاته أقل بكثير من نجاحاته.

C. Writing

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

1. Water won't boil unless it is heated. (If)
.....
2. If I get up early, I will catch the 6:00 o'clock bus. (unless)
.....

UNIT 8

Creating a Better Community

Learning Outcomes

Reading

- Skim the text to identify the general theme and overall message about change-makers.
- Scan the text to locate and list five change-maker traits mentioned or implied.
- Read the text carefully to identify two specific social problems solved by Egyptian innovators.

Listening

- Identify three major challenges faced by Mostafa Hemdan during the launch of RecycloBekia.
- Extract key details from an audio interview about Sara Fathy's mobile app.

Speaking

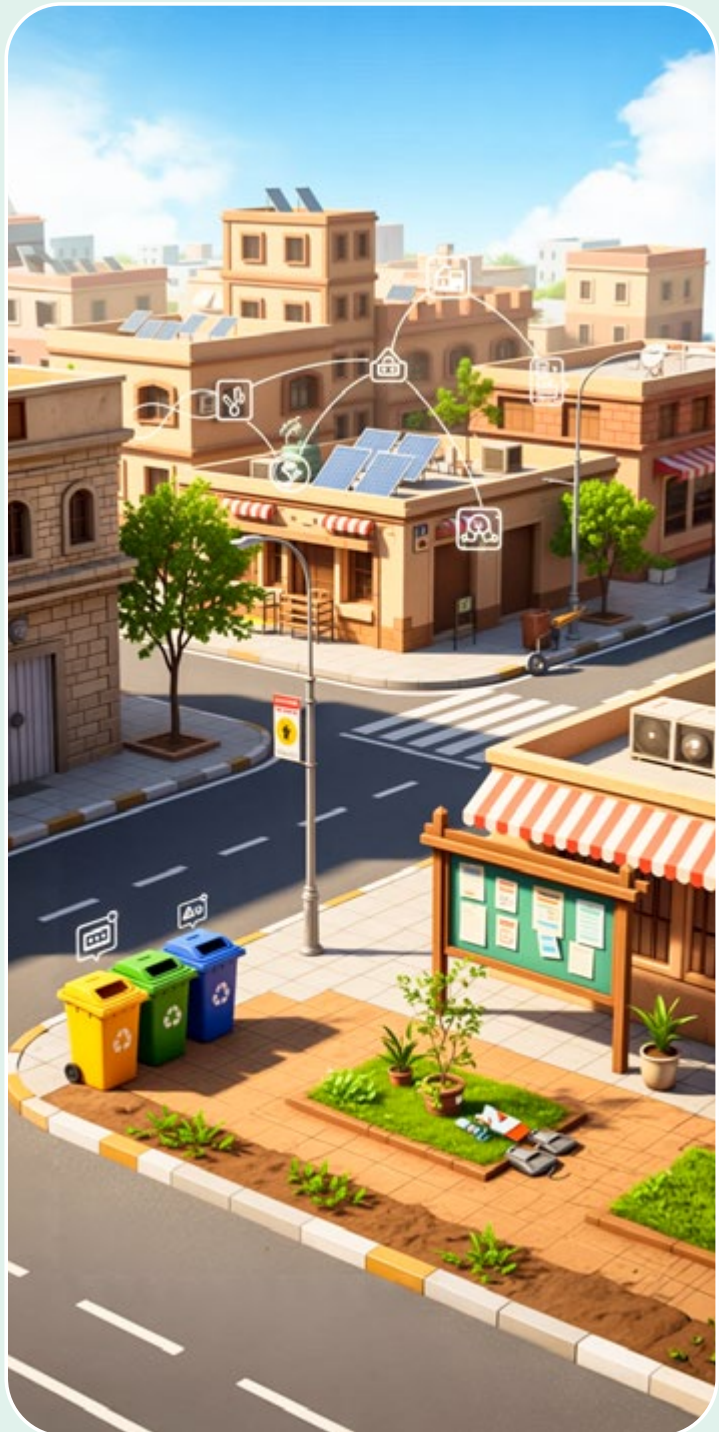
- Present a 2-minute oral plan for a technology project designed to solve a local Egyptian problem.

Writing

- Design a campaign poster for a village street-cleaning initiative.

Language

- Modals of Obligation and Necessity



LESSON 1 Change-Maker Stories



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What problems can young people help solve in their communities?
2. Do you know anyone who has tried to make a positive change? What did they do?



Reading

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

Around the world, ordinary people are turning into extraordinary **change-maker** individuals who take positive action to make their communities better places to live in. A change-maker might begin with a simple idea, such as organizing a neighborhood clean-up, planting trees, or collecting plastic bottles for recycling. Others launch projects that teach children digital skills, support small farmers, or protect endangered wildlife.

True change-makers do not wait for someone else to solve problems; instead, they use creativity, teamwork, and **determination** to bring about real solutions. Even when they face difficulties like a lack of money, time, or support, they continue because they believe in the power of **persistence**. They understand that every major movement begins with a single step taken by a brave individual.

In one Egyptian village, for example, students transformed a piece of unused land into a green community garden where families now grow vegetables together. In another city, a young engineer invented a low-cost water-filtering system to **give** poor households **access to** clean drinking water. These inspiring efforts prove that age, background, or nationality show that while backgrounds may differ, **passion** and action allow individuals to achieve meaningful goals regardless of their starting point.

Change-makers remind us that hope grows through action. Every small deed, when done with care and courage, contributes to building a fairer, healthier, and brighter world for everyone.



3 Read the text again, and match the word in column (A) with its meaning in column (B).

A	B
1. change-maker	☐ a very strong feeling of love, hatred, anger, enthusiasm, etc
2. determination	☐ a person who creates positive change
3. persistence	☐ to allow someone to enter, use, or get information from something
4. passion	☐ strong will to do something
5. give access to	☐ the ability to continue despite difficulties

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

1. A change-maker is someone who
 - a. waits for others to solve problems
 - b. takes action to improve the community
 - c. only talks about social issues
 - d. avoids working with others
2. The students in the Egyptian village showed teamwork when they
 - a. created a new sports club to meet new people
 - b. transformed empty land into a community garden
 - c. cleaned their classrooms
 - d. designed a school logo
3. According to the text, what helps change-makers overcome challenges?
 - a. Fear and hesitation.
 - b. Luck, money and opportunity.
 - c. Creativity, teamwork, and determination.
 - d. Money and technology.
4. The engineer's invention was important because it
 - a. provided clean water to poor families
 - b. made farming easier than it was in the past
 - c. helped students study online
 - d. reduced traffic in cities
5. The main message of the text is that
 - a. only adults can create change
 - b. big changes happen by chance
 - c. every small action can lead to a better world
 - d. people must compete to make a difference

5 Answer the following questions.

1. What do change-makers have in common?

.....

2. What problems do they try to solve?

.....

3. How do the examples in the text show creativity and teamwork?

.....

4. Why do change-makers continue even when facing challenges?

.....

5. Which example in the text do you think had the greatest impact on the community?
Why?

.....



Speaking



Think-Pair-Share

6 Ask and answer questions about "Making Change".

Topic: Making Change

Think: What change would you like to make in your school or community?

Pair: Discuss your ideas with a partner.

Share: Present your plan to the class using: I will...,
We can..., Our goal is...

Speaking Tip

Use strong **action verbs** (build, organize, protect, create, support) and clear **sequence words** (first, next, then, finally) to explain your plan confidently.

• **Useful Language:**

I'd like to improve ...

My idea is to ...

This project will help ...

We plan to work with ...

Our goal is to make a difference in ...

LESSON 2 An Egyptian Change-Maker



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What happens to old phones, computers, or TVs in your home or school?
2. Why do you think electronic waste can be dangerous to people and the environment?



Listening

2 Listen to the audio about Mostafa Hemdan, and choose the correct answer from a, b, c, or d.

1. RecycloBekia was created to
a. sell computers
b. recycle electronic waste
c. import phones
d. close factories
2. The main challenge at the beginning was
a. lack of support and funding
b. too many workers
c. old equipment
d. government refusal
3. The phrase “light a spark of hope” means
a. start a fire
b. inspire people
c. build a factory
d. end a project
4. RecycloBekia’s success shows that
a. teamwork and innovation create real change
b. young people can’t run businesses
c. waste cannot be recycled
d. Egypt has no e-waste problem
5. According to the article, Mostafa’s vision combines
a. business and social responsibility
b. fashion and art
c. sports and culture
d. science and tourism

3 Match the word from column (A) with its meaning from column (B).

A	B
1. light a spark of hope	☐ working together toward one goal
2. teamwork	☐ creating new ideas or solutions
3. innovation	☐ to create a small, new feeling of hope, especially in a difficult situation

4 Listen again and answer the following questions.

1. What problem did Mostafa notice, and how did he solve it?

.....

2. How does his company help both the people and the environment?

.....

3. What personal qualities helped him succeed?

.....

4. How can Egyptian youth be inspired by Mostafa's story?

.....



Writing

5 Write a paragraph (180) words describing a change you want to make in your school, neighborhood, or city.

Use these prompts:

•What problem do you see?

•What solution do you suggest?

• How will your idea help others?

• Which skills will you need?

.....

.....

.....

.....

.....

LESSON 3 The Future Builders



Listening

1 Answer the following questions.

1. How is technology changing people's lives in Egypt and the world?
2. Why is it important to encourage more women to work in science and technology?



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

1. Sara Fathy's app helps people
 - a. learn new languages
 - b. access education and healthcare
 - c. play online games
 - d. travel abroad
2. The phrase "innovation meets purpose" means
 - a. science used for entertainment
 - b. using technology to solve real problems
 - c. inventions without goals
 - d. working alone without a plan
3. Sara believes that technology needs
 - a. fewer young people
 - b. more female participation
 - c. less training
 - d. more competition
4. The text shows that Sara is
 - a. selfish and competitive
 - b. creative and socially responsible
 - c. afraid of teamwork
 - d. uninterested in mentoring others
5. The sentence "Not only is Sara skilled in coding, but she is also passionate about social change" is an example of
 - a. cause and effect
 - b. subject inversion
 - c. comparison
 - d. direct speech
6. Sara's app translates voice commands into and English.
 - a. French
 - b. Arabic
 - c. Spanish
 - d. German

3 Complete each sentence with the correct form of modal verb.

*must / have to / had to / need to / don't have to /
didn't have to / mustn't / should have*

1. Sara work very hard at university to achieve her goals.
2. Her team spend much money because free tools were available online.
3. You believe in yourself if you want to make a difference in technology.
4. They test the app carefully before releasing it to users.
5. Young engineers protect user data; it's against the rules to share it.
6. We wait for permission to start a good project - just begin!
7. Last year, Sara learn several new coding languages for her job.
8. The designers checked their code more carefully; it caused some errors later.

4 Rewrite the following sentences using the words in brackets to give the same meaning.

1. It was a must to clean my bedroom. (had to)
.....
2. Ali didn't buy his dad the magazine he wanted. (should)
.....
3. It's banned to smoke in hospitals. (mustn't)
.....
4. It was unnecessary to buy extra items. (didn't need)
.....
5. Doctors' duty is to help patients. (must)
.....

Language in Context

Use modals of obligation and necessity correctly

must / have to

- express strong necessity or obligation (present / future).

had to

- expresses necessity in the past.

need to

- expresses necessity that is practical or important.

don't/doesn't have to or need to

- express no necessity - it's not required.

didn't have to / didn't need to

- express no necessity in the past - something was not required then.

mustn't

- expresses prohibition
- something is not allowed

should have + past participle

- shows past criticism, blaming, and regret.



Speaking



Think-Pair-Share

5 Ask and answer questions about Technology for a Better Tomorrow.

Topic : "Technology for a Better Tomorrow"

Think :

Imagine you and your friends are planning a technology project to solve a social problem in Egypt (e.g., traffic, pollution, healthcare, or education).

Write short notes about:

- the problem
- your technology solution
- who will benefit
- how it will create change

Pair :

Ask your partner:

- Why did you choose this idea?
- How will the technology work?
- What challenge might you face?
- How can more women or students join?

Share :

Present your project (1–2 minutes) using persuasive language.



LESSON 4 The Skills of a Change-Maker



Before You start

1 Answer the following questions.

1. What personal skills do you think a change-maker needs to create real impact?
2. Which skill do you already have that could help you make a positive difference?



Reading

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

Becoming a change-maker is not only about having great ideas; it's about developing the right skills to make those ideas real. Around the world, young people are discovering that passion alone is not enough — they must also learn how to plan, cooperate, and stay strong when facing challenges. Successful change-makers combine **enthusiasm** with practical abilities that turn vision into action.

First, they need excellent communication skills. They have to express their ideas clearly, listen carefully to others, and build trust within their teams. Without communication, even the most brilliant idea can be lost or misunderstood.

Second, creative thinking is essential. Many social or environmental problems don't have simple answers. By using imagination and curiosity, change-makers can discover new solutions where others see **obstacles**.

Teamwork is another key to success. Real change doesn't have to happen alone; it grows through cooperation. Good leaders inspire others, share responsibilities, and celebrate every small success together.

Finally, **perseverance** - the strength to continue despite failure or fear - **separates** dreamers from achievers. True change-makers need to learn from mistakes and keep moving forward with courage.

When these skills work together, amazing things happen. Change-makers prove that no mountain is too high when communication, creativity, and cooperation walk side by side. The future belongs to those who are brave enough to act.

3 Read the text again, and match the word from column (A) with its meaning from column (B).

A	B
- enthusiasm - obstacle - perseverance - separate	☐ to divide or distinguish one thing from another ☐ the ability to keep trying and not give up, even when facing difficulties ☐ eagerness and lively interest or enjoyment in doing something ☐ something that hinders or prevents progress or doing something else

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

- The text says communication helps change-makers to
 - work alone
 - share ideas and build trust
 - avoid teamwork
 - ignore feedback
- Creative thinking means.....
 - following the same rules
 - finding new solutions
 - working without a plan
 - waiting for others
- Teamwork helps because.....
 - it creates competition
 - it allows people to succeed together
 - it causes confusion
 - it prevents sharing ideas
- Perseverance is described as
 - giving up easily
 - continuing despite problems
 - starting many projects
 - avoiding hard work
- The phrase “no mountain is too high” means.....
 - people can overcome challenges
 - climbing is dangerous
 - teamwork is impossible
 - nature is powerful

5 Answer the following questions.

1. Why is communication important for change-makers?

.....

2. How does creative thinking help solve problems?

.....

3. What role does teamwork play in success?

.....

4. What separates dreamers from achievers?

.....

5. How could you become a change-maker in your own school or neighborhood? Which idea from the text could you adapt?

.....



Speaking



Think-Pair-Share

6 Ask and answer questions about "My Change-Maker Skills".

Topic: "My Change - Maker Skills"

Think:

List three personal skills you have that could help you make a change in your school or community.

Pair:

Share your list with a partner. Ask each other:

- How did you learn this skill?
- How can you use it to help others?
- What new skill would you like to develop?

Share:

Each pair presents their best example of a useful change-maker skill and explains why it matters.



LESSON 5 A Campaign Poster



Think and discuss in pairs

Target language

Let's... / We should... / Don't forget to... / Join us to... / Together we can...

Target vocabulary

campaign, volunteer, environment, recycling, health, safety, clean, protect, future, awareness



Writing

Model Writing Campaign Poster

Join the "Clean Future" Campaign!

Let's make our community a greener and cleaner place.

Every year, tons of waste harm our beautiful environment.

Join our recycling and clean-up campaign this Saturday!

• **When** 9.00 a.m - 1.00 p.m

• **Where** Nile Park, Alexandria

We should protect our city and keep it clean for future generations.

Bring your friends and family — everyone is welcome!

Together we can build a cleaner, healthier, and happier Egypt.

Contact us@.....mail.com

Writing Task

– Imagine you are living in a village. It rained heavily yesterday.

