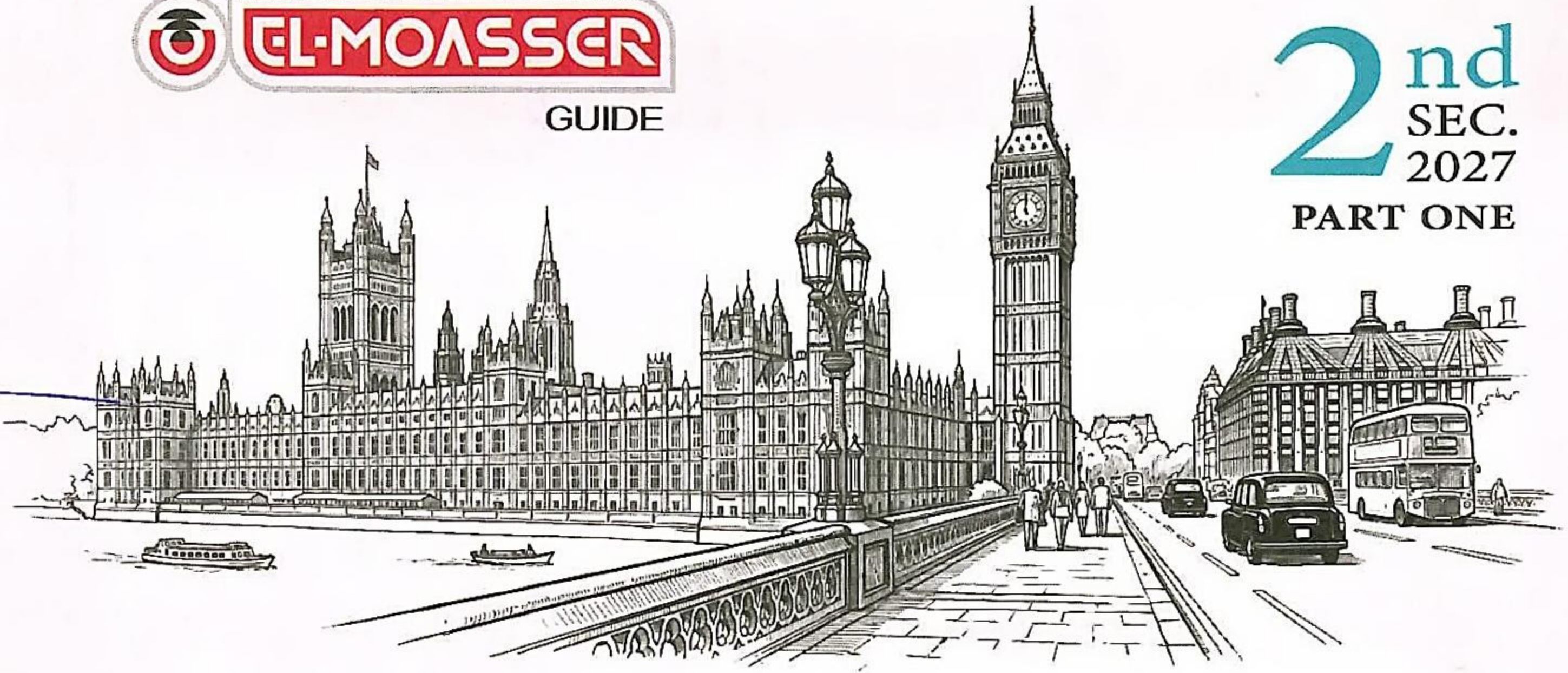




THE NOVEL: THE LOST WORLD

ENGLISH

EGYPTIAN
BACCALAUREATE



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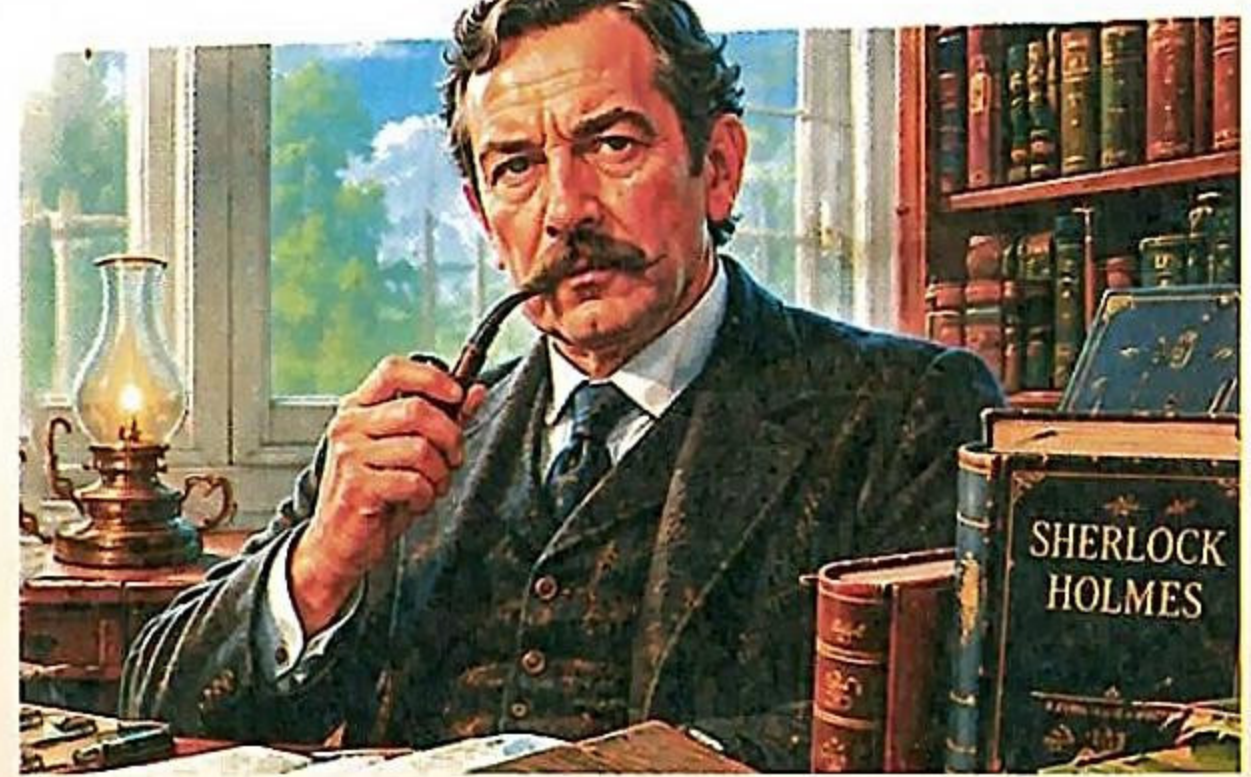
THE LOST WORLD

At a Glance

1

ABOUT THE WRITER

- Arthur Conan Doyle (1859 – 1930)
- Scottish writer and physician
- Creator of Sherlock Holmes
- The Lost World (1912):