The streets became awfully muddy. You write a campaign poster persuading the young to gather to discuss the problem and take measures to clean these streets helping people move around. (Use the steps described in the tip.)

Writing Tip

How to Write a Campaign Poster

1. Choose a clear and powerful title:

- e.g. "Save Water Today!"
- or "Protect Our Planet!"

2. Use short, direct sentences:

- Posters must be easy to read quickly

3. Use imperative forms (commands):

- Join us! / Don't waste! / Keep our city clean!

4. Add key details:

- Time, place, goal, contact info
- etc.

5. Use positive and motivating language:

- Together we can make a difference!

6. Make it attractive:

- Use bullets, icons, or short slogans!



Assessment Corner

A. Vocabulary & Structure

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

1. "They had to **delay** the match because of bad weather." "Delay" here is a synonym of
- a. ensure b. put off c. value
d. postpone e. reflect
2. "Mariam showed **perseverance** and didn't give up." The antonym of "Perseverance" here is
- a. obstacle b. recognition c. giving up
d. empathy e. capitulation

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

1. They finished the project faster because of good
- a. obstacles b. teamwork c. quarrels d. household
2. means creating new ideas or solutions.
- a. Campaign b. Innovation c. Note-taking d. Funding
3. I can hear you well. You..... shout.
- a. are not permitted b. are prohibited c. aren't allowed d. don't have to

B. Translation

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

تسهم المشروعات القومية الكبرى التي يجري تنفيذها في كل أنحاء مصر في حل الكثير من المشكلات الاقتصادية، وتوفير فرص عمل للشباب الطامح إلى حياة أفضل.

- a. The major international projects that are being implanted throughout Egypt contribute to solving many economic problems and providing job opportunities for youth aspiring to a better life.
- b. The major national projects that are being implemented throughout Egypt contribute to solve many economic problems and provide job opportunities for youth aspiring to a better life.
- c. The major national projects that are being implemented throughout Egypt contribute to solving many economic problems and providing job opportunities for youth aspiring to a better life.
- d. The major global projects that are being implemented throughout Egypt contribute to solving many economical problems and providing job opportunities for youth aspiring to a better life.

C. Writing

4 Write your own campaign poster about "recycling".

UNIT 9

When Art Speaks

Learning Outcomes

Reading

- Infer two specific emotions expressed in the Alexandria murals.
- Identify the main idea and three supporting details in a text discussing the role of storytelling in Egyptian culture.

Listening

- Identify how the speaker engages the audience in an audioscript.
- Use specific details heard in an audio about the "Language of Music".

Speaking

- Express an opinion politely in a mini debate using evidence.
- Tell a 1-minute story-introduction using appropriate intonation and gestures to communicate a specific moral message.

Writing

- Write a paragraph about "art as a universal language"

Language

- Differentiate between the stative verbs and action verbs.



LESSON 1 Voices On The Wall



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. How can art express feelings or ideas without words?
2. Have you seen Egyptian street art in your area? What message did they send?



Reading

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

The Wall That Spoke for Hope

In one of Alexandria's oldest neighborhoods, narrow streets once filled with dust and broken walls began to change. It all started with a young artist named Salma Nasser, a fine arts student who believed that art could heal people's spirits. She noticed how the gray walls made her neighbors feel sad and **invisible**. One day, she carried her brushes and paints to the street and began to draw a large **mural** of a white dove rising above the city **skyline**. Beneath it, she wrote the words: "Peace begins here."

At first, people watched in silence. Then a child offered to help her mix colors. The next day, more students joined in, painting scenes of kindness, friendship, and clean streets. Their work attracted attention on social media. Tourists and journalists began visiting the neighborhood. The once-forgotten walls became a symbol of unity and hope.

Soon, the movement spread to other cities like Cairo and Fayoum. For Salma, the murals were more than decoration—they were **inspiring** messages that encouraged people to act with **compassion**.

She said, "Art can speak louder than words. When people see beauty and meaning around them, they change their behavior." Today, Salma's neighborhood is brighter, cleaner, and more alive than ever. The walls continue to tell their story.



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

1. Salma started painting on the walls of her neighborhood because she
a. wanted to win a prize in a competition b. believed art could help people feel better
c. was practicing for an exam d. was asked by tourists
2. The first image Salma painted was a
a. colorful tree b. group of children playing with colors
c. white dove above the city skyline d. school building
3. How did the community react after Salma began her mural?
a. They ignored her completely. b. They asked her to stop.
c. Children and students started helping. d. The council removed the artwork.
4. What happened as the murals became more popular?
a. The streets became more crowded and dirtier.
b. Journalists and tourists visited the neighborhood.
c. People stopped using social media.
d. The artists refused to paint more.
5. According to Salma, how does art change people?
a. It makes them spend more money.
b. It teaches them how to draw.
c. It encourages kinder and cleaner behavior.
d. It replaces the need for schools.
6. The antonym of the word "....." in the text is discouraging.
a. unexciting b. inspiring
c. boring d. uninteresting

4 Match the word in column (A) with its meaning in column (B).

A	B
1. mural	☐ something that encourages good actions or feelings
2. skyline	☐ a large picture painted on a wall
3. compassion	☐ the outline of buildings seen against the sky
4. invisible	☐ showing care for others
5. inspiring	☐ unable to be seen or noticed

5 Answer the following questions.

1. What inspired Salma to start painting on the walls?

.....

2. What did Salma mean when she said "Art can speak louder than words"?

.....

3. What kinds of scenes did the artists paint?

.....

4. How did social media help their project?

.....

5. What message does the story give about the power of art?

.....



Speaking

6 Pair Discussion:

1. What kind of messages can art express?
2. Should artists always create art with a social message?
3. What kind of mural would you like to paint in your school or city? Why?



LESSON 2 The Art of Storytelling



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Why do people tell stories?
2. What kind of stories are common in Egyptian culture (folk tales, legends)?



Listening

2 Listen to the audio script, and choose the correct answer from a, b, c or d.

1. Uncle Farid's storytelling was special because he
 - a. read long stories from expensive books
 - b. changed his voice and gestures based on the audience
 - c. used microphones and speakers
 - d. only told scary stories
2. Farid often included in his tales.
 - a. robots and aliens who came to invade Earth
 - b. athletes and sports stars
 - c. brave soldiers, honest merchants, and clever children
 - d. only kings and queens
3. How do modern storytellers continue the tradition today?
 - a. By painting on walls.
 - b. By performing only in theaters.
 - c. By sharing stories on YouTube and podcasts.
 - d. By stopping the old stories.
4. According to the passage, what do stories remind us of?
 - a. Travel is tiring but at the same time exciting
 - b. Courage and honesty stay important over time
 - c. Technology is more useful than stories
 - d. Old cafés should be closed

5. What does the empty chair in the café mean?

- a. People no longer visit coffee houses.
- b. Uncle Farid became rich and left the city.
- c. He is gone, yet his spirit lives on.
- d. Storytelling is no longer needed.

3 Match the word in column (A) with its meaning in column (B).

A	B
1. gather	☐ a person who creates and shares stories
2. storyteller	☐ a sound that is repeated or continued
3. gestures	☐ to come together in a group
4. echo	☐ movements of hands or body used to express meaning
5. tradition	☐ something repeated or passed down through generations

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

- 1. Uncle Farid began every story by saying, “Listen, and you will travel without moving.” ☐
- 2. Uncle Farid’s stories mixed history, humor, and wisdom. ☐
- 3. Modern storytellers no longer share stories online. ☐
- 4. The passage says that storytelling never dies; it finds new stages. ☐
- 5. Uncle Farid believed that courage and honesty stay important through time. ☐



5 Pair Work:

Imagine you are a storyteller performing for children.

Choose a short moral (e.g., honesty, friendship, courage) and

- Create 3–4 sentences that begin your story.
- Use clear intonation, gestures, and emotion when speaking.

LESSON 3 The Language of Music



Listening

1 Listen and then answer the following questions.

1. How does music affect your emotions?
2. Can songs spread social messages?

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

1. Hassan believes that music can
 - a. make people forget their problems
 - b. inspire environmental awareness
 - c. replace school lessons
 - d. stop pollution completely
2. The main idea of Hassan's song "River of Life" is
 - a. the Nile needs bridges to cross to the other side
 - b. the Nile gives life and deserves respect
 - c. the desert is dangerous
 - d. music should be louder
3. After the school concerts,
 - a. students stopped listening to music
 - b. students organized clean-up days
 - c. teachers banned songs
 - d. the shows were cancelled
4. What emotion does Hassan want his listeners to feel?
 - a. Fear
 - b. Hope
 - c. Anger
 - d. Confusion
5. According to Hassan, why do songs help students remember messages?
 - a. Because songs are short.
 - b. Because rhythm makes the message memorable.
 - c. Because students write the lyrics and Hassan sings them.
 - d. Because songs are always funny.

Language in context Stative Verbs and Action Verbs

Stative verbs describe a **state** rather than an action.

Stative verbs are often used to talk about:

- **feelings and emotions:**
 - like, love, miss, wish, want, hate ...
- **how you see the world:**
 - hear, see, look, smell, taste, seem...
- **possessions and measurements:**
 - belong, have, measure, weigh, own, possess ...
- **thoughts and opinions:**
 - think, believe, know, mean, imagine, ...

We **cannot** use **stative verbs** in continuous tenses.

I love my mother. (Not: am loving)

Mom owns this villa. (Not: is owning)

Note: Some verbs can refer to **states** or **actions** depending on context.

For example: *think, have, see*

I'm thinking about the problems I am facing. (action)

What do you think of my new car? (state)

I am having lunch with my uncle tomorrow. (action)

I have an old bike. (state)

We are seeing some friends at the club tomorrow. (action)

I see some children playing in the park. (state)

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

1. Hassan believes music can help people understand environmental issues.
2. "River of Life" is a song about protecting the Nile.
3. Students ignored the concerts and refused to join any activities afterward.
4. Hassan thinks one voice can start a big change.
5. The host hopes Hassan's next song will reach all of Egypt.

☐
☐
☐
☐
☐

4 Choose the correct answer.

1. I (**believe / am believing**) this song carries a strong message.
2. The perfume (**smells / is smelling**) nice.
3. We (**are having / has**) a science test tomorrow.
4. She (**thinks / is thinking**) her community needs more recycling bins.
5. The students (**remember / are remembering**) the song very well.

5 Complete the sentences with the correct form of the verbs between brackets.

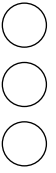
1. I the story is true. (think)
2. I about my homework. (think)
3. I two brothers and a sister. (have)
4. I lunch with my aunt tomorrow. (have)
5. I what you mean. (see)
6. I the dentist tomorrow. (see)
7. The soup great. (taste)
8. He the soup to check the salt. (taste)
9. I happy today. (feel)
10. I the water to check the temperature. (feel)

6 Write (S) for stative or (A) for action.

1. He **owns** a small farm.
2. She **is running** in the school yard.

☐
☐

3. I **believe** this project will succeed.
4. They **are having** a meeting now.
5. I **see** a boat on the river.



Speaking

7 "Music that Moves Me"

1. Choose a song (English or Arabic) that conveys a message.
2. Explain in a paragraph of 3-4 sentences what the message is and how the music makes you feel.
3. Use expressions:
I believe this song shows ... / The lyrics remind me of ... / It makes me feel



LESSON 4 Can Art Change Society?



Before you read

1 Answer the following questions.

1. What's one piece of art, music, or movie that made you think differently?
2. Do you believe artists can make the world better? Why or why not?
3. Which message in art (peace, equality, environment, freedom) do you feel most strongly about?



Reading

2 Read the following text. Do the speakers finally agree?

Moderator : Welcome to our youth forum! Today we ask: can art truly change society? Our speakers are Nadia and Omar.

Nadia : I believe it absolutely can. Art touches emotions in ways that speeches and laws cannot. Think of the murals after the revolution or songs that **promote** unity. When people feel **inspired**, they act differently. Art opens the heart before it changes the mind.

Omar : I **respect** that, but I think change needs more than feelings. A painting can raise **awareness**, but only education and policies make real progress. People **admire** a mural for a week and then forget.

Nadia : But art keeps ideas alive! It starts conversations. A movie or a song can reach millions in one day. Isn't that powerful?

Omar : True, but not every listener takes action. Some just enjoy the music and move on.

Moderator : So, perhaps art plants the seed, and society must water it. Both emotion and action matter.

Nadia : Agreed—art begins the change.

Omar : And people must finish it.

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

1. Nadia believes that art
a. only entertains people b. can deeply affect emotions and inspire change
c. replaces laws completely d. is weaker than speeches and has no effect
2. Omar thinks are needed for real progress.
a. only feelings
b. murals and songs
c. education and policy
d. more discussions
3. According to the passage, what does Nadia say art does first?
a. It changes money policies.
b. It opens the heart before the mind.
c. It solves pollution problems.
d. It teaches school lessons.
4. Why does Omar doubt the power of art?
a. He dislikes paintings. b. He thinks people forget quickly.
c. He believes emotions are dangerous. d. He prefers music only.
5. What idea does the moderator suggest?
a. Art is useless without laws.
b. Art starts change, and society completes it.
c. Feelings are more important than actions.
d. Only artists can make progress.

4 Match the word in column (A) with its meaning in column (B).

A	B
1. awareness	☐ to honor or value someone's opinion
2. admire	☐ to encourage or support something
3. respect	☐ to appreciate or look at something with approval
4. promote	☐ understanding or knowledge about an issue

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

1. Nadia believes that art can touch people's emotions more strongly than speeches. ☐
2. Omar thinks a painting alone is enough to create permanent change. ☐
3. Nadia argues that art can reach millions quickly through films and songs. ☐
4. The moderator suggests that both emotion and action are necessary for real change. ☐
5. Omar believes people always take action after hearing inspiring music. ☐

6 Answer the following questions.

1. What is Nadia's main argument?

.....

2. What is Omar's point of view?

.....

3. How does the moderator summarize the discussion?

.....

4. Which examples of art as change are mentioned?

.....



Speaking Task



Think-Pair-Share

7 Ask and answer questions about "The importance of art in our lives".

Topic : The Importance of Art in our Lives

1. **Think :** Think about a mural, story or song that has had an impact on you or your community.

Ask yourself:

- What message does it send?
- How does it make people feel?

2. **Pair :** Discuss with a classmate:

- How do the different forms of art express ideas?
- Which one do you think is the most powerful and why?

3. **Share :** Each pair shares one interesting example with the whole class.

LESSON 5 An Opinion Paragraph



Think and discuss in pairs

• Answer the following questions.

1. What responsibilities do artists have toward the society?
2. Should art always teach or can it simply entertain?

Target Language

- Stative verbs :
love - hear - belong - think ... etc.
- Action verbs :
play - operate - dig - fly ... etc.

Target vocabulary

mural - compassion - inspiring - invisible
skyline - gather - echo storyteller

Read the following opinion paragraph and discuss how it is technically written in pairs.

Model Paragraph

I believe art is a universal language because it expresses what words cannot. When I look at a painting of a mother and child, I understand love even without translation. In the same way, a song about freedom can touch anyone who has ever felt hope. Art connects people from different cultures because emotions are shared by all humans. Since artists speak through colors, sounds, and stories, their messages travel beyond borders. Therefore, when we appreciate art, we learn to listen to each other's hearts, not just our languages.

An Opinion paragraph

1. Start with a clear topic sentence.

State your opinion in the very first sentence.

Example:

"I believe community art can inspire people to act."

2. Give at least two strong reasons.

Support your opinion with logical explanations.

Example:

Use "because," "since," and "for example."

3. Add evidence or examples.

Give a real event, a personal experience, or something you've seen or read.

4. Keep your opinion consistent.

Don't switch sides. Make sure all sentences support your point of view.

5. Use a strong concluding sentence

End with a sentence that restates your opinion in a new way.

Example:

"For these reasons, art clearly has the power to change society."



Writing task

Write an opinion paragraph (150-180) words about “Art is a universal language”

Guided Steps:

1. State your opinion clearly.
2. Give two examples from art, music, or storytelling.
3. Explain how art can connect people.
4. Conclude with a strong reflection.

.....

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Assessment Corner

A. Vocabulary & Structure

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

1. "After the meeting, the teacher asked students to **gather** in the school hall." "**Gather**" here is an antonym of

- a. assemble b. scatter c. collect d. meet e. disperse

2. "He really **respects** his teachers." "**Respect**" here is a synonym of

- a. esteem b. promote c. insult d. honor e. ignore

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

1. Students for the morning assembly in the school yard.

- a. echo b. gather c. raise d. reflect

2. To means to appreciate or look at something with approval.

- a. inspire b. respect c. admire d. ban

3. My uncle has stayed with me for a month, but now he to leave.

- a. is wanting b. wants c. wanted d. will want

B. Translation

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

Traveling abroad is not an aim in itself but it helps us communicate with other countries and peoples.

a. إن السفر للخارج ليس هدفا في حد ذاته، ولكنه يساعدنا على التواصل مع الشعوب الأخرى.

b. إن السفر للخارج ليس هدفا في حد ذاته، ولكنه يساعدنا على التواصل مع الدول الأخرى.

c. إن السفر للخارج يعتبر هدفا في حد ذاته، وقد يساعدنا على التواصل مع الدول والشعوب الأخرى.

d. إن السفر للخارج ليس هدفا في حد ذاته، ولكنه يساعدنا على التواصل مع الدول والشعوب الأخرى.

C. Writing

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

1. My father doesn't like eating pizza. (enjoys)

.....

2. Zeinab thinks the homework is difficult. (seems)

.....

Review 3

A. Vocabulary

1 Choose the **TWO** correct answers out of the **FIVE** options given.

1. "Inclusive communities help everyone feel valued."

The antonym of **valued** is

- | | | |
|--------------|----------------|----------|
| a. respected | b. appreciated | c. hated |
| d. worthless | e. important | |

2. "Students should show fairness during group activities."

The opposite of **fairness** is

- | | | |
|----------------------------|-----------------------|--------------|
| a. treating people equally | b. winning every time | c. injustice |
| d. honesty | e. unfairness | |

3. "Volunteers helped resolve the conflict peacefully."

The synonym of **resolve** is

- | | | |
|-----------|-----------|-----------|
| a. solve | b. settle | c. create |
| d. ignore | e. worsen | |

4. "Art can express feelings without words."

The meaning of **express** is

- | | | |
|----------|----------------|---------|
| a. show | b. communicate | c. hide |
| d. cover | e. silence | |

5. "The artist's work had a powerful impact on the audience."

The synonym of **impact** is

- | | | |
|-----------|---------------|-------------|
| a. effect | b. influence | c. accident |
| d. delay | e. decoration | |

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

1. An inclusive community makes people feel

- | | | | |
|-------------|------------|------------|-------------|
| a. excluded | b. ignored | c. welcome | d. confused |
|-------------|------------|------------|-------------|

2. A person who helps solve problems between others is a/an

- | | | | |
|-------------|---------------|-------------|-------------|
| a. mediator | b. competitor | c. resident | d. audience |
|-------------|---------------|-------------|-------------|

3. Public art can help people important social issues.

- | | | | |
|-----------|-----------|------------|---------|
| a. forget | b. ignore | c. discuss | d. hide |
|-----------|-----------|------------|---------|

4. Volunteers often help improve their
 a. community b. routine c. schedule d. argument
5. Writing thank-you notes is a way to show
 a. gratitude b. punishment c. routine d. habit
6. Small acts of kindness can have a positive on others.
 a. impact b. delay c. accident d. mistake
7. Inclusive playgrounds encourage students to with each other.
 a. cooperate b. compete c. complain d. argue
8. Conflicts often happen because of
 a. agreement b. misunderstanding c. cooperation d. fairness

B. Language

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

9. If people treat each other with respect, communities stronger.
 a. become b. became c. will become d. would become
10. Students work together to achieve common goals.
 a. must b. shouldn't c. can't d. don't have to
11. If he read the newspaper, he all the current news.
 a. would know b. will know c. knows d. 'd have known
12. He had to come early because it necessary.
 a. is b. was c. will be d. had
13. Most scientists that the world is getting hotter.
 a. believes b. are believing c. believe d. has believed
14. I a little boy in the room. He is sleeping on the sofa.
 a. am seeing b. saw c. can see d. had seen
15. Students respect others to build a caring community.
 a. must b. shouldn't c. can't d. don't have to
16. If everyone follows the rules, activities fair.
 a. will remain b. remained c. would remain d. had remained

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

17. Amal doesn't own this tablet. (belong)

18. You have to follow the rules, otherwise you will be punished. (If)
19. You needn't finish the report today. (been)
20. He doesn't help others, so people don't trust him. (If)

C. Translation

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

21. An inclusive community makes everyone feel valued and respected. People are more willing to cooperate when they feel they belong.

- (أ) المجتمع الشامل يجعل الجميع يشعرون بالتقدير والاحترام، ويكون الناس أكثر استعدادًا للتعاون عندما يشعرون بالانتماء.
(ب) المجتمع الشامل يتجاهل الأفراد ويجعلهم يرفضون التعاون. ويكون الناس أكثر استعدادًا للتعاون عندما يشعرون بالملكية.
(ج) المجتمع الشامل يمنع الناس من العمل معًا. ويكون الناس أقل استعدادًا للتعاون عندما لا يشعرون بالانتماء.
(د) المجتمع الشامل يسبب الخلافات بين أفرادهِ. ويكون الناس أكثر استعدادًا للتعاون عندما يشعرون بالانتماء.

22. Students should feel fairness by taking part in different activities. This helps prevent conflicts and arguments.

- (أ) يجب أن يُظهر الطلاب العدل من خلال تجاهل القواعد، مما يسبب النزاعات والصراعات أثناء ممارسة الأنشطة المختلفة.
(ب) يجب أن يشعر الطلاب بالعدل عن طريق المشاركة أثناء الأنشطة المختلفة، مما يساعد على منع الخلافات والمشاجرات.
(ج) يُظهر الطلاب العدل بالمنافسة القوية فقط أثناء الأنشطة المختلفة، مما يساعد على منع الخلافات والمشاجرات.
(د) يُظهر الطلاب العدل برفض المشاركة في الأنشطة المختلفة، مما يساعد على حدوث الخلافات والمشاجرات.

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

٢٣. تلعب الفنون بكافة أنواعها دورًا مهمًا في التعبير عن قضايا المجتمع، كما تساعدنا على الحفاظ على هويتنا الثقافية على مر الزمان.

- a. All kinds of art play a significant rule in expressing society issues and help us maintain our cultural identity across generators.
b. All kinds of art play a significant rule in explaining societal cases and help us maintain our agricultural identical across generations.
c. All forms of art play a significant role in expressing society issues and help us maintain our agricultural identity across generators.
d. All forms of art play a significant role in expressing societal issues and help us maintain our cultural identity across generations.

٢٤. يلعب التعليم دورًا حيويًا في بناء أفراد مسؤولين، كما يساعد المجتمعات على تحقيق التقدم والتنمية المستدامة مع مرور الوقت.

- a. Education plays a vital role in building responsible individuals, and it also helps societies achieve progress and sustainable development over time.
- b. Education plays a vital role in building responsible individuals, and it also helps societies do progress and sustain development over time.
- c. Education plays a trivial role in building reasonable individuals, and it also helps societies achieve progress and sustainable development across time.
- d. Education plays a trivial rule in building reasonable individuals, and it also helps societies achieve progressive and sustainable development across time.

D. Reading Comprehension

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

Healthy habits play an essential role in maintaining both physical and mental well-being. In today's fast-paced world, many people rely on fast food, spend long hours on screens, and neglect regular exercise. These behaviors may seem convenient, but they can lead to serious health problems in the long run. For this reason, developing healthy habits from an early age is extremely important.

One of the most important healthy habits is eating a balanced diet. Consuming fruits, vegetables, whole grains, and enough water helps the body function properly and boosts energy levels. Regular physical activity is equally important, as it strengthens the heart, improves fitness, and reduces stress. In addition, getting enough sleep allows the body and mind to rest and recover, which improves concentration and academic performance.

Healthy habits also have a positive effect on mental health. Exercise and proper nutrition can reduce anxiety and improve mood. Moreover, managing time wisely and avoiding bad habits such as smoking or excessive screen use help individuals feel more organized and confident.

In conclusion, healthy habits are not only about avoiding illness; they are a lifestyle that supports success, happiness, and productivity. By making small but consistent healthy choices, individuals can enjoy a better quality of life and a healthier future.

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

1. Exercise and can reduce anxiety.

- a. fast food
- b. nourishment
- c. sleeping late
- d. maintaining

2. One unhealthy habit mentioned in the text is
 - a. drinking water
 - b. eating vegetables
 - c. spending long hours on screens
 - d. sleeping early
3. A balanced diet helps the body
 - a. feel tired
 - b. work properly
 - c. gain weight quickly
 - d. avoid learning
4. Regular exercise helps reduce
 - a. concentration
 - b. energy
 - c. stress
 - d. responsibility
5. Getting enough sleep improves
 - a. laziness
 - b. illness
 - c. concentration
 - d. screen time
6. Healthy habits also improve
 - a. mental health
 - b. bad behavior
 - c. boredom
 - d. forgetfulness
7. The writer believes healthy habits
 - a. are difficult to follow
 - b. are only for adults
 - c. support success and happiness
 - d. waste time

E. Writing

- 1 Choose the correct answer from a, b, c, or d.**
 1. In a problem–solution paragraph, the first step is to
 - a. give personal opinions
 - b. introduce the problem clearly
 - c. list many solutions
 - d. end with a conclusion
 2. What helps a poster look organized and easy to read?
 - a. No spaces at all
 - b. Bullet points and clear spacing
 - c. Many different fonts in one line
 - d. Very small writing
 3. Which linking word is best used to show a result in problem–solution writing?
 - a. because
 - b. although
 - c. as a result
 - d. meanwhile
 4. When designing a campaign poster, the writer should
 - a. use long paragraphs with many details
 - b. focus on a clear message and a strong call to action
 - c. avoid using colors and images
 - d. include unrelated information
- 2 Write a problem–solution paragraph (120–150 words) about “Littering in public places”**

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F. The Novel

Answer the following questions.

1. Why do you think Phileas Fogg stayed calm during the arrest instead of arguing?

.....

2. In your opinion, why did Phileas Fogg stay calm despite losing time?

.....

3. Why was the whale incident especially stressful for Fix?

.....

UNIT 10

Find Your Passion!

Learning Outcomes

Reading

- Read the text to infer cause–effect relationships, explaining how events or decisions lead to specific outcomes.
- Use clues from the text to predict how a simple hobby could develop into an income-earning opportunity over time.

Listening

- Identify three challenges and two benefits mentioned by speakers.
- Extract the attitudes of people based on an audio track.

Speaking

- Compare initial expectations versus the actual reality of a hobby.

Writing

- Write a structured review of a hobby including introduction, descriptive paragraph, evaluation paragraph, and recommendation.

Language

- Semi Modals



LESSON

1

The Importance of Having a Hobby



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Do you think hobbies can reduce stress?
Why or why not?
2. What kind of hobbies do you believe might help you relax?
3. How do you feel when schoolwork becomes too much?



Reading

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

A Personal Experience

When I entered Grade 11, I realized that schoolwork had become more **intense** than ever. My days were filled with deadlines, revision sessions, and exam pressure. One afternoon, after feeling unusually **overwhelmed**, my older cousin advised me to develop a hobby. At first, I thought the idea was unnecessary. How could spending time on a hobby possibly help when I had so much to study?

However, a week later, I decided to give it a try and joined a small weekend workshop on ceramic art. On the first day, I struggled. The clay was supposed to be easy to shape, yet my hands couldn't control it. Still, as the instructor **encouraged** me to continue, I began to notice something unexpected: my mind slowly relaxed. Creating something with my hands allowed me to disconnect from stress and focus on one simple task.

By the end of the month, I had not only made a few bowls but also discovered that having a hobby gives you balance. It reminds you that your identity is more than grades, and that personal **growth** can come from patience, creativity, and learning something entirely new.

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

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

1. Why did the writer consider the hobby idea unnecessary at first?
 - a. They disliked creative activities.
 - b. They thought hobbies would waste study time.
 - c. They didn't know where to go.
 - d. The cousin discouraged them.
2. What was the writer's main difficulty in the workshop?
 - a. Shaping the clay
 - b. Understanding instructions
 - c. Finding time to attend
 - d. Paying for the course
3. What helped the writer relax during the workshop?
 - a. Listening to music
 - b. Talking to friends
 - c. Focusing on a single creative task
 - d. Finishing the homework early
4. By the end of the month, the writer realized that hobbies
 - a. are only for talented people
 - b. can support emotional balance
 - c. should be practiced daily
 - d. are the most important thing

b Answer the following questions.

1. Why did the writer change their mind about having a hobby?
.....
2. What role did the instructor play in the writer's experience?
.....
3. How did ceramic art help the writer deal with stress?
.....
4. What does the writer mean by "your identity is more than grades"?
.....
5. What message do you think the writer wants to give to other students?
.....

4 Choose the correct meaning of the underlined word.

1. The writer felt overwhelmed.
 - a. too tired
 - b. unable to cope because of too much pressure
 - c. very bored
 - d. extremely excited about the future
2. The instructor encouraged me to continue.
 - a. forced
 - b. advised strongly and positively
 - c. ignored
 - d. interrupted my work frequently

3. A hobby gives you balance.
- a. money
 - b. physical strength
 - c. a healthy emotional state
 - d. extra time to sleep
4. Personal growth can come from creativity.
- a. getting taller
 - b. improving as a person
 - c. becoming richer
 - d. finishing school faster



Writing

- 5 Write a paragraph (180) words answering the following question:

“How can having a hobby improve the life of a secondary-school student?”

.....

.....

.....

.....

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LESSON 2 New Hobbies



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What new hobby would you like to try this year?
2. Do you think your hobbies say something about your personality? How?



Listening

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

1. At the beginning of the week, the narrator was supposed to take photos of
a. students playing sports b. nature around the school
c. school buildings d. teachers in class
2. What is the main idea of the narrator's message?
a. Trying new hobbies can reveal unexpected challenges.
b. Photography is the easiest hobby for students to learn.
c. Every student must choose the same hobby.
d. Baking is more important than learning music.
3. According to the narrator, Salma thought baking was meant to be
a. very difficult b. boring c. easy d. expensive
4. According to the audio track, what is one benefit of exploring new hobbies?
a. It guarantees students perfect results.
b. It helps students learn new things about themselves.
c. It prepares students to become professional musicians.
d. It prevents students from feeling stressed at school.

3 Listen again, then write (T) True or (F) False.

1. The writer originally planned to take photos of students, but later changed to nature photography. ☐
2. Salma found baking harder than she expected because it required patience and careful measuring. ☐

3. Omar felt that he improved a little each day while learning the ukulele.
4. At the end of the week, the students agreed that trying new hobbies was a waste of time.



4 Answer the following questions.

1. Why did the writer choose photography as a new hobby, and how did the weather change their original plan?
.....
2. What difficulties did Salma face while baking, and what did she learn from the experience?
.....
3. How did Omar feel about learning the ukulele, and what progress did he seem to make?
.....
4. In your opinion, what did the students discover about themselves after trying new hobbies for a week?
.....



Speaking

- 5** Discuss why trying new hobbies is important for personal growth.

Step 1: Work in Pairs or Groups

Student A: Focus on the benefits of trying new hobbies
(learning new skills, discovering talents, becoming more confident).