science, danger and courage



2

SETTING

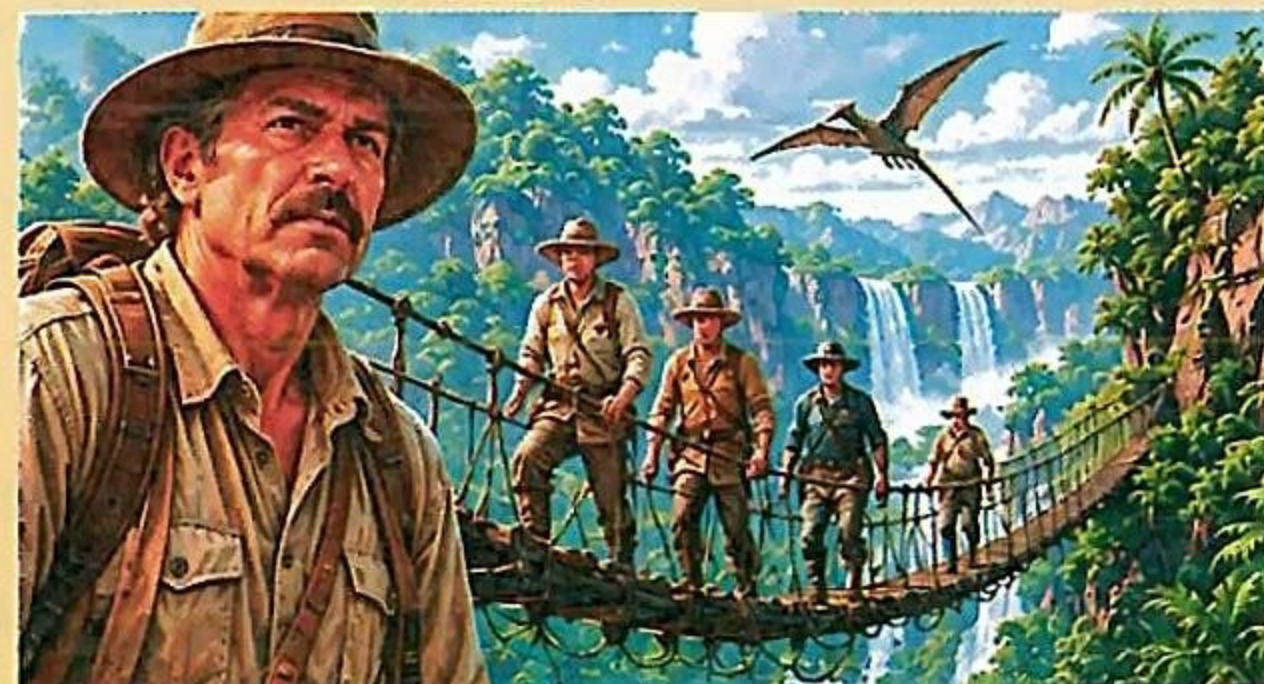
- London
- South American forest
- A hidden plateau of red cliffs and a rock tower
- Lake Gladys, Fort Challenger and the Accala caves.



3

PLOT

- Malone accepts a difficult assignment
- The expedition investigates the hidden plateau
- The bridge is destroyed
- The explorers escape and return with proof.