Student B: Focus on the challenges of trying new hobbies
(time, effort, failure, unexpected problems).

Step 2: Prepare Your Points

Ask each other questions:

- Why does this hobby matter to you?
- What difficulty could happen?
- How can you solve it?

Together, agree on one plan to encourage students to try new hobbies every term.

Useful Phrases:

- One way to... is to...
- I agree because...
- Another idea might be...
- For example...
- I understand your point, but...

LESSON 3

Making the Most of Our Free Time



Listening

1 Listen to the audio, then answer the questions.

1. Why did people in the neighborhood decide to use their free time better?
2. What activity did the narrator choose, and how did it go?
3. What did Mariam realize about learning Turkish?

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

1. Jogging was supposed to be easy from the beginning.
2. Mariam discovered that pronunciation needs effort
3. Hossam's gym training was easier than he expected.
4. Everyone agreed that using free time always goes exactly as planned.

☐
☐
☐
☐

3 Fill in the blanks with the correct form of words from the list.

seem to – meant to – supposed to

1. The jogging activity was help the narrator get healthier.
2. Turkish be easy at first, but it needed practice.
3. People were use their free time in a better way.
4. Hossam gain strength from his training, but it was difficult.
5. The language lessons be simple, but they were challenging.

4 Choose the correct option.

1. Jogging (**seemed to** / **supposed to**) be simple for the narrator.
2. The language lessons were (**meant to** / **appeared to**) help Mariam learn Turkish.

Language in Context

Semi Modals (Expectation Structures)

seem to – meant to – supposed to

* seem to:

Used to express something that appears to be true, but we are not 100% sure

e.g. She **seems to** be tired.

* be meant to:

Used to talk about intention or purpose
e.g. The story is **meant to** teach a lesson.

* be supposed to:

Used to talk about rules or expectations

e.g. Students are **supposed to** arrive on time.

3. People were (**seemed to / supposed to**) use their free time wisely.
4. Hossam (**seemed to / was supposed to**) be tired after the workouts.
5. The story (**seemed to / supposed to**) teach everyone a valuable lesson.

5 Correct the mistakes.

1. Jogging was meant being easy. (.....)
2. She supposed to learn the language quickly. (.....)
3. Training seem to be simple, but it wasn't. (.....)
4. We were meant use our free time better this month. (.....)
5. The lessons were supposed help us improve. (.....)

 Writing

Topic: Using My Free Time to Improve Myself

5 Write a paragraph (180) words including.

- What the activity seemed to be
- What it was supposed to teach you
- What it was meant to help you improve
- How your experience actually turned out
- What you learned in the end

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LESSON 4

When a Hobby Becomes Income



Before you start

1 Answer the following questions.

1. Do you think a person can earn money from a hobby? Why or why not?
2. How would you feel if something you enjoy doing could also help you earn money?



Reading

2 Read the following text. Why did the writer first try making key chains ?

A Small Idea That Became Something Bigger

When I started Grade 11, I often felt that school took up all my time. Between homework, projects, and exams, my days **felt the same**. One evening, while **scrolling through** videos online, I saw **a tutorial** on making handmade key chains using beads and threads. It looked fun, so I tried it just to relax.

At first, the key chains were supposed to be simple, but mine kept coming out **uneven**. Still, I enjoyed the process. Every evening, I practiced a little, and my designs slowly improved. One day, I brought a few key chains to school, and my friends were surprised that I had made them myself. Two classmates asked if I could make key chains with their initials—and they offered to pay.

I didn't expect to earn money from something I did for fun, but soon teachers and other students began requesting **customized** designs. I created a small price list and even started making special key chains for school events. What began as a way to relax became a small source of income.

By the end of the term, I learned that hobbies are not just for enjoyment. With creativity, practice, and effort, a hobby can grow into an opportunity. Sometimes, what you do in your free time can become your first step toward **entrepreneurship**.

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

1. What was the writer's main difficulty in the beginning?
 - a. Finding the right materials
 - b. Making the key chains come out evenly
 - c. Selling the key chains for his friends at school
 - d. Choosing colors and style
2. What surprised the writer at school?
 - a. Teachers refused to buy the key chains
 - b. Students said the key chains were too expensive
 - c. Classmates wanted to order custom key chains
 - d. No one noticed the key chains
3. What message does the writer learn by the end of the term?
 - a. Hobbies are a waste of time
 - b. Only adults can start businesses
 - c. Hobbies can become opportunities with effort
 - d. School is more important than hobbies

4 Choose the correct meaning of the underlined word from a, b, c or d.

1. The writer's days felt the same.
 - a. exciting
 - b. repetitive and unchanging
 - c. confusing and challenging
 - d. very short
2. The key chains were supposed to be simple.
 - a. expensive
 - b. colorful
 - c. easy to make
 - d. very large
3. The classmates asked for customized designs.
 - a. designs made specially for them
 - b. designs copied from the internet
 - c. designs made for free
 - d. designs that everyone already had
4. The writer took the first step toward entrepreneurship.
 - a. giving up what you do
 - b. becoming a student
 - c. starting a small business
 - d. buying school supplies

5 Read again, then answer the following questions.

1. Why did the writer become interested in making key chains?

.....

2. How did the writer improve their key chain designs over time?

.....

3. Why did classmates offer to pay for key chains?

.....

4. How did the writer turn a hobby into a source of income?

.....

5. What do you think the writer wants students to understand about hobbies and opportunities?

.....

 Speaking

6 Discuss: Can a hobby become your first business?

Step 1: Work in pairs or groups

Student A: Talk about hobbies that can bring income

(art, baking, crafting, repairing, photography, gaming content)

Student B: Talk about the challenges of selling a hobby

(time management, costs, customers, competition)

Step 2: Ask each other questions

- Why would people want to buy your work or service?
- What skills do you need to improve first?
- What problems might you face, and how would you solve them?

Useful phrases

In my opinion,
One challenge might be...
A good solution could be...
This hobby could be successful because...
Another idea is...

Step 3: Together create a short business idea

Choose a hobby and explain how students could turn it into a small school business.

LESSON 5 My Hobby Review



Think and discuss in pairs

What is a review ?

1. Introduction (Engage the reader)

- **Purpose:**

- Catch the reader's attention
- Introduce what you are reviewing (a hobby, book, movie, etc.)
- Give a short general opinion (Is it good? fun? useful?)

- **Includes:**

- Hook (a question/feeling/surprising detail)
- The name of the thing being reviewed
- Your general impression (positive, negative, or mixed)

2. Descriptive Paragraph (What is it?)

- **Purpose:**

Give the main information the reader needs to understand about the hobby.

- **Includes:**

- What the hobby involves
- When/why you started it
- Tools, skills, or steps
- What people usually do when practicing it

3. Evaluation Paragraph (What's good / bad about it?)

- **Purpose:**

Share your opinion supported by reasons and examples.

- **Includes:**

- What you like
- (Optional) What you don't like
- Examples from your experience
- Words of opinion (I think, I believe, In my view...)



4. **Recommendation** (Final paragraph)

- **Purpose:**
Tell the reader if you recommend the hobby and why.
- **Includes:**
 - Restated opinion
 - Who would enjoy this hobby
 - Final thought or advice

Summary of Review Structure

PART	PURPOSE	WHAT TO INCLUDE
Introduction	Engage the reader	Hook + name of hobby + general opinion
Description	Explain the hobby	What it is, how it works, when you began
Evaluation	Give your opinion	Likes/dislikes + examples
Recommendation	Final advice	Who should try it + restated opinion

• **Model Review**

My favorite hobby is coding, which I started during a very busy school year. At first, I thought spending time learning to code would distract me from my studies, but I soon discovered that it actually helped me think more clearly. When I work on coding tasks, I focus deeply on solving problems, which helps me forget stress and stay calm.

This hobby has taught me patience, logical thinking, and creativity, as writing code requires planning and careful testing. Coding also helps me manage my time better and balance my academic responsibilities with personal interests. I would strongly recommend coding to other students because it builds problem-solving skills, prepares us for future careers, and shows that learning can be both useful and enjoyable.



Writing task

- Write a hobby review of about (150- 180) words.

.....

.....

.....

.....

.....



Assessment Corner

A. Vocabulary & Structure

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

1. "A good teacher can **encourage** students to do their best." "Encourage" here is an antonym of
a. discourage b. inspire c. deter d. urge e. support
2. "The app lets users create **customized** workout plans." "Customized" here is closest in meaning to
a. personalized b. ordinary c. difficult d. bespoke e. public

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

1. The students felt after three long exams in one day.
a. intense b. overwhelmed c. confident d. encouraged
2. means a period of time spent doing one activity.
a. Deadline b. Workshop c. Session d. Bowl
3. means a healthy emotional state.
a. Balance b. Stress c. Pressure d. Failure

B. Translation

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

الهوايات المفيدة تساعد الشباب على تنمية المهارات وبناء الشخصية وتحقيق التوازن النفسي في الحياة اليومية الصحية.

- a. Hobbies only entertain people without developing skills or supporting mental health.
b. Hobbies make young people waste time and ignore skills, personality, and mental balance.
c. Useful activities stop young people from building character or improving their daily lives.
d. Useful hobbies help young people develop skills, build character, and achieve psychological balance in healthy daily life.

C. Writing

4 Write a review of about (180) words about 'Spending your free time wisely'

.....

.....

.....

.....

UNIT 11

Healthy Choices, Healthy Life

Learning Outcomes

Reading

- Skim and scan the text to locate four essential steps for maintaining oral health and two risks of ignoring it.
- Scan for key details to identify three physiological benefits of hydration for the blood, joints, and kidneys.

Listening

- Identify the purpose of five pieces of health advice given in a real-life dialog.
- Summarize the core message of "The Power of Positive Thinking" in an audio track.

Speaking

- Summarize how a positive mental attitude affects physical health in a 2-minute class presentation.

Writing

- Draft a 180-word health advice article titled «How to Reach Your Goals».
- Incorporate at least five target vocabulary words into a coherent paragraph about daily wellness.

Language

- Use "used to" and "would" to express something that happened in the past.



LESSON 1 Oral Health



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. How often do you visit the dentist?
Why is it important to go regularly?
2. Name three things you do every day to keep your teeth and gums healthy.



Reading

2 Read the following text .Why do you think dental floss is as important as a toothbrush?

A healthy mouth is **essential** for your whole body, not just for a beautiful smile. To keep your mouth healthy, you must brush your teeth twice a day with fluoride toothpaste. You mustn't forget to use dental floss daily. Many students think brushing is enough, but flossing is necessary for taking out small pieces of food your brush can't reach, especially between your teeth.

Years ago, people often **ignored** their teeth, only seeing a dentist when they had terrible pain. Today, we have to be **proactive**. Dentists say everyone has to visit them for a check-up at least every six months. If your gums are bleeding, you need to make an appointment quickly; you don't have to wait until the pain is severe.

I learned this from my own problem. When I was younger, I rarely used floss. I was lucky, so I didn't have to worry about cavities, but my gums became red and swollen. My dentist told me I had to completely change my habit. I had to start flossing every day. I needn't have worried about the cost, as my school helped pay for the plan. Now I know that a healthy mouth helps prevent other sicknesses, like heart problems. You mustn't ignore these simple steps. Eating less sugar is also most important.

It helps the body stay healthy and active. Too much sugar can cause weight gain and tooth problems. Reducing sugar improves concentration and energy levels. It also helps prevent serious health problems in the future.

3 Read the text again, and then answer the following questions.

1. Why is a healthy mouth essential for your body?
2. Why is flossing necessary for healthy teeth?
3. How often do experts recommend a dental check-up?
4. What problem happened to the narrator when they rarely flossed?
5. What simple health tip is described as most important at the end of the text?



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

1. To maintain a healthy mouth, you mustn't ignore
 - a. daily exercise
 - b. simple preventative steps
 - c. eating vegetables
 - d. school rules
2. The word "**proactive**" is closest in meaning to
 - a. waiting for things to happen
 - b. taking action early
 - c. avoiding all risks
 - d. feeling worried
3. If you notice bleeding gums, you need to
 - a. eat more sugar
 - b. wait until the pain is severe
 - c. make an appointment quickly
 - d. stop brushing
4. The phrase Most Important means
 - a. helpful
 - b. less important
 - c. absolutely necessary
 - d. difficult
5. The narrator needn't have worried about the cost because
 - a. the dentist was free
 - b. their school helped pay
 - c. they had a lot of money
 - d. their parents paid

5 Match the word in column (A) with its meaning in column (B).

Word	Definition
1. ignore	☐ thread used to clean between your teeth
2. essential	☐ soft tissue in your mouth that surrounds your teeth
3. floss	☐ a little hole in your tooth caused by sugar and germs
4. gums	☐ absolutely needed; very important
5. cavities	☐ fail to pay attention to something

6 Fill in the spaces using words from column (A) above.

1. It is that you sleep eight hours before the exam.
2. It's important to use every day to remove food stuck between your teeth.
3. Brushing alone is not enough; you also need to take care of your to keep them healthy.
4. He the dentists' advice, now his teeth hurt badly.
5. Eating too many sweets without cleaning your teeth properly can lead to



Speaking



Think–Pair–Share

7 Ask and answer about "How to Stay Healthy":

Topic : How to Stay Healthy

Think: think about ways that help you stay healthy

Pair : ask your partner about what he/she really does to stay healthy (sleep – food – sport)

Share: tell the class what your partner says.

LESSON 2

Benefits of Drinking Water



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What is your favorite drink? Is it water, juice, or something else?
2. How many glasses of water do you drink every day?



Listening

2 Listen to the dialog, and then answer these questions.

1. What does Bassem say he needs to feel better after the workout?
2. Leen says water helps the blood move two things. What are they?
3. What is the benefit of water making your joints "slippery"?
4. Besides helping with movement, what does water help your brain do?
5. What important job does water help the kidneys with?

3 Choose the best answer for each question based on the dialog.

1. Bassem is feeling
 - a. excited and ready to go
 - b. sleepy and tired
 - c. thirsty for juice
 - d. energetic and strong
2. Leen believes Bassem is feeling bad because he is
 - a. eating too much food
 - b. working out too hard
 - c. a little dehydrated
 - d. not sleeping enough at night
3. Water helps your body temperature by
 - a. making you hotter
 - b. cooling you down when you sweat
 - c. making you shiver
 - d. changing the color of your skin
4. Water helps your brain so you don't feel
 - a. angry
 - b. confused
 - c. hungry
 - d. happy

5. What body part cleans your system with the help of water?
- a. The stomach
 - b. The joints
 - c. The kidneys
 - d. The teeth

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

A	B
1. stiff	☐ unable to understand something; feeling uncertain or mixed up
2. wash out	☐ to clean something completely using water
3. confused	☐ hard to bend or move; not flexible

5 Use the words from the box below to complete the sentences based on the dialog.

food – joints – tired – sweat – kidneys

1. Bassem feels sleepy and
2. Water helps your blood move air and
3. When you exercise, water cools you down when you
4. Water makes your slippery so you can move easily.
5. Your need water to wash out bad things.

 Speaking Activity

6 Work with a partner. Take turns playing the roles of Basem and Leen.

1. Practice listening and performing the dialog together, trying to sound natural and clear.
2. Imagine you are talking to a friend who hates drinking water. How would you convince them? List three benefits you would share and explain them simply.

LESSON 3 Healthy Daily Habits



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What healthy or unhealthy habits do students often have in their daily routine?
2. Why do you think some people used to ignore sleep or breakfast in the past?
3. What makes it difficult for someone to stop a bad habit and start a good one?



Listening

2 Listen to the track and answer the following questions.

1. What routine did Ahmed use to follow for years, and how is his routine different now?
2. What didn't people use to prioritize in the past, and what would some people say about eight hours of sleep?
3. What bad habits did Sara use to have last year?
4. What did Sara use to spend her money on, and what habits would she do every day and, in the morning, to stay active?



Language Tip

Past habits

- We use **'used to / didn't use to'** to talk about situations and regular habits in the past:
 - A lot of people used to work in farming.
 - There didn't use to be a metro station here.
- We often use **'used to'** to compare the past and the present:
 - Sama used to walk to her school, but now she takes the school bus.
- We use **would + infinitive** to talk about past habits and typical behavior. We don't use **would** to talk about past situations:
 - We would buy the best clothes for our children.
 - Too many citizens would visit the old government offices.

Note:

We don't use would with stative verbs.

There used to be a cinema here.
(NOT: There would be a cinema here.)
She used to live in Cairo.
(NOT: She would live in Cairo.)

3 Match the sentence beginnings in Column (A) with their endings in Column (B).

A
1. I used to stay up late,
2. Ahmed didn't use to drink enough water,
3. When I felt stressed,
4. Sama used to skip breakfast,
5. After dinner, Taha would go for a walk,

B
☐ and he often got headaches in the morning.
☐ so I was always tired in the first lesson.
☐ but now she eats a healthy meal every morning.
☐ because it helped him relax and sleep better.
☐ I would do exercise and take a short rest.

4 Find and correct the mistakes.

1. People will be very tired because they didn't sleep enough. (.....)
2. Ahmed use to skip breakfast every morning. (.....)
3. Sara didn't used to drink water regularly. (.....)
4. There would be a lot of fast food in her diet last year. (.....)

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

1. In the past, I didn't drink enough water. (use)
.....
2. Ahmed often went for a walk after dinner. (would)
.....
3. Sara doesn't eat fast food now. (used)
.....
4. In the past, there was a lot of stress at school. (used)
.....
5. When I felt tired, I often took a short nap. (would)
.....

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

1. In the past, Ahmed skip breakfast every morning.
a. used to b. would be c. is used to d. used
2. People to prioritize sleep, but now they understand its importance.
a. didn't use b. wouldn't c. don't used d. used to not
3. When Sara felt stressed, she eat too much fast food.
a. would b. used c. is used to d. would be
4. There be a limit on sugary drinks in his diet.
a. didn't use to b. wouldn't c. wouldn't have d. didn't used to be
5. We use "would" to talk about
a. past habits and repeated actions b. past states and situations
c. present routines d. future plans



LESSON 4 The Power of Positive Thinking



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What does it mean to be an "optimist" ?
2. Can your thoughts really change how you feel physically? Give an example.



Reading

2 Read the following text. How might changing your thinking affect your ability to get well when you are sick?



The Power of Positive Thinking

Positive thinking is more than just feeling happy; it is a **mental attitude** where you focus on good and helpful things, even when times are hard. Research shows that this kind of thinking is not just good for your mood—it can seriously affect your health.

When you think positively, your body has less **stress** because you worry less. High stress can weaken your **immune system**, making you sick easily. Positive thinking helps keep your immune system strong. Studies show that optimists often have better heart health and a longer **lifespan**. They also recover faster from illness or surgery.

We all have negative thoughts sometimes, but we can change this habit. Here are some simple ways to think more positively and live healthily. Practice Gratitude. Every night, write down three good things that happened that day. They can be small things, like a sunny morning or a nice chat with a friend. Use positive self-talk. Change "I can't do this" to "I can try this." Be your own best friend and cheer yourself on. Stay connected. Spend time with people who make you feel happy and **energetic**. Good friends support your positive view of life.

By practicing these simple ideas, you can use the power of your mind to live a happier and healthier life.

3 Answer the following questions.

1. What is the main difference between "positive thinking" and "just feeling happy"?
2. What physical system in the body does high stress weaken?
3. What is one specific health benefit that optimists often have?
4. What is the main goal of practicing gratitude every night?
5. What advice does the text give about how to change negative "self-talk"?

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

1. Positive thinking focuses on good and helpful things, even when
a. you are very energetic b. times are hard
c. you are exercising d. your friends are busy
2. When you think positively, your body has less
a. energy b. stress c. food d. friends
3. What happens to optimists when they get sick or have surgery?
a. They worry more. b. They recover faster.
c. They stop thinking positively. d. They have more pain.
4. The text suggests that you should write down three good things every
a. morning b. night c. week d. month
5. Staying connected means spending time with people who make you feel
a. tired and stressed b. rich and famous
c. happy and energetic d. calm and sleepy

5 Read the text again. Then, match the word from column (A) with its meaning from column (B).

A	B
1. mental attitude	☐ pressure or worry caused by problems in somebody's life or by having too much to do
2. stress	☐ a way of thinking and feeling (an "attitude") connected with the mind and thinking (mental)
3. lifespan	☐ the length of time that something is likely to live, continue, or function
4. immune system	☐ the system in your body that produces substances to help it fight against infection and disease

6 Use the words from the box below to complete the sentences based on the text.

friends – mental – immune system – heart – three

1. Positive thinking is a good attitude.
2. High stress can weaken your
3. Optimists often have better health.
4. Every night, you should write down good things.
5. Good support your positive view of life.



Speaking Activity

7 Work with a partner.

1. In your own words, explain how positive thinking affects your health.
2. Choose one of the "New Ideas for Positive Thinking" from the text (gratitude, self-talk, or staying connected). Discuss with your partner how you plan to practice this idea starting today.



LESSON 5 A Health Advice Article



Before you write

1 Discuss these questions with a partner or in a group.

1. When you were younger, what healthy habits did you use to have?
2. What unhealthy habits would you repeat without thinking?
3. How can past habits help us give advice to others today?



You must use these structures and words in your article.

Target Language

- **used to** → **past habits or states**
- I used to skip breakfast.
- **would** → **repeated past actions**
- I would stay up late playing games.
- **had to** → **past obligation**
- I had to walk to school every day.

Target Vocabulary

Try to include at least five of these words:

- Dehydrated / Energetic / Joints / Lifespan / Immune System
- Mental attitude / Stress / Toxins / Waste Removal / Slippery

Useful Language

Introduction Tips

- First / Second / Third, ...
- One easy way to ...
- Don't forget to ...

Giving Advice

- You should, ...
- You must ...
- You need to ...

Explaining Importance

- This can help you ...
- Without this, you might ...

Model Writing

2 Read the article below. Underline *used to* / *would* / *had to* and Circle target vocabulary

What I Learned Over Time

When I was younger, I used to think health was not important. I would stay up late and ignore signs of stress. At school, I had to follow certain rules, but I did not always understand why.

Over time, I learned valuable lessons. I used to feel tired because I was often dehydrated. My joints felt stiff, and my immune system was weak. My parents had to remind me to drink water and reduce sugar.

Now, I understand that small habits matter. Looking back, those rules helped improve my mental attitude and remove harmful toxins from my body. Past experiences taught me that healthy habits can improve both energy and lifespan.



Writing Task

3 Write an advice article (about 180 words) titled:

“Healthy Habits I Used to Ignore”

In your article:

- Describe past habits using *used to* and *would*
- Explain past obligations using *had to*
- Give three pieces of advice based on what you learn

Writing Structure

Tip 1: Learn from the Past

When I was younger, I used to
I would often

Tip 2: Understand Past Rules

At home or school, I had to,
although I didn't understand it then.

Tip 3: Apply the Lesson Today

Now I know that helps reduce stress
and improves the immune system.

Writing Tip

A Health Advice Article

A health advice article

- is an article that gives readers practical tips to improve their health.
- often adds examples or details to help readers follow the advice.

There are three main parts of an advice article:

1 Introduction:

- It attracts the reader's attention and introduces the topic clearly.
- It usually consists of a hook, a topic sentence, and a thesis.

2 Body Paragraph

- It gives clear health tips with explanations.
- It gives one tip in detail.
- It explains why it is important.

3 Conclusion

- It summarizes the main points.
- It adds a final thought or encouragement.



Assessment Corner

A. Vocabulary & Structure

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

- "A helmet is **essential** for safe cycling." "**Essential**" here is a synonym of
a. drowsy b. crucial c. optional d. smooth e. vital
- "Joury gave a **positive** answer and encouraged the team." "**Positive**" here is a synonym of
a. hopeful b. optimistic c. strict d. slippery e. resistant

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

- helps cool your body when it is too hot.
a. Sweat b. Joint c. Kidney d. Brush
- A is one of a pair of organs that clean the blood and produce urine.
a. kidney b. stomach c. joint d. bone
- Did your grandfather in a bank when he was younger?
a. to work b. use to work c. used to work d. working

B. Translation

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

The greatest barrier to success is the fear of failure. However, failure is the first step on the road towards real success.

- أكبر عائق أمام النجاح هو الخوف من الفشل، ومع ذلك فإن الفشل هو الخطوة الأولى على طريق النجاح الحقيقي.
- أكبر حاجز أمام النجاح هو الخوف من الفشل، ومع ذلك فإن المحاولة هي الخطوة الأولى على طريق النجاح الحقيقي.
- أكبر عائق أمام النجاح هو الخوف من الفشل، ومع ذلك فإن الفشل ثم النجاح هو الخطوة الأولى على طريق النجاح الحقيقي.
- أكبر عائق أمام الفشل هو الخوف من النجاح، ومع ذلك فإن الفشل هو الخطوة الأولى على طريق النجاح الحقيقي.

C. Writing

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

- As a student, I always got up early. (used)
.....

- Every night during our childhood, our mother read us a bedtime story. (would)
.....

UNIT 12

Time Habits & Punctuality

Learning Outcomes

Reading

- Compare and contrast the characteristics of “Clock People” and “Event People” by inferring from the text how their perceptions of time affect their behavior.
- Identify the “planning fallacy” by skimming for examples and clues in the text that show how people underestimate the time needed for tasks.

Listening

- Identify the specific reason for lateness in a workplace dialog.
- Note three separate lessons learned regarding being late for important life events.

Speaking

- Role-play a formal manager-employee conversation to give a warning and an appropriate apology.

Writing

- Compose a 180-word formal apology letter to a principal.

Language

- The Future Perfect Tense



LESSON 1 Racing the Clock



Before you start



Think and Discuss in Pairs

1 Answer the following questions.

1. By the time you graduate, what habits will you have changed to ensure you arrive promptly?
2. Think of a time you were very late; what will you have done differently to avoid that next time?



Reading

2 Read the text quickly to get the main idea.

Do you ever wonder why some people always arrive **promptly** for everything, while others are always running late? Psychologists say that by the time we reach adulthood, we will have developed a specific perception of time.

Psychologists divide people into two groups based on how they see time. The first group includes people who are usually **punctual**; we can call them 'Clock People'. They see time as a straight line, like a road. It is a valuable resource that they must manage carefully, like money. By the end of a busy week, they will have followed their schedule strictly to avoid wasting a single moment. For these people, being late means they are losing time and showing a lack of respect.

The second group includes the people who are frequently late; we can call them 'Event People'. This group sees time more flexibly, not as a strict line. For them, finishing a current activity is more important than the clock. They are often **optimistic** and truly believe that by the time an hour passes, they will have completed many tasks. This is often called the "planning fallacy."

While being late can be annoying, studies show it is not usually because the person is intentionally rude. Often, it reflects a **spontaneous** personality type that focuses more on what is happening now. By the time these two types work together, they will have faced many misunderstandings, but understanding these traits helps build better relationships.



6 Read again, and then fill in the spaces.

1. Time is a valuable that must be managed like money.
2. 'Clock People' follow their schedule to avoid being late.
3. 'Event People' often believe they will have completed many tasks due to being optimistic
4. Lateness often reflects a personality type.



Speaking Activity

- **Think-Pair-Share on Punctuality**

- Reflect on whether you are a "Clock" or "Event" person and discuss your choice with a partner. Consider if you will have improved your time management habits by the end of this school year. Share one specific piece of advice that will help your partner avoid future delays



LESSON 2 Late Again!



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. By the end of this month, how many times will you have arrived at school or work exactly on time?
2. If an employee is always late, what actions will the company have taken by the third warning?



Listening

2 Listen to the following dialog between a Manager (Mr. Ahmed) and an Employee (Salah).

3 Listen to the dialog again and answer the following questions using short, complete sentences.

1. According to Mr.Ahmed, how many times will Salah have been late by the end of the week?
2. What excuse does Salah give for his lateness?
3. What serious action will the board have taken if Salah doesn't improve by the next review?
4. What does Salah promise he will have done by tomorrow morning?
5. How does the manager describe a "valuable teammate"?

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

A	B
1. attendance	☐ always happening in the same way
2. delay	☐ getting more tasks done in a given amount of time
3. consistent	☐ to be late or cause lateness
4. suspension	☐ act of being present at a place or event
5. productivity	☐ not allowing someone to take part in something for some time

5

- 5



Speaking Activity



Role-Play: The Final Warning

- Work with a partner to role-play a conversation between a teacher and a student who hasn't finished his project yet. The teacher is blaming him , and the student is giving excuses and promises to finish it by tomorrow.

LESSON 3

Planning for the Big Day



Before you start



Think and discuss in pairs

1 Answer the following questions

1. By the time you are 25 years old, what major goals will you have achieved?
2. If you start a project today, what parts of it will you have finished by next week?



Listening:

2 Listen to the following audio and notice how the speakers use the Future Perfect to talk about finished actions in the future

3 Listen to the audio again, and answer the following questions.

1. How much time will the boys have spent on the project by Thursday?
2. What will Ziad have completed by tomorrow evening?
3. Why is Mazen worried about the printing shop?
4. When will the boys have submitted their project to the Principal?
5. What will the boys have earned by the end of the project?

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

1. By the end of this year, my father a new car .
 a. will buy b. will have bought c. has bought d. is buying
2. By the time the train arrives, we for two hours .
 a. will have waited b. wait c. are waiting d. have waited
3. you your lunch by the time I come back?
 a. Do / finish b. Will / have finished c. Are / finishing d. Have / finished
4. In five years' time, scientists a cure for this disease .
 a. find b. will have found c. are finding d. found

5. By next July, I my final exams.
 a. will have taken b. take c. am taking d. took

5 Find the mistake in the following sentences and correct it.

1. By next Monday, I will have finish my report.
2. By the time you arrive, we will having eaten dinner.
3. In two years' time, they will had built the new bridge.
4. Will you have save enough money by the end of the month?

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

1. I plan to finish reading this book before Sunday. (by)

2. The secretary will finish typing the letters before the manager arrives. (will have)

3. Before going to bed, she will have done her homework. (By the time)

7 Complete the sentences using the Future Perfect of the verb in brackets.

1. By next month, I (save) enough money for a new laptop.
2. By the time the guests arrive, Ali (clean) the house.
3. In three days, the explorers (reach) the top of the mountain.
4. By the end of this lesson, the students (understand) the grammar.

Language in Context

The future perfect

Use the future perfect:

(will/won't + have + past participle) for:

- action that will (not) be completed before a specific time in the future.

I will have done all my jobs by 2:00 p.m.

Sara won't have gone to bed before 10 p.m.

Arwa will have revised Unit 8 before the weekly quit.

Note:

Use by or by the time / before

- The students will have taken the monthly test by/before 1st April.
- Mom won't have done all the housework by the time / before I get home.

Use in (2 days' time) to mean at the end of this time:

- In two years, I will have joined university.
- How much will Sama have revised in two hours' time?

LESSON 4 Time is Money



Before you read



Think and discuss in pairs

1 Answer the following questions

1. Have you ever heard the saying, "Time is money"? What do you think it means?
2. Do you think it is more important to save time or to save money? Why?
3. What is one activity that makes you waste a lot of time?

2 Read the following passage. If you manage your time well, how can it help you reach your most important goals?



Time is Money

The famous phrase, "Time is money," means that time is a valuable resource that, if managed well, can lead to success and wealth. Unlike money, which you can earn back, lost time is gone forever. This idea is central to good time management. When you are **organized**, you reduce stress and increase your productivity.