4

THEMES

- Courage and responsibility
- Evidence and truth
- Teamwork and loyalty
- Discovery, caution and personal growth



THE LOST WORLD

Main Characters

1 EDWARD MALONE

- First-person narrator of the expedition
- Gladys's challenge leads him to investigate Challenger.
- He learns that courage is responsible action when fear is real.



2 PROFESSOR CHALLENGER

- Claims prehistoric life survives on a hidden plateau
- Brilliant and determined, but often forceful
- His living pterodactyl becomes public proof.



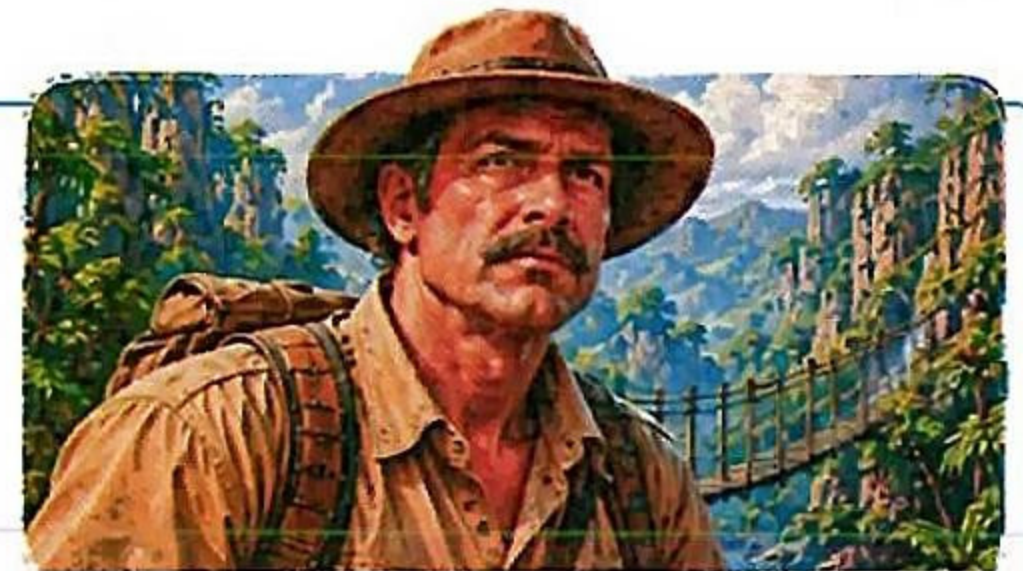
3 PROFESSOR SUMMERLEE

- Doubts Challenger's extraordinary claim
- Insists that scientists need reliable evidence
- Seeing the creatures changes his opinion.



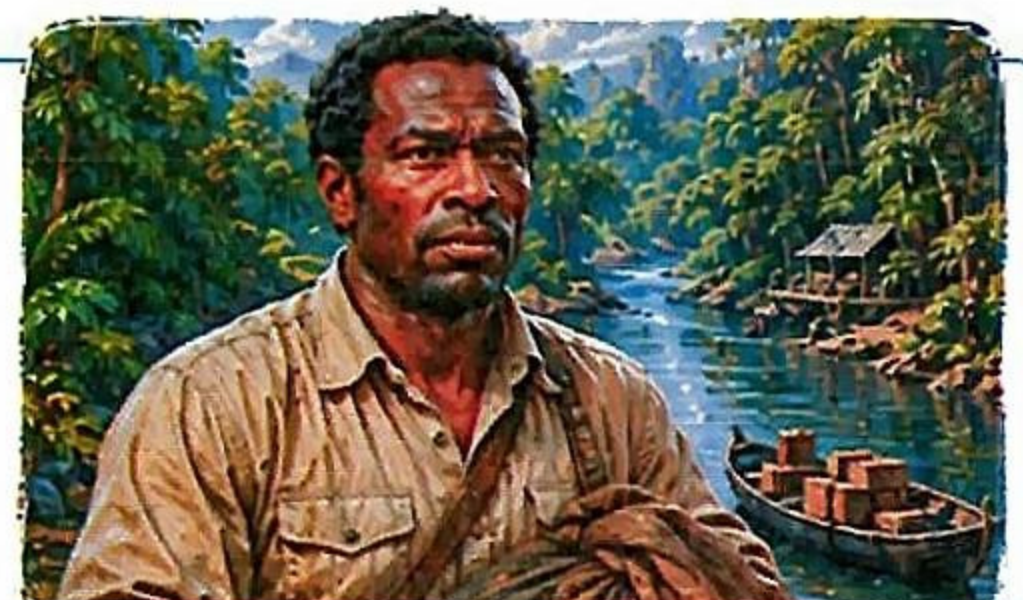
4 LORD JOHN ROXTON

- Calm, practical and courageous in danger
- His experience helps the group survive.
- He chooses further exploration over a quiet life.



5 ZAMBO

- Remains below after the tree bridge is destroyed
- Sends supplies to the trapped explorers
- His rescue party shows loyalty and teamwork.





تنويه
SB علامة
تشير إلى
تدريبات كتاب
الطالب

CHAPTER

1

A Dream of Adventure

https://t.me/cc_N77

I VOCABULARY

aggressive (adj)	عدواني	evidence (n)	دليل / أدلة
appointment (n)	موعد	exact (adj)	دقيق / محدد
assignment (n)	مهمة	extraordinary (adj)	غير عادي
brave (adj)	شجاع	pretend (ed) (v)	يتظاهر
challenge (n)	تحدي	purpose (n)	هدف
claim (ed) (v), (n)	يدعي - ادعاء	reporter (n)	صحفي
courage (n)	شجاعة	reveal (ed) (v)	يكشف
study(n)	مكتب العمل أو الدراسة	sensible (adj)	عاقل
demand (ed) (v)	يطلب بلهجة أمر	technical (adj)	تقني / متخصص
editor (n)	محرر	zoologist (n)	عالم حيوان

II CHAPTER ONE IN POINTS

1. Edward Malone was a young reporter on the Daily Gazette in London.
2. He asked Gladys Hungerton to marry him.
3. Gladys said she could love a man who had done something brave.
4. Malone wanted a challenge to give his life a clearer purpose.
5. He asked his editor, Mr McArdle, to send him on a dangerous assignment.
6. Mr McArdle suggested an interview with Professor George Edward Challenger.
7. Professor Challenger returned from South America with extraordinary stories about unknown animals.
8. Challenger hated journalists and often threw reporters out of his house.
9. Malone copied a complicated sentence from Challenger's paper and wrote him a letter pretending to be a young student.
10. Challenger gave Malone an appointment for eleven o'clock on Wednesday morning.
11. Malone entered the study and met Professor Challenger, who sat behind a wide desk covered with books, maps, fossils, and papers.

A Dream of Adventure

My name is Edward Malone, and at the time this story began I was a young reporter on the Daily Gazette in London. I was twenty-three, full of energy, and certain that a great life was waiting for me. The problem was that I had no idea how to begin it. There was also Gladys Hungerton. I admired her more than anyone I had ever met, and one evening I finally asked her to marry me. She did not laugh at me or become angry. Instead, she looked serious and told me that she valued our friendship but did not love me in the way I hoped.

Gladys said, "I love a man who has done something brave **1**."

Someone who has faced danger, traveled into the unknown, and proved that he can act when it matters." I tried to joke. "So I must discover a new country before you will consider me?"

Suggested Questions

- 1 What qualities did Gladys admire in the kind of man she could love?

"Not for me," she replied. "If a man is truly brave, he does not act just to impress someone else. He acts because courage is part of his character." Her words stayed with me. I left her house feeling disappointed, but also strangely excited.

London suddenly seemed too safe. I wanted a challenge - something that would test me and give my life a clearer purpose **2**.

Suggested Questions

- 2 What kind of challenge did Malone want?

The next evening I went straight to my editor, Mr McArdle. He was an experienced newspaper man **3** who had seen every kind of young reporter. When I asked him to send me on a dangerous assignment, he pushed his glasses up and stared at me.

Suggested Questions

- 3 Who was Mr McArdle?

"You want danger?" he said. "Most sensible people want to avoid it." "I want a real story, sir. Something difficult."

He studied me for a moment, then smiled. "Perhaps I do have a job for you. Have you heard of Professor George Edward Challenger?"

Of course I had. Almost everyone in the newspaper world knew his name.

Challenger was a famous zoologist, brilliant but extremely difficult. He had recently returned from South America with an extraordinary story

Suggested Questions

- 4 What did Challenger bring back from South America?

about unknown animals **4**. When scientists questioned him, he refused to give clear details. When reporters tried to interview him, he often threw them out of his house – sometimes literally.

“Do you want me to interview him?” I asked.

“If you can get through the front door,” McArdle replied. “Two years ago Challenger traveled alone through a little-known part of South America. He came back claiming that something remarkable had happened. He had damaged photographs, strange sketches, and a few pieces of evidence, but he would not reveal the exact place. Most people think he is either mistaken or lying. Find out which.”

This was exactly the kind of chance I had been looking for. Yet there was one problem: Challenger hated journalists **5**. If I arrived honestly and said I worked for the Gazette, the interview would probably end before it began.

Suggested Questions

- 5** Why did Malone decide not to introduce himself as a journalist to Challenger?

That night I went to the Savage Club, where many writers and scientists met. I found my friend Tarp Henry, who worked for a scientific journal, and asked what he knew about Challenger.

“He is clever,” Henry said, “but impossible. He argues with everyone. At a scientific meeting in Vienna he almost started a battle over a theory of evolution. If you want to speak to him, do not mention newspapers.”

That gave me an idea. I asked Henry to find Challenger’s latest scientific paper. It was full of technical language I barely understood, but I copied one complicated sentence and used it in a letter. I pretended to be a young student who admired Challenger’s work but had a question about one of his arguments.

Henry read the letter and laughed. “You are taking a risk, Malone. He may realize at once that you know nothing about the subject.”

“I only need to get inside his study,” I said. “After that, I will take my chance.” Two days later a reply arrived. The handwriting looked as aggressive as the man himself. Challenger wrote that my question showed poor understanding, but he was willing to explain the matter in person. He gave me an appointment for eleven o’clock on Wednesday morning.