To value your time, you must treat it like money in your bank account. Experts suggest that if you start managing your time today, by this time next year, you will have achieved your most important goals. Wasting time often happens because we don't plan. For example, spending hours checking social media or starting too many tasks at once is simply not efficient. However, if you set firm deadlines now, by the end of the month, you will have finished all your difficult projects.

Finally, take short, planned breaks to keep your focus **sharp**. By valuing and managing your time, you **invest** in your future and ensure a longer, happier lifespan. If you follow these habits, by the time you graduate, you will have **mastered** the art of productivity, leading to more time for important things and fewer **disappointments**.

3 Read the passage again. Then, answer these questions.

1. In the first paragraph, what does the word "This" (in the phrase "This idea is central...") refer to?

2. Why does the author compare time to money in a bank account?
3. Find a word in the second paragraph that means the same as "productive" or "well-organized".
4. How can setting "firm deadlines" help a person who struggles with checking social media too often?
5. According to the final paragraph, what are the two long-term benefits of mastering productivity?

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

1. What is the antonym of the word "success" as used in the text?
 - a. Wealth
 - b. Failure
 - c. Progress
 - d. Achievement
2. The word "efficient" in the text most nearly means
 - a. Doing something quickly but poorly
 - b. Working in a way that wastes as little time as possible
 - c. Being very expensive
 - d. Starting many tasks at the same time
3. What is the opposite of the word "sharp" (in the context of "focus sharp")?
 - a. Dull
 - b. Pointed
 - c. Smart
 - d. Intense
4. According to the text, a "resource" is
 - a. A waste of space
 - b. Something useful that can be used to achieve a goal
 - c. A type of social media
 - d. A final exam
5. Which word describes the meaning of "lifespan"?
 - a. career
 - b. lifetime
 - c. schedule
 - d. deadline

5 Complete the sentences using words from the text.

1. If you are, you will find that you have less stress in your daily life.
2. It is important to take short, breaks so that you don't lose your concentration.
3. Spending too much time on is given as an example of being inefficient.
4. By managing your time well, you are actually making an in your future.

6 Match the words in column (A) with their meaning in column (B):

A	B
1. disappointment	☐ quick to understand and able to focus well
2. master	☐ something helpful that can be used to achieve an aim
3. organized	☐ to become very skilled or knowledgeable in something
4. resource	☐ well planned and neatly arranged
5. sharp	☐ a feeling of unhappiness when hopes are not met



Speaking Activity

7 Time Management.

1. DISCUSS:

In pairs, discuss the phrase "Time is Money." Do you agree that time is a resource you cannot earn back?

2. SOLVE THE PROBLEM:

Identify your biggest distractions (e.g., social media). Share one way to be more efficient and avoid wasting time.

3. PLAN:

Tell your partner one goal you want to achieve by next year. What deadlines will you set to reach it?

4. PRESENT:

Share your best tip for increasing productivity with the class

USEFUL LANGUAGE:

- Giving Advice: You should set... / Why don't you try...?
- Stating Goals: I hope to achieve... / By this time next year...
- Opinions: In my view... / I find it difficult to...

LESSON

5

A Formal Apology Letter



Before you write

1 Discuss these questions with a partner or in a group.

1. What is the difference between a formal apology and an informal apology?
2. What reasons for being late are acceptable in a professional setting?
3. Why is it important to apologize immediately when you make a mistake?

You must use these structures and words in your letter.

Target language (The Future Perfect)

We use the Future Perfect to look back from a point in the future at an action that is already complete:

- Structure: Subject + will + have + past participle
- Time Expressions: By then, by the time, by next week, in two months' time
- Example: By 8:00 AM tomorrow, I will have arrived at my desk.

Target Vocabulary (Time & Importance)

Try to include at least five of these words and phrases:

- Valuable / Valuable time/ Disappointment/ Focus
- Stress/ Efficient / Efficiency/ Sincerely apologize / Profound apology

Model Writing

2 Read the formal apology letter below.

Dear Mr. Omar,

Please accept my sincere apologies for my recent lateness. I recognize that my lack of punctuality has affected the team's productivity. To ensure this does not happen again, I have created a new time-management plan.

By the end of this month, I will have established a consistent morning routine that allows for traffic delays. By next Monday, I will have installed a new scheduling app to help me stay efficient. I am confident that by the time our next quarterly review arrives, I will have proven my reliability to you and the entire department.

I will have completed all my current tasks by Friday to show my commitment to our valuable goals. Thank you for your patience as I work to improve my professional habits.

Sincerely,

Hamza Zaki



Writing Task

Write a formal apology letter to your school Principal, Ms. Sara, apologizing for being late to school three times this week.

Write a letter of about (180) words. In your letter, apologize, explain the reasons (without making excuses), and promise to improve your punctuality.

A Formal Apology Letter

- 1. Use Formal Greeting and Closing:** (e.g., Dear Ms. Sara, / Sincerely,).
- 2. State the Reason Clearly:** Directly say what you are apologizing for in the first paragraph.
- 3. Acknowledge the Impact:** Explain why your lateness was wrong (e.g., disruption, disrespect).
- 4. Promise Action:** State clearly how you will change your behavior.

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Assessment Corner

A. Vocabulary & Structure

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

1. "Because of her irregular attendance, Joury missed many lessons." "Attendance" here is an antonym of
a. presence b. nonattendance c. absence d. participation e. registration
2. "Water is an important **resource** for life." "**Resource**" here can be replaced by
a. direction b. disappointment c. command d. supply e. asset

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

1. It is a positive quality to stay even in hard times; hope does matter.
a. apologetic b. punctual c. optimistic d. spontaneous
2. means arriving or happening exactly at the arranged or expected time.
a. Punctuality b. Spontaneous c. Optimistic d. Consistent
3. I'm sorry, I can't go to your party. I to the dentist this afternoon.
a. am going b. will go c. will have gone d. going

B. Translation

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

يعتمد النقل والكثير من الصناعات بشكل كامل علي النفط، لذا نحن بحاجة إلى البحث عن مصادر بديلة من الطاقة المتجددة لأن النفط سينفذ في المستقبل.

- a. Transportation and a lot of factories are completely reliant on natural gas so we need to look for alternative sources of renewable energy because oil will run out in the future.
- b. Flights and many industries are completely reliant on oil so we need to look for alternative sources of nonrenewable energy because oil will run out in the future.
- c. Transportation and many industrialists completely rely on oil so we need to look for alternative sources of renewable energy because oil will run away in the future.
- d. Transportation and a lot of industries completely depend on oil so we need to look for alternative sources of renewable energy because oil will run out in the future.

C. Writing

4 Write a formal apology letter of about (180 words) to a neighbor apologizing for bad behavior from your little brothers and their dog. Your name is Ali.
Your neighbor's name is Hany.

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Review 4

A. Vocabulary

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

1. "Finding your passion can increase your motivation." The synonym of **motivation** is
a. encouragement b. drive c. boredom
d. laziness e. weakness
2. "Eating healthy food helps maintain good nutrition." The meaning of **nutrition** is
a. proper diet b. healthy eating c. illness
d. starvation e. hunger
3. "Regular exercise helps people stay fit." The opposite of **fit** is
a. healthy b. strong c. weak d. tired e. active
4. "Being punctual shows respect for others' time." The antonym of **punctual** is
a. late b. on time c. tardy d. careful e. fast
5. "People must not ignore their mental health." The meaning of **ignore** is
a. forget b. neglect c. care d. obey e. include

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

1. A person who knows what they enjoy doing has found their
a. routine b. passion c. schedule d. habit
2. Drinking enough water is part of a lifestyle.
a. careless b. healthy c. stressful d. lazy
3. Being late to school every day shows poor
a. nutrition b. punctuality c. fitness d. talent
4. Finding your passion helps you stay and focused on your goals.
a. motivated b. delayed c. confused d. careless
5. Getting enough sleep helps students feel more during the day.
a. energetic b. bored c. exhausted d. careless
6. Healthy habits can prevent many problems.
a. health b. timetable c. traffic d. social
7. Planning your tasks helps you use your time
a. effectively b. suddenly c. accidentally d. slowly

8. I decided to my time in improving my English.
 a. invest b. master c. install d. prove
9. Setting clear goals helps students achieve in life.
 a. success b. delay c. failure d. weakness

B. Language

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

10. She jogging every morning to stay healthy.
 a. used to b. uses to c. is used d. was used
11. I expect we all the work by five o'clock this evening.
 a. will have been done b. will have done
 c. will be done d. will be doing
12. By the time my father comes home, I my research for three hours.
 a. will have done b. will do c. have done d. had been done
13. When I was in primary school, I to school on foot.
 a. used to going b. would go c. use to go d. would be going
14. If you sleep early, you feel energetic in the morning.
 a. would b. will c. had d. were
15. Students follow healthy habits to stay active and focused.
 a. are supposed to b. used to
 c. will have d. are using
16. By the end of this month, she a whole daily study schedule.
 a. completes b. will complete
 c. will have completed d. has completed
17. You submit the project on time, or you may lose marks.
 a. are able to b. are supposed to c. were used to d. will have

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

18. Will you finish the project before it is Friday? (by Friday)
19. I no longer wake up late on school days. (used to)
20. She didn't hurt you on purpose. (mean)
21. She used to hate spicy food, but now she eats it. (got)

C. Translation

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

1. Innovation drives progress in communities by solving problems creatively and efficiently together. It encourages young people to develop ideas that improve lives sustainably everywhere.

(أ) يدفع الابتكار التقدم في المجتمعات من خلال حل المشكلات بإبداع وكفاءة معاً، ويشجع الشباب على تطوير أفكار تحسّن الحياة بشكل مستدام في كل مكان.

(ب) يوقف الابتكار التقدم في المجتمعات من خلال تجاهل المشكلات تماماً، ويمنع الشباب من تطوير أفكار تفيد الحياة في أي مكان.

(ج) يغيّر الابتكار المجتمعات دون حل المشكلات بطريقة فعالة، ولا يشجع الشباب على تطوير أفكار تخدم الحياة مستقبلاً.

(د) يؤثر الابتكار على المجتمعات من خلال الترفيه فقط، ويجعل الشباب يهتمون تطوير أفكار مفيدة للحياة دائماً.

2. Healthy habits protect individuals by improving physical and mental well-being daily. They help societies reduce disease rates and increase productivity over time.

(أ) تؤثر العادات الصحية على الأفراد دون تحسين الصحة الجسدية أو النفسية، وتمنع المجتمعات من تقليل الأمراض أو زيادة الإنتاجية مستقبلاً.

(ب) تقتصر العادات الصحية على النشاط البدني فقط، ولا تساعد المجتمعات على تقليل الأمراض أو تحسين الإنتاجية بمرور الزمن.

(ج) تقلل العادات الصحية من راحة الأفراد، وتجعل المجتمعات أقل قدرة على العمل أو الإنتاج مع الوقت.

(د) تحمي العادات الصحية الأفراد من خلال تحسين الصحة الجسدية والنفسية يومياً، وتساعد المجتمعات على تقليل معدلات الأمراض وزيادة الإنتاجية مع مرور الوقت.

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

١. يساعد العمل التطوعي على تقوية الروابط الاجتماعية بين أفراد المجتمع. كما يعلم الشباب تحمّل المسؤولية وخدمة الآخرين بإيجابية.

a. Voluntary work weakens relationships in society and prevents young people from helping others.

b. Voluntary work focuses only on personal benefits and ignores social responsibility completely.

c. Voluntary work helps strengthen social bonds among community members. It also teaches young people to take responsibility and serve others positively.

d. Voluntary work limits cooperation between people and discourages positive behavior in communities.

٢. يساعد احترام الوقت على تنظيم الحياة اليومية وتحقيق الأهداف بكفاءة. كما يعكس الالتزام بالمواعيد احترام الآخرين وتقدير جهودهم.

a. Respecting time wastes daily life and prevents people from achieving goals. It also affects valuing other and appreciating their efforts.

b. Respecting time helps organize daily life and achieve goals efficiently. It also reflects valuing others and appreciating their efforts.

c. Respecting time only affects personal schedules and has no social importance. It also affects valuing others and approaching their efforts.

d. Respecting time causes stress and makes people ignore others' efforts. It also reflects valuing others and approaching their effects.

D. Reading Comprehension

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

Being a good citizen is an important responsibility for every individual in society. A good citizen respects laws, cares about others, and works to improve the community. Citizenship is not only about rights, but also about duties that help create a safe and organized society.

One way to be a good citizen is by respecting rules and laws. Following traffic laws, protecting public property, and respecting school rules help maintain order and safety. In addition, good citizens show respect toward others, regardless of their background or opinions. This behavior promotes tolerance and peaceful coexistence.

Another important aspect of good citizenship is participating positively in the community. Volunteering, helping neighbors, and taking part in community activities strengthen social bonds. Citizens should also care about the environment by keeping public places clean and saving natural resources.

Moreover, a good citizen is honest and responsible. Being truthful, completing duties on time, and respecting others' rights build trust within society. Young people, in particular, play a key role in shaping the future by showing positive behavior and good values.

In conclusion, good citizenship is essential for building strong and successful societies. When individuals act responsibly and care about others, they contribute to progress, stability, and a better quality of life for everyone.

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

1. The passage mainly discusses
a. school discipline b. personal success
c. good citizenship d. environmental problems
2. A good citizen should respect
a. only family members b. rules and laws
c. personal opinions only d. competition
3. Respecting others helps promote
a. conflict b. tolerance c. laziness d. confusion
4. One example of positive community participation is
a. ignoring neighbors b. breaking rules
c. volunteering d. wasting resources
5. Caring about the environment includes
a. polluting streets b. damaging public property
c. keeping public places clean d. ignoring waste
6. Being honest and responsible helps build
a. fear b. punishment c. trust d. delay

7. According to the passage, young people
- a. have no role in society
 - b. shape the future with their behavior
 - c. should avoid responsibility
 - d. focus only on rights

E. Writing

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

1. In a formal apology letter, the writer should begin with
- a. informal greetings
 - b. a clear statement of apology
 - c. personal stories
 - d. jokes and humor
2. A formal apology letter should mainly use
- a. slang and contractions
 - b. polite and respectful language
 - c. emotional and exaggerated expressions
 - d. short spoken phrases
3. One important element of a formal apology letter is
- a. blaming others for the mistake
 - b. denying responsibility
 - c. explaining the reason for the apology
 - d. changing the topic
4. In a hobby review, the writer's main purpose is to
- a. apologize to the reader
 - b. describe and evaluate the hobby
 - c. give instructions only
 - d. complain about free time
5. A good hobby review usually includes
- a. unrelated personal problems
 - b. reasons why the hobby is enjoyable
 - c. formal complaints
 - d. excuses and apologies
6. The language used in a hobby review should be
- a. very formal and official
 - b. clear and engaging
 - c. impolite and direct
 - d. unclear and repetitive

2 Write an essay about (150- 180) words on "Planning your time".

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F. The Novel

Answer the following questions.

1. What does the buffalo delay suggest about travel during that period?

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2. Why is burning the ship an extreme but logical decision?

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3. Why is Phileas Fogg's decision to rescue Passepartout important to the story?

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4. Why is Passepartout's anger toward Fix significant to the theme of loyalty?

.....

JULES VERNE

AROUND THE WORLD

IN EIGHTY DAYS



Arrest and Rescue : From Calcutta to Hong Kong



After a long and difficult journey across the jungle, Mr. Fogg, Passepartout, and Aouda finally reached the great city of Calcutta on the afternoon of October 25th. The clock at the station showed exactly four o'clock. Their next ship, the Rangoon, was set to leave for Hong Kong at five. They had only one short hour to spare.

Fogg, as usual, showed no sign of worry. His first thought was to make sure Aouda would be safely settled for the voyage. The dangers she had escaped in India still weighed heavily on his mind.

Just as the three travelers stepped outside the station—Detective Fix following closely behind—two policemen approached them.