I should have been nervous. Instead, I felt as if my real life had finally begun. On Wednesday I traveled to Professor Challenger’s large house in Kensington **6**. A quiet servant named Austin opened the door. Before he could take me to the study, a small, lively woman stopped me in the hall.

Suggested Questions

- 6** Where was Professor Challenger’s house?

“You have come to see my husband?” she asked. “Yes, Mrs Challenger.” She lowered her voice. “Then I should warn you. George is a perfectly impossible person. If he becomes angry, do not argue too long.”

A deep voice suddenly roared from behind a closed door. Austin opened it, and I entered. Professor Challenger sat behind a wide desk covered with books, maps, fossils, and papers.

He was shorter than I expected, but enormously broad. His black beard spread across his chest, and his sharp grey-blue eyes seemed to measure every weakness in me.

“Well?” he demanded. “You are the young man who has difficulty understanding plain science?” I had entered looking for adventure. I had found it sooner than I expected.



IV

QUESTIONS & ANSWERS

1 Classified open-ended questions with model answers

• Answer the following questions:

1 Understand

1. **SB** Explain how Gladys's idea of courage changes Malone's plans for his future.

اشرح كيف غيّرت فكرة "Gladys" عن الشجاعة خطط "Malone" لمستقبله.

- Her idea makes him want to leave his safe, ordinary life and seek a challenge that will test him and give his life a clearer purpose.

- لقد جعلته فكرتها يريد أن يترك حياته الآمنة المعتادة ويبحث عن تحدٍّ يختبره ويمنح حياته هدفاً أوضح.

2. **SB** Why does Malone ask Mr McArdle to give him a dangerous assignment?

لماذا يطلب "Malone" من السيد "McArdle" أن يعطيه مهمة خطيرة؟

- He wants a real and difficult story because he is looking for adventure, a test of courage, and a clearer purpose.

- يريد قصة حقيقية وصعبة لأنه يبحث عن المغامرة واختبار الشجاعة وهدف أوضح في الحياة.

3. **SB** Explain why Malone writes to Professor Challenger as if he understands Challenger's scientific work.

وضح لماذا يكتب "Malone" إلى الأستاذ "Challenger" كما لو أنه يفهم عمل "Challenger" العلمي.

- He knows that Challenger hates journalists, so he pretends to be an interested student to get into his study and obtain an interview.

- يعرف "Malone" أن "Challenger" يكره الصحفيين، لذلك يتظاهر بأنه طالب مهتم لكي يدخل مكتبه ويحصل على مقابلة.

4. Why does Mrs Challenger warn Malone before he enters the study?

لماذا تحذر السيدة "Challenger" "Malone" قبل أن يدخل المكتب؟

- Because she knows that her husband can become very angry and difficult to argue with.

- لأنها تعرف أن زوجها قد يغضب كثيرًا ويصعب الجدل معه.

2 Analyze

5. If you were Malone, how could you prepare honestly for an interview with a difficult scientist?

لو كنت مكان "Malone"، كيف يمكنك الاستعداد بصدق لإجراء مقابلة مع عالم يصعب التعامل معه؟

- I could read reliable information about the scientist's work, prepare clear questions, introduce myself honestly, and listen carefully.

- يمكنني قراءة معلومات موثوقة عن عمل العالم، وإعداد أسئلة واضحة، والتعريف بنفسني بصدق، والاستماع بعناية.

6. Compare Malone's first idea of courage with Gladys's idea of courage.

قارن بين فكرة "Malone" الأولى عن الشجاعة وفكرة "Gladys" عنها.

- Malone first links courage to winning Gladys's admiration through adventure. Gladys sees courage as an inner quality that guides a person's actions.

- يربط "Malone" الشجاعة في البداية بكسب إعجاب "Gladys" من خلال المغامرة. أما "Gladys" فتري الشجاعة صفة داخلية توجه أفعال الشخص.

7. **SB** Analyze what Mr McArdle's reaction to Malone's request reveals about Malone's attitude to danger.

حلل ما تكشفه ردة فعل السيد "McArdle" تجاه طلب "Malone" عن موقف "Malone" من الخطر.

- McArdle's surprise shows that Malone actively wants danger while most sensible people avoid it. Malone sees danger as a way to find purpose and prove himself.

- يكشف استغراب "McArdle" أن "Malone" يسعى إلى الخطر بينما يتجنبه معظم الناس العقلاء. ويرى "Malone" الخطر وسيلة لتحقيق هدف وإثبات نفسه.

8. Analyze the role Tarp Henry plays in helping Malone gain access to Professor Challenger.

حلل دور "Tarp Henry" في مساعدة "Malone" على الوصول إلى الأستاذ "Challenger".

- Henry explains Challenger's personality, warns Malone about the risks, and indirectly helps Malone create the false student letter.

- يشرح "Henry" شخصية "Challenger"، ويحذر "Malone" من المخاطر، ويساعده بصورة غير مباشرة على كتابة رسالة الطالب الغير حقيقي.

9. **SB** How do Mrs Challenger's warning and Challenger's first appearance build suspense at the end of the chapter?