“Mr. Phileas Fogg?” one of them asked.

“I am he,” said Fogg calmly.

“And this man is your servant?”

“Yes,” Fogg replied.

“Both of you will come with me.”

Passepartout opened his mouth to protest, and Fogg quietly walked to him and told him to stay calm. Fogg always respected the law, even when he did not understand the reason.

“May this lady come with us?” Fogg asked, referring to Aouda.

After a moment, the officer agreed, and the three were taken in a heavy carriage through the streets of Calcutta. Fix followed silently, pleased that the events were going exactly as he had hoped.

A Sudden Arrest

The carriage stopped at a government building. The travelers were taken into a small room.

“You will appear before Judge Obadiah at eight-thirty,” the officer announced, and locked the door behind them.

Passepartout threw himself into a chair. “We are prisoners! But what have we done?”

Aouda, distressed, turned to Fogg. “This is my fault,” she said. “It is for saving me that you have been put in danger. Please leave me to my fate.”

Fogg, as calm as ever, shook his head. “Madam, this arrest is not on your account. I will not leave you.”

In the corner, Fix watched with satisfaction. He knew exactly why they had been arrested: the old incident in Bombay. Fix had informed the Calcutta police in the hope that Fogg would be delayed long enough for the warrant from London to arrive.

Before the Judge

At half past eight, they were taken into a courtroom filled with people. Judge Obadiah entered, followed by his clerk. In his hurry, he accidentally took the clerk’s wig, causing a brief moment of confusion. Passepartout grew nervous as precious minutes ticked away.

The judge began the case.

“Phileas Fogg?”

“Present,” said Fogg.

“Passepartout?”

“Present,” the valet replied.

Three Indian merchants were brought in. Passepartout recognized them immediately—they were the same men who had chased him from the temple in Bombay.

The clerk read the charge:

Passepartout jumped up. “But it was not in Bombay! The crime was at Pillaji—where they were going to rob a woman! These men—!”

“Pillaji?” the judge repeated. “No, sir. The crime is in Bombay.”

Fix smirked in his corner.

Fogg remained calm. “I wish the merchants would admit what they were about to do at the temple of Pillaji,” he said.

The judge looked confused. “That has nothing to do with this case.”

Passepartout sank lower in his seat. Fogg checked his watch.

The Sentence

Judge Obadiah straightened his papers.

“Jean Passepartout is sentenced to fifteen days in prison and a fine of three hundred pounds,” he said.

Passepartout gasped.

The judge continued. “Phileas Fogg, as the master of the servant, is equally guilty of complicity. You are sentenced to eight days in prison and a fine of one hundred and fifty pounds.”

The courtroom stirred with shock. Fix felt triumphant. Eight days in jail would destroy Fogg’s entire journey.

But Fogg stood, opened his travel bag, and placed a thick packet of banknotes on the clerk’s desk.

“I offer bail,” he said simply.

The judge blinked. “You have the right to do so, but the amount must be large enough to guarantee your return.”

“Two thousand pounds,” said Fogg.

The entire room gasped. Even the merchants stared in disbelief. The sum was enormous—far more than the fine.

The judge could not refuse.

“Bail is accepted,” he announced.

Escape to the Rangoon

“Let us go,” said Fogg quietly.

They left the courthouse at once and hurried to the dock. Fogg paid a coachman extra to

race the carriage through the streets. The **Rangoon** was preparing to depart. They boarded just in time.

The merchants, still furious, arrived moments too late. The ship had already begun to move. Fix stood on the pier in despair. His carefully planned trap had collapsed in seconds. He had lost his chance in Calcutta, and if he missed Hong Kong as well, his mission would fail entirely.

There was only one thing left to do: follow Fogg onto the **Rangoon**. Fix bought a ticket with his own money and boarded the ship at the last moment.

On the Bay of Bengal

As the ship sailed into the Bay of Bengal, Aouda approached Fogg with concern.

“I hope you do not regret the trouble and cost I have caused,” she said softly.

Fogg replied, “Madam, in saving you, I lost two days. I do not regret it. A human life is worth more than time or money.”

Aouda bowed her head gratefully. Passepartout wiped his eyes.

Fogg then went below deck to check his log for Hong Kong, unaware that Fix was still following him-and more determined than ever.

The journey continued.

Values in This Chapter

- Respect for the law: Fogg follows the officers without resistance.
- Using wealth responsibly: Fogg pays an enormous bail to save time and protect his companions.
- Moral courage: Fogg values saving a life more than winning a challenge.
- Honesty and responsibility: Passepartout admits his mistake without hiding behind excuses.

Deception and Departure: Hong Kong and Yokohama



The Voyage on the *Rangoon*

The steamship *Rangoon*, carrying Phileas Fogg, Aouda, Passepartout, and the persistent Detective Fix, cut across the Bay of Bengal toward the South China Sea. The voyage was planned to take eleven days. From the moment they left Calcutta, Fogg knew he had lost exactly two days. As always, he remained calm, recording every delay accurately. Aouda, now officially part of the group, was increasingly impressed by his calmness and sense of duty. Passepartout was still recovering from nearly being imprisoned and from watching his master spend huge sums of money without hesitation.

Near the Strait of Malacca, rough monsoon weather struck. The *Rangoon* was not one of the fast mail steamers Fogg preferred, and the high seas slowed them down even further. By the time they passed Singapore, they were already a day behind schedule—dangerously close to missing their connection in Hong Kong.

Arrival in Hong Kong – November 6

They reached Hong Kong on November 6—one day later than planned. Fogg's first concern was Aouda's safety. He asked Passepartout to find her cousin, a wealthy merchant. Passepartout returned quickly with bad news: the cousin had moved to Holland two years earlier. Aouda was now alone, without family.

Fogg immediately decided:

“We shall continue to Europe together. When we arrive in England, I will take care of you.”

Deeply moved, Aouda accepted. She was now a permanent member of the journey.

The Missing Steamer – The Carnatic

Fogg then went to the steamship office to confirm their places on the *Carnatic*, the ship to Yokohama. But he discovered the worst news yet:

The *Carnatic* had sailed twelve hours earlier.

The next steamer would not depart for eight days. Passepartout panicked, but Fogg remained steady, knowing they had only 24 hours to find another way across the Pacific.

Fix's Desperate Plan

Detective Fix, under enormous pressure, decided it was time to reveal his identity to Passepartout. Fix confessed that he was a detective and accused Fogg of robbing the Bank of England. Passepartout angrily denied the accusation but became confused and doubtful. To stop him from warning Fogg, Fix put some medicine in Passepartout's cup of tea to make him fall asleep. Half-conscious, Passepartout tried to say, “The *Carnatic* leaves tonight!” but collapsed into a deep sleep. Fix left him there, sure that Fogg would be delayed.

Fogg Finds an Alternative

Unaware of Fix's actions, Fogg searched the docks for any ship that could help. He finally found John Bunsby, captain of the tiny pilot boat *Tankadere*, a 40-ton schooner. Fogg offered an enormous sum—£100 a day plus £200 extra—to take him to Shanghai in four days. If he reached Shanghai on time, he could interrupt the American steamer *General Grant* to San Francisco. It was a dangerous, almost impossible proposal, but Bunsby agreed. At 8:00 p.m., Fogg and Aouda boarded the *Tankadere*. Fix suddenly appeared, pretending he urgently needed to travel to America and joining them. They set sail—leaving Passepartout behind.

The Lost Valet

Passepartout woke hours later, tired and dizzy. He stepped into the docks and saw the

Carnatic still there, not knowing it had returned temporarily for repairs. Believing he had made it in time, he boarded the ship, hid in a cabin, and fell asleep. When the ship sailed again, Passepartout accidentally became a stowaway on his way to Yokohama.

The Tankadere's Stormy Dash

Meanwhile, the small *Tankadere* fought through violent storms in the South China Sea. Fogg urged Bunsby to push the boat to its limits. Fix secretly hoped the storm would stop them. On November 9, Bunsby spotted a huge ship in the distance—the American mail steamer *General Grant*. Fogg fired the schooner's small cannon to send an emergency signal. The *General Grant* approached, and Fogg, Aouda, and Fix transferred aboard. Fogg immediately paid Bunsby a generous bonus.

Reunion in Yokohama

When they reached Yokohama, Fogg searched everywhere for Passepartout. The valet, now broke, had joined a troupe of Japanese acrobats called the “Long Noses,” using his circus background to survive.

Aouda noticed him during a practice session. Passepartout saw Fogg, went down in shock, and ran to him. After being released from his contract, he confessed that Fix was a detective. Fogg already knew.

With no time to waste, Fogg bought three tickets on the *General Grant* to San Francisco—one for himself, one for Aouda, and one for Fix. They set off across the Pacific, each holding a different secret purpose.

Values in This Chapter 8

- **Dedication to the goal:** Fogg spends huge sums (£100/day + £200 bonus) to reach Shanghai in four days.
- **Bravery and responsibility:** Fogg promises to protect Aouda and guide her future.
- **Loyalty and misplaced trust:** Passepartout fiercely defends Fogg but trusts Fix, which leads to disaster.
- **Calmness vs. desperation:** Fogg stays calm despite catastrophes, while Fix becomes careless and unethical.

Pacific Passage and Peril – Japan to San Francisco



The American mail steamer *General Grant*, a powerful paddle-wheel vessel, departed from Yokohama on the evening of November 14th, heading directly across the Pacific Ocean toward San Francisco. The twenty-two-day crossing had been carefully factored into Phileas Fogg's schedule. According to his plan, he was due to arrive on December 2nd.

The reunion between Fogg and Passepartout had been dramatic, yet Fogg received the valet's confession about Fix's identity with the same unshakable calm he applied to all crises. His only priority remained the recovery of lost time. Despite the delays in India and the chaos in Hong Kong, he calculated that their interruption the *General Grant* in Shanghai had put them only slightly behind schedule.

Passepartout, however, was deeply distressed. He had expected outrage perhaps even a confrontation-when revealing Fix's deception. Instead, Fogg simply acknowledged

the information. The valet was tormented by shame and confused by his master's steady composure. He began to see Fogg's calmness not as oddness but as the profound courage of an innocent man wrongfully accused yet unbroken.

Aouda observed the strained triangle between the three men. She had seen Fogg's honor under pressure, especially toward her. Her respect for him deepened into genuine affection.

Fix's Changed Strategy

Detective Fix was now in an awkward and frustrating situation. He was traveling on Fogg's ticket and forced to endure the polite company of the man he intended to arrest. Crucially, Fix knew that once they reached San Francisco, the British warrant-if it ever arrived-would not be valid. His only hope was to help Fogg return to British soil as fast as possible.

Thus, Fix became a reluctant ally. Ironically, he now needed Fogg to succeed.

The Pacific Crossing

The voyage itself was quiet and steady. The *General Grant* was fast enough to make up some of the lost time. Fogg spent much of the voyage playing whist with Aouda and, occasionally, with Fix. Aouda proved to be a quick learner, and the games brought an unexpected sense of domestic calm to the long crossing.

The most notable event was their crossing of the 180th Meridian, the theoretical International Date Line. Fogg carefully recorded speed and distance but failed to perceive that traveling eastward meant gaining an hour every 15 degrees of longitude. Passepartout stubbornly kept his watch on London time and became utterly confused when he insisted it was December 2nd while ship's time already indicated December 3rd.

The Incident with the Whale

One dramatic moment occurred during a fog bank when the *General Grant* collided with a pod of whales. The impact caused a violent shudder and forced a temporary stop. Fogg noted the lost three hours in his log. Fix, now desperate to avoid delays, grew increasingly anxious.

Arrival in San Francisco – December 3rd

On the morning of December 3rd-although Fogg still believed it to be December 2nd-the *General Grant* steamed through the Golden Gate and entered the booming port of San Francisco. The city was a chaotic blend of wagons, trams, merchants, gold-seeking adventurers, and immigrants from all corners of the world.

Fogg remained unimpressed. He had one goal only: reach the train station.

Departure for New York

They reached the train station. Fogg secured tickets for the *Transcontinental Express*, scheduled to take them across the continent to New York in seven days.

The Pacific crossing was complete, but the dangers of the vast American continent now awaited them.

Values in This Chapter 9

- **Bravery of innocence:** Passepartout observes that Fogg's calmness demonstrates the courage of an innocent man facing injustice.
- **Reluctant alliance:** Fix temporarily supports Fogg's speed because he needs him to reach Britain quickly.
- **Growing affection:** Aouda's respect for Fogg deepens as she witnesses his honor and selflessness.
- **Integrity under pressure:** Fogg remains courteous even to Fix, who intends to arrest him.

Rail Across America – San Francisco to New York



The departure of the Transcontinental Express from San Francisco on the evening of December 3rd signaled the start of Phileas Fogg's most demanding overland journey-3,786 miles of track stretching across mountains, deserts, and grasslands toward New York. The newly completed Transcontinental Railroad was celebrated as a marvel of modern engineering, capable of carrying passengers across the continent in just seven days, provided no misfortune intervened.

The group occupied a wide section with wide windows, comfortable berths, and access to a dining car-a welcome change from the tight pilot boat and the airless cabins of earlier voyages. Fogg spent the first hours examining timetables and railway maps, maintaining his full attention to accuracy. Aouda watched him quietly, understanding the weight of the schedule but also feeling the warmth of gratitude for all he had done. Passepartout, happy to

be on solid ground again, delighted in the unfolding American landscape. Fix, meanwhile, sat tensely nearby, monitoring Fogg with an unease he tried to hide.

Through the Sierra Nevada

The train ascended through the Sierra Nevada mountains, passing Sacramento and climbing through snowy high passes. Passepartout was amazed by the vast pine forests and steep cliffs. The smooth crossing brought him comfort after the unpredictable dangers of sea travel. Fogg observed the landscape but remained absorbed in his calculations.

Delays in the Desert

Once the train descended into the lonely expanses of Nevada and Utah, the problems began. Much of the track had been built quickly, resulting in weak bridges, unstable rails, and long stretches vulnerable to sandstorms, wildlife, and sudden weather changes.

The first major delay occurred outside Salt Lake City. A massive herd of buffalo—thousands strong—covered the rails from horizon to horizon. The engineers tried whistles, shouts, and even discharging steam, but the animals were indifferent. For three hours, the train sat motionless. Fogg quietly logged the lost time, while Passepartout became visibly anxious. Fix, who needed Fogg to reach England as soon as possible, was silently suffered by each passing minute.

Aouda's Growing Concern

Throughout the desert journey, Aouda's affection for Fogg deepened. She saw the pressure on his shoulders and the sacrifices he had made—not once for himself, but always for her. She tried gently to encourage him, offering moments of conversation and comfort. Fogg responded politely, but his mind never left the ticking schedule.

The Platte River Bridge

The train sped across the plains of the Midwest until it reached the rickety suspension bridge over the Platte River near Fort Kearney. Built in haste, weakened by weather, and visibly unstable, the bridge posed a grave danger. Crossing at normal speed risked collapse.

The conductor made a daring proposal:

If the train crossed at full speed, momentum might prevent the structure from falling beneath it.

Fogg immediately supported the plan. “Let us proceed at full speed. If the bridge must fall, it will fall behind us.”

Many passengers were horrified, but the decision was made. The engine reversed to build momentum, then surged forward with trembling intensity. The train shot across the bridge in seconds, barely touching the weakened beams.

The moment the last carriage reached solid ground, the bridge collapsed into the raging river below.

Passepartout and Aouda trembled. Fogg checked his watch and wrote: “Slight vibration. No delay.”

The Sioux Attack

Near Julesburg, Colorado, danger returned in its most terrifying form. The stillness of the night was shattered by the war cries of Sioux (Dakota) warriors. Mounted fighters rode alongside the speeding train, leaping onto the moving carriages with astonishing agility.

Chaos erupted. The Sioux, angered by the railroad crossing on their lands, swept through the cars. Passengers ducked, fought back, and called for help. Fogg, steady and fearless, armed himself with a revolver and joined the defense. Fix fought alongside him, driven by duty and desperation.

Passepartout, seeing no weapon available, took a bold risk. Crawling beneath the train, he managed to uncouple the engine and the first two cars from the rest. The engine, carrying the bulk of the passengers, sped forward to safety.

But the remaining carriages—where Fogg, Aouda, and Fix were—slowed and stopped.

The Sioux quickly overpowered the defenders. In the confusion, Passepartout was spotted performing his dangerous feat. Seeing him as a valuable captive, they seized him and retreated into the darkness.

Fogg’s Heroic Decision

As silence returned to the train, it became clear that Passepartout had been taken.

The remaining passengers advised Fogg to wait for the returning engine and military reinforcements.

But Fogg’s answer was immediate and clear:

“I will not leave him. I will not abandon my servant.”

Fogg instructed Aouda to remain with Fix and then addressed the detective directly:

“Mr. Fix, I shall go. You must stay with Aouda until I return. The challenge depends on it.”

Fix reluctantly agreed.

Fogg paid the scouts generously and set off into the icy wilderness. He had to reach New York by December 11th. By choosing loyalty over schedule, he had sacrificed at least twenty-four hours—perhaps more. The challenge now hung by a thread of courage and devotion.

Values in This Chapter

- **Loyalty over personal gain:** Fogg puts friendship first, abandoning his schedule to rescue Passepartout.
- **Courage in crisis:** Fogg joins the defense against the Sioux immediately, showing bravery under danger.
- **Compassion and gratitude:** Aouda continues to support and encourage Fogg emotionally throughout the journey.

The Race for the Henrietta: New York to Liverpool



9:16

The Rescue and the Missed Connection

Phileas Fogg, accompanied by the courageous soldiers, rushed into the freezing American wilderness to rescue his loyal valet, Passepartout. They had departed on the evening of December 6th, leaving Aouda, Fix, and the remaining passengers behind with the damaged train carriages.

Guided by loyalty and honor—virtues that momentarily outweighed even his legendary punctuality—Fogg pressed forward through the night. They followed the faint tracks left by the retreating Sioux, moving across rugged plains filled with danger and uncertainty.

After nearly twenty-four hours of relentless pursuit and a brief but fierce clash with a small group of warriors, the rescue party located the main Sioux camp. Through a daring and silent strategy, they distracted the guards long enough for Fogg to slip into a tent where Passepartout lay bound. Without hesitation, Fogg cut the ropes and pulled his servant free. Their escape

was swift and successful. By the time they returned to the train's location, the engine had just arrived with reinforcements from a nearby military post.

Aouda and Fix were overwhelmed with relief when they saw Fogg and Passepartout return safely. Their reactions, however, came from very different hearts—Aouda from gratitude and admiration, Fix from the grim satisfaction that the “bank robber” was still on course for Britain. But joy quickly turned to dread. Fogg checked his watch: it was the evening of December 7th. Nearly thirty hours had been lost. The *Transcontinental Express* was gone, and the next train would arrive far too late. The challenge seemed ruined.

The Wind-Sledge Solution

Fogg, refusing to surrender, immediately sought an alternative plan. The remaining passengers told him that the next major station—Omaha, Nebraska—was still fifty miles away, accessible only by crossing open area now dusted with snow.

A captain from the military post explained that horses would move too slowly through the deep drifts. But he offered an unusual alternative: a wind-sledge, a light vehicle fitted with runners and a tall sail, used by hunters to cross frozen ground at remarkable speeds.

Fogg seized the opportunity. He hired the sledge and its driver, Mudge, at an incredible price. A powerful eastward wind filled the sail—perfect for their desperate journey.

Fogg, Aouda, Passepartout, and Fix climbed aboard the small, uncomfortable craft. The ride was very cold yet thrilling. The sledge raced across the frozen area, gliding over the snow with astonishing speed.

They reached Omaha just as the first Chicago-bound train was departing. Fogg had regained much of the lost time through determination—and expense. From Omaha they sped to Chicago, and from Chicago, they caught a direct express to New York.

The journey was swift but tense. Fix became increasingly anxious, Passepartout did everything he could to encourage his master, and Aouda watched over Fogg with quiet, constant concern. They crossed America's vast landscape, passed the Great Lakes, and entered the busy stretch of the eastern states.

Arrival in New York: December 11th

The group arrived in New York City at 11:45 a.m. on December 11th—an extraordinary recovery considering the Sioux attack.

Fogg rushed to the docks, certain that he would catch the White Star liner *China*, scheduled to sail for Liverpool at 12:00 p.m. He believed he had fifteen minutes to spare.

The docks were chaotic. After pushing through the crowds, Fogg reached the correct terminal—only to see the *China* already steaming out of the harbor, its funnels trailing thick smoke.

He had missed it by forty-five minutes.

This was the worst disaster yet. The next transatlantic ship would not depart for a week. Fogg could not afford even a single day's delay. His face momentarily showed distress, but only for a heartbeat.

"We must find another means," he said simply.

The Desperate Purchase of the *Henrietta*

Fogg guided Aouda and Passepartout to a small hotel and immediately began inspecting the docks for any ship capable of crossing the Atlantic.

At last, he found one: a three-masted schooner called the *Henrietta*, anchored at Pier 11. It was small but strong, built for speed and used mainly for pilot duty or swift cargo runs.

Its captain, Andrew Speedy, was a grizzled, irritable man with little patience for negotiation.

"Captain Speedy," Fogg said "I wish to charter your vessel to Liverpool."

Speedy burst into loud laughter.

"To Liverpool? The *Henrietta* is bound for Bordeaux—and she'll not change course for any price."

Fogg immediately presented his famous bag of money.

"Two thousand pounds to take us to Liverpool."

Speedy refused. He had a contract for Bordeaux.

Fogg raised the offer.

"Two thousand to take us to Bordeaux, and another two thousand to take us on to Liverpool."

The captain, stunned by the enormous sum, agreed—but only to take them as passengers and only on the Bordeaux route. Fogg paid at once and returned for his companions.

That evening, the four boarded the *Henrietta*. Captain Speedy, though enriched, was irritable and deeply suspicious.

The Mutiny and the Fire

The *Henrietta* sailed from New York on the night of December 11th. Fogg soon realized that Captain Speedy would never willingly divert toward Liverpool. So he prepared an even bolder plan.

Two days later, he approached the captain.

"I wish to buy your ship," he said calmly.

Speedy refused.

Fogg increased his offer: £800 per mast, plus the value of the hull.

Speedy refused again.

Realizing negotiation was hopeless, Fogg quietly spoke with the crew. Tempted by generous bonuses, they agreed to support him.

Fogg invited Captain Speedy to his cabin to rest and talk. He offered him a very strong herbal

tea that made the captain feel extremely tired, and he soon fell into a deep sleep. While Speedy was unconscious, Fogg took control of the ship. He ordered the crew—now loyal to him because of his authority—to change course toward Liverpool. The captain woke up two days later, locked in his cabin and furious, but unable to stop what had happened.

Burning the Ship for Steam

Mid-Atlantic, another crisis struck: the coal was running low. Strong headwinds consumed fuel at a rapid pace. The engineer warned Fogg that they would never reach Ireland—not with the remaining coal.

Fogg made his most astonishing decision yet.

He called Captain Speedy, now defeated, and said:

“I will pay you one thousand pounds for the remainder of your vessel—everything except the engine and iron framework.”

He intended to burn the ship itself.

Speedy, overwhelmed by the money and the madness of the plan, accepted. Fogg immediately ordered the crew to break down the wooden masts, cabins, deck structures, and railings. All were fed into the furnace.

The *Henrietta* became a roaring furnace blazing across the Atlantic. The ship grew lighter and faster but also smaller with every hour. By the time they sighted the Irish coast, only an iron shell remained.

They reached Queenstown Harbor on the morning of December 20th. Fogg sold the remaining iron hull to a trader and hurried with his companions by train to Dublin. From there they crossed the Irish Sea on a fast ferry and reached Liverpool on the morning of December 21st.

Fogg checked his watch: 11:40 a.m. He still had nine hours and five minutes to reach the Reform Club.

As they stepped onto the platform, a rare, fleeting smile touched Fogg’s lips. He had done it. He had returned to England in time.

Values in This Chapter

- **Respect for the law:** Fogg follows the officers without resistance, showing discipline and acceptance of legal authority.
- **Using wealth responsibly:** Fogg pays an enormous bail not to show off, but to save time and protect his companions.
- **Moral courage:** Fogg proves that saving a life is more important to him than winning challenge or gaining praise.
- **Honesty and responsibility:** Passepartout admits his mistake openly, without excuses, accepting the consequences of his actions.

The Final Hour: Arrest, Proposal, and Victory



The morning air in Liverpool was fresh, scented with the smell of coal smoke from the crowded docks. Phileas Fogg, Aouda, Passepartout, and Detective Fix stepped onto the platform of the busy Liverpool train station on Saturday, December 21st. Fogg's eyes scanned the horizon with his usual calm precision, already calculating connections to London. The journey around the world had brought him back to British soil with barely nine hours to spare before his 8:45 p.m. deadline at the Reform Club.

Fix, his patience exhausted after months of following Fogg across continents, saw his opportunity. With a heavy hand, he clapped Fogg on the shoulder. "Mr. Phileas Fogg," he declared, voice sharp with authority, "you are under arrest!"

Fogg, unshaken by storms, shipwrecks, and hostile lands, felt a rare flicker of tension cross his usually calm face. Passepartout, boiling with anger, lunged at Fix. “Ah, Monsieur Fix! You knew it all along! You traitor!”

“Passepartout, calm yourself,” Fogg said, his voice steady. “We must submit to the law.”

Fix hurried Fogg to the Custom House for formal detention, leaving Aouda and Passepartout heartbroken on the platform. Fogg’s fortune seemed lost, his honor questioned, and his precise plans threatened by an unjust accusation.

Imprisonment and Despair

Inside the stark, quiet cell, Fogg was fingerprinted, booked, and left alone. He sat with perfect calmness, though his mind raced through the chain of events that had led him here. He glanced at his watch: 1:30 p.m. Time, which he had measured so precisely, now mocked him. Outside, Passepartout and Aouda waited anxiously. Aouda, though unfamiliar with English law, felt the weight of guilt. “It is because of me,” she whispered to Passepartout. “He risked everything for my safety, and now he suffers.”

Passepartout’s loyalty weakened for the briefest moment. Could his master truly be a criminal? Yet deep down, he knew Fogg’s honor was absolute.

The True Culprit and Fogg’s Release

At 5:30 p.m., Fix returned, pale and shaken. “Sir,” he said, “there has been a grave mistake. The real Bank of England robber, James Strand, was arrested in Brighton seventy-two hours ago. The money has been recovered.”

Fogg raised an eyebrow, calm as ever. “You may leave, Mr. Fix. The warrant is no longer valid.” Fogg retrieved the 2,000 pounds lost in Calcutta from his travel funds and handed it to Fix, ensuring responsibility was acknowledged without hatred. Fix left, defeated and embarrassed, while Fogg prepared for the final leg of his journey.

The Race to London

At 5:35 p.m., Fogg, Aouda, and Passepartout hurried to arrange a special train to London. The station buzzed with activity, and the delay of the private engine tested their nerves. Fogg watched his chronometer with precision, calculating every second.

The train roared through the countryside, past rivers and towns, while Fogg’s mind remained fixed on the Reform Club. They arrived at London’s terminus at 8:40 p.m., leaving just five minutes to reach the brass doors of the Club. A cab was hailed, and the streets of London blurred past them in a rapid motion.

The Twist of Fate: The Lost Day

Passepartout, racing through the streets, realized something astonishing: by crossing the International Date Line eastward, they had gained a day. The Club's members believed it was Saturday, December 21st, but in reality, it was still Friday, December 20th.

At 8:44 p.m., Fogg stepped into the Reform Club. The five members stared in disbelief as Fogg calmly announced, "Gentlemen, I am here." He had arrived with one minute to spare, completing his journey in seventy-nine days, twenty-three hours, and fifty-nine minutes.

The Aftermath: Ruin and Proposal

The next day, Fogg settled the accounts. The journey had cost £19,000, leaving him only a small portion of his original fortune. Fogg proposed to Aouda, saying, "It would be a great honor for me if you became my wife." The wedding was arranged for the following morning, December 23rd, bringing a happy conclusion to the extraordinary eighty-day journey.

Values in This Chapter

- **Respect for the law:** Fogg submits to arrest calmly, demonstrating discipline and honor despite unjust accusations.
- **Patience and composure:** He remains poised under imprisonment and the looming deadline.
- **Loyalty and devotion:** Passepartout and Aouda supported Fogg emotionally.
- **Integrity and fairness:** Fogg holds Fix accountable for financial losses without hatred.
- **Love and selflessness:** Fogg prioritizes Aouda's happiness over his own wealth or pride.
- **Perseverance and ingenuity:** Fogg overcomes temporal and logistical challenges to triumph.

Questions on Chapters

Chapter 7

Arrest and Rescue: From Calcutta to Hong Kong

• Answer the following questions:

1. Why do you think Phileas Fogg insisted that Aouda remain with him?

.....

2. How do you think the bail amount changed the mood in the courtroom?

.....

3. What does Phileas Fogg's silence in court suggest about his confidence?

.....

4. How do you think Detective Fix felt when the bail was accepted?

.....

5. Why did Phileas Fogg say that saving a life was worth more than time?

.....

Chapter 8

Deception and Departure : Hong Kong and Yokohama

• Answer the following questions:

1. Why did Phileas Fogg feel responsible for Aouda?

.....

2. Why was missing the Carnatic a serious problem?

.....

3. Why did Passepartout panic when they missed the Carnatic, while Phileas Fogg remained calm and controlled?

.....

4. Why did Phileas Fogg reward John Bunsby generously?

.....

5. Why do you think Passepartout joined the acrobats?

.....

Chapter 9

Pacific Passage and Peril: Japan to San Francisco

• Answer the following questions:

1. Why is Fogg unimpressed by San Francisco?

.....

2. Explain why Detective Fix decided to aid Fogg in speeding up the journey across the Pacific.

.....

3. How does Fix's change of strategy reflect irony?

.....

4. What does Fogg's diary symbolize in this chapter?

.....

Chapter 10

Rail Across America: San Francisco to New York

- Answer the following questions:

1. Why does the journey across America represent a major challenge for Phileas Fogg?

.....

2. Why is the decision to cross the bridge at full speed significant?

.....

3. What does Fix's cooperation during the attack suggest?

.....

4. How does Aouda influence Phileas Fogg emotionally?

.....

Chapter 11

The Race for the Henrietta : New York to Liverpool

- Answer the following questions:

1. How does the rescue mission change the course of the journey?

.....

2. How does the wind-sledge symbolize Phileas Fogg's character?

.....

3. Why is missing the China described as the worst disaster yet?

.....

4. Why is Captain Speedy difficult to negotiate with?

.....

5. How does money influence events aboard the Henrietta?

.....

Chapter 12

The Final Hour: Arrest, Proposal, and Victory

• Answer the following questions:

1. Why is Fogg’s calm reaction to the arrest important to the chapter’s message?

.....

2. What does Passepartout’s anger reveal about loyalty in the chapter?

.....

3. What does Fix’s mistake show about human judgment?

.....

4. Why does Fogg say, “We must submit to the law”?

.....

5. How does Fogg’s calm reaction reflect his values during the crisis of arrest?

.....

Notes

Notes

Notes



English

Secondary Two - Term 2

Academic Year: 2025/2026

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Editorial Note

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

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١٣٦ صفحة	٤ لون	١٨٠ جم كوشيه	٧٠ جم ورق أبيض	٢٧ × ١٩ سم



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