كيف يسهم تحذير السيدة "Challenger" وظهور "Challenger" في زيارته الأول التشويق في نهاية الفصل؟

- The warning makes the reader expect trouble. Then the deep roar, the closed door, and Challenger's frightening appearance make the meeting feel dangerous.

- يجعل التحذير القارئ يتوقع مشكلة. ثم يجعل الصوت العميق والباب المغلق والمظهر المخيف لـ "Challenger" اللقاء يبدو خطراً.

3 Evaluate

10. **SB** Evaluate Malone's decision to use deception in order to get an interview with Challenger. Was his method acceptable? Give reasons.

قيم قرار "Malone" استخدام الخداع للحصول على مقابلة مع "Challenger". هل كانت طريقته مقبولة؟ اذكر أسباباً.

- His aim was understandable because the story was important, but his method was not fully acceptable. Deception may help him gain access, yet it damages trust.

- كان هدفه مفهوماً لأن القصة مهمة، لكن طريقته لم تكن مقبولة تماماً. فقد يساعده الخداع على الوصول، لكنه يضرّ بالثقة.

11. **SB** Evaluate Malone's desire for adventure at this stage. Does it show maturity, impulsiveness, or both? Explain.

قيم رغبة "Malone" في المغامرة في هذه المرحلة. هل تُظهر نضجاً أم اندفاعاً أم كليهما؟ وضح ذلك.

- It shows both. He wants a meaningful challenge, which suggests maturity, but he also acts quickly and wants to impress Gladys, which suggests impulsiveness.

- تُظهر كليهما. فهو يريد تحدياً هادفاً، وهذا يدل على النضج، لكنه يتصرف بتسرع ويريد جزئياً إبهار "Gladys"، وهذا يدل على الاندفاع.

12. Is Gladys's definition of courage convincing? Why?

هل تعريف "Gladys" للشجاعة مقنع؟ لماذا؟

- Yes. It is convincing because true courage should come from character and responsibility, not from a desire for praise.

- نعم. إنه مقنع لأن الشجاعة الحقيقية ينبغي أن تنبع من الشخصية والمسؤولية، وليس من الرغبة في الحصول على المديح.

13. Was Mr McArdle justified in sending a young reporter to meet Challenger?

هل كان "McArdle" محققاً في إرسال صحفي شاب لمقابلة "Challenger"؟

- Maybe he was justified because Malone asked for a difficult assignment, but he should also have considered Challenger's hostility towards reporters.

- كان محققاً جزئياً لأن "Malone" طلب مهمة صعبة، لكن كان ينبغي أن يراعي أيضاً عدا "Challenger" للصحفيين.

14. Which matters more for a reporter: obtaining a story or behaving honestly?

أيهما أهم للصحفي: الحصول على خبر أم التصرف بنزاهة؟

- Honest behavior matters more because reporting must be trustworthy. A story obtained through deception can harm people and reduce public trust.

- السلوك الأمين أهم لأن الصحافة يجب أن تكون موثوقة. فالخبر الذي يُنال بالخداع قد يضرّ بالناس ويقلل ثقة الجمهور.

2 JRE questions and their suggested answers

- Answer the following questions. Justify your answer with clear reasoning and evidence from the chapter.

1. **SB** Is Gladys a positive influence on Malone at the beginning of the story?

أ. هل تُعدّ "Gladys" تأثيراً إيجابياً على "Malone" في بداية القصة؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain how Gladys's words affect "Malone's" choices. وضح كيف تؤثر كلماتها في اختيارات "Malone".
Evidence	Support your answer with at least two details from the chapter. ادعم إجابتك بتفصيلين على الأقل من الفصل.

Suggested answer

Justify	Yes, overall, although her influence is initially intervened with "Malone's" desire to impress her. نعم، بشكل عام، رغم أن تأثيرها عليه في البداية كان مرتبطاً أيضاً برغبة "Malone" في إثارة إعجابها.
Reason	Her definition of courage gives him a clearer goal and pushes him to seek a challenge. يمنحه تعريفها للشجاعة هدفاً أكثر وضوحاً، ويدفعه إلى البحث عن تحدٍ حقيقي.
Evidence	She says bravery means facing danger for reasons of character; afterward, he decides "London" is too safe and asks "Mr. McArdle" for a dangerous assignment. قالت "Gladys" إن الشجاعة تعني مواجهة الخطر بدافع من قوة الشخصية؛ وبعد ذلك يقرر "Malone" أن لندن آمنة أكثر من اللازم، ويطلب من Mr. McArdle مهمة خطيرة.

2. **SB** Is Malone truly ready for the kind of adventure he is seeking by the end of this chapter?

٢. هل "Malone" مستعد حقًا لنوع المغامرة التي يسعى إليها بحلول نهاية هذا الفصل؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain what his actions reveal about his readiness. وضح ما تكشفه تصرفاته عن مدى استعداده.
Evidence	Use evidence from his behavior with "McArdle", "Tarp Henry", or "Challenger". استخدم أدلة من تصرفاته مع "McArdle" أو "Tarp Henry" أو "Challenger".

Suggested answer

Justify	Only partly. إلى حد ما فقط.
Reason	He has energy and initiative, but he is inexperienced and willing to use risky deception. لديه طاقة وروح مبادرة، لكنه يفتقر إلى الخبرة ومستعد لاستخدام الخداع الذي قد يعرضه للمخاطر.
Evidence	He actively seeks a dangerous assignment and consults "Tarp Henry", yet he copies scientific information he barely understands and walks into a meeting after several warnings. يسعى بنفسه إلى الحصول على مهمة خطيرة ويستشير "Tarp Henry"، لكنه في الوقت نفسه ينسخ معلومات علمية لا يكاد يفهمها، ويذهب إلى مقابلة رغم تلقيه عدة تحذيرات.

3. Which explanation best shows why "Malone" changes direction after "Gladys" explains her idea of courage?

٣. أي تفسير يوضح بصورة أفضل لماذا يغير "Malone" اتجاه حياته بعد أن توضح "Gladys" فكرتها عن الشجاعة؟

Justify	State the judgment or interpretation. اذكر الحكم أو التفسير.
Reason	Why does this judgment fit what happens in the novel? لماذا يتفق هذا الحكم مع ما يحدث في الرواية؟
Evidence	Which specific detail best supports your answer? ما التفاصيل المحددة الذي تدعم إجابتك بصورة أفضل؟

Suggested answer

Justify	Her words give "Malone" a new purpose, although his first reaction is partly personal. تمنح كلمات "Gladys" "Malone" هدفًا جديدًا، مع أن رد فعله الأول يكون شخصيًا جزئيًا.
Reason	He connects courage with facing danger and decides that ordinary life in "London" is too safe. يربط الشجاعة بمواجهة الخطر ويقرر أن الحياة العادية في «لندن» آمنة أكثر مما يريد.
Evidence	He leaves disappointed but excited, then asks «Mr. McArdle» for a dangerous assignment. يغادر وهو محبط لكنه متحمس، ثم يطلب من «السيد McArdle» مهمة خطيرة.

4. If "Malone" had introduced himself openly as a reporter at the door, what would be the most suitable response based on what happens to "Challenger"?

٤. إذا قدم "Malone" نفسه عند الباب بصراحة على أنه صحفي، فما الاستجابة الأنسب استنادًا إلى ما يحدث مع "Challenger"؟

Justify	State the judgment or interpretation. اذكر الحكم أو التفسير.
Reason	Explain the main reason behind your judgment. اشرح السبب الرئيسي وراء حكمك.
Evidence	What textual evidence can you use to support the judgment? ما الدليل النصي الذي يمكنك استخدامه لدعم حكمك؟

Suggested answer

Justify	He would probably need another respectful method to earn a hearing. كان سيحتاج على الأرجح إلى وسيلة أخرى محترمة للحصول على فرصة للحديث.
Reason	"Challenger's" hostility to journalists makes a direct, unprepared approach unlikely to succeed. عداء "Challenger" للصحفيين يجعل الاقتراب المباشر من دون استعداد صعب النجاح.
Evidence	Reporters are often thrown out, and "Malone" expects an honest introduction to end the interview before it begins. الصحفيين يُطردون كثيرًا وأن "Malone" يتوقع أن يؤدي التعارف الصريح إلى انتهاء المقابلة قبل أن تبدأ.



Chapter One Summative Questions

• Answer the following questions.

1. Describe Malone's life at the beginning of the chapter.
2. What does Gladys mean by true courage?
3. How does Gladys's response affect Malone?
4. Do you think Malone is satisfied with his life at the beginning of the chapter?
Why/Why not?
5. Do you agree with Gladys's idea of "true courage"? Justify your answer.
6. Was Malone right to ask Mr. McArdle for a dangerous assignment? Justify your answer.
7. Do you think Challenger deserves his reputation for being difficult? Give reasons for your judgment.
8. How reliable do you think Henry's description of Challenger is? Give evidence from the chapter.
9. Do you think Malone's method of getting an appointment with Challenger was clever or dishonest? Justify your judgment.

• JRE Questions

• Answer the following questions. Justify your answers with clear reason and evidence from the novel.

1. By the end of the chapter, do you think Malone has shown true courage or is he mainly trying to impress Gladys? Justify your judgment with evidence from the chapter.

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

Justify	
Reason	
Evidence	

2. Was Mr McArdle right to give Malone the opportunity to meet Challenger?
Justify your answer with evidence from the chapter.

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

Justify	
Reason	
Evidence	

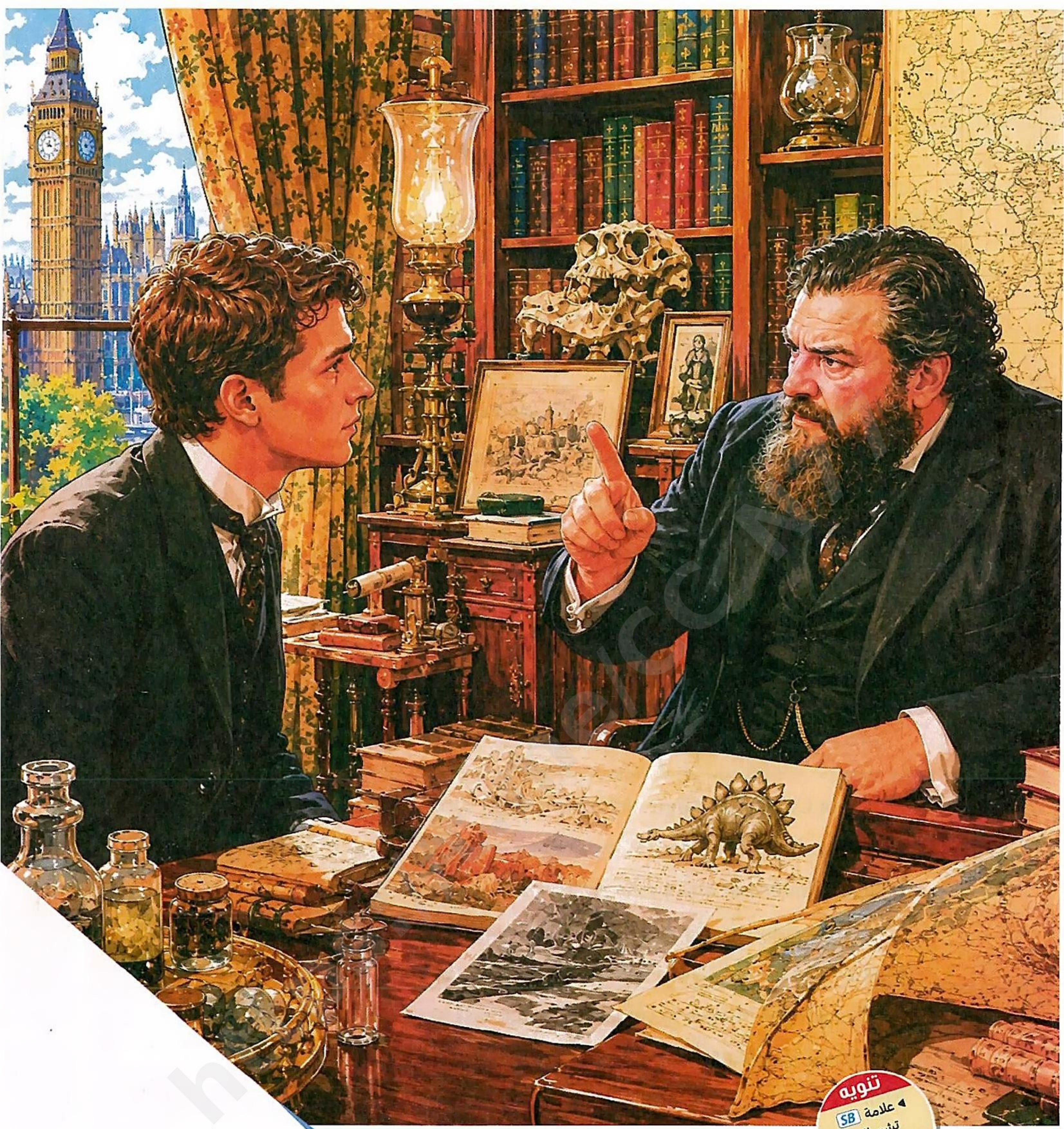
احرص على اقتناء

سلسلة كتب

**المعاصر
الامتحان**

في جميع المواد

للمصف الثاني الثانوي



تنويه
علامه SB
تشير إلى
تدريبات كتاب
الطالب

CHAPTER

2

Professor Challenger's Secret

I VOCABULARY

admit (v)	يعترف	membrane (n)	غشاء
swell (v)	يتورم	plateau (n)	هضبة
attitude (n)	موقف / اتجاه	prehistoric (adj)	من عصور ما قبل التاريخ
cliff (n)	جرف صخري	pterodactyl (n)	تيروداكتيل (ديناصور مُجنح ضخم)
credibility (n)	مصداقية	respect (n)	احترام
dismiss (v)	يرفض / يستبعد	skepticism (n)	شك
belongings (n)	مقتنيات	sketchbook (n)	دفتر رسم
illustration (n)	رسم توضيحي	stegosaurus (n)	ستيغوصور (ديناصور مُضَفَّح أكل للغشب)
isolated (adj)	معزول	theory (n)	نظرية
magnifying glass (n)	عدسة مكبرة	zoology (n)	علم الحيوان

II CHAPTER TWO IN POINTS

1. Professor Challenger asked Malone questions about the scientific article.
2. Challenger realized Malone knew nothing about the subject.
3. Malone admitted he was a reporter for the Daily Gazette.
4. They were struggling in the hallway and landed together on the steps outside.
5. Malone told the policeman he would not press charges.
6. Challenger told Malone to come back inside and promised to show him something.
7. Challenger showed Malone a worn sketchbook found with a dying American named Maple White.
8. The sketchbook showed a line of high red cliffs and a drawing of a prehistoric stegosaurus.
9. Challenger explained that the plateau had been cut off from the surrounding world for an extremely long time.
10. Challenger told Malone about a public lecture at the Zoological Institute the following evening.

Professor Challenger's Secret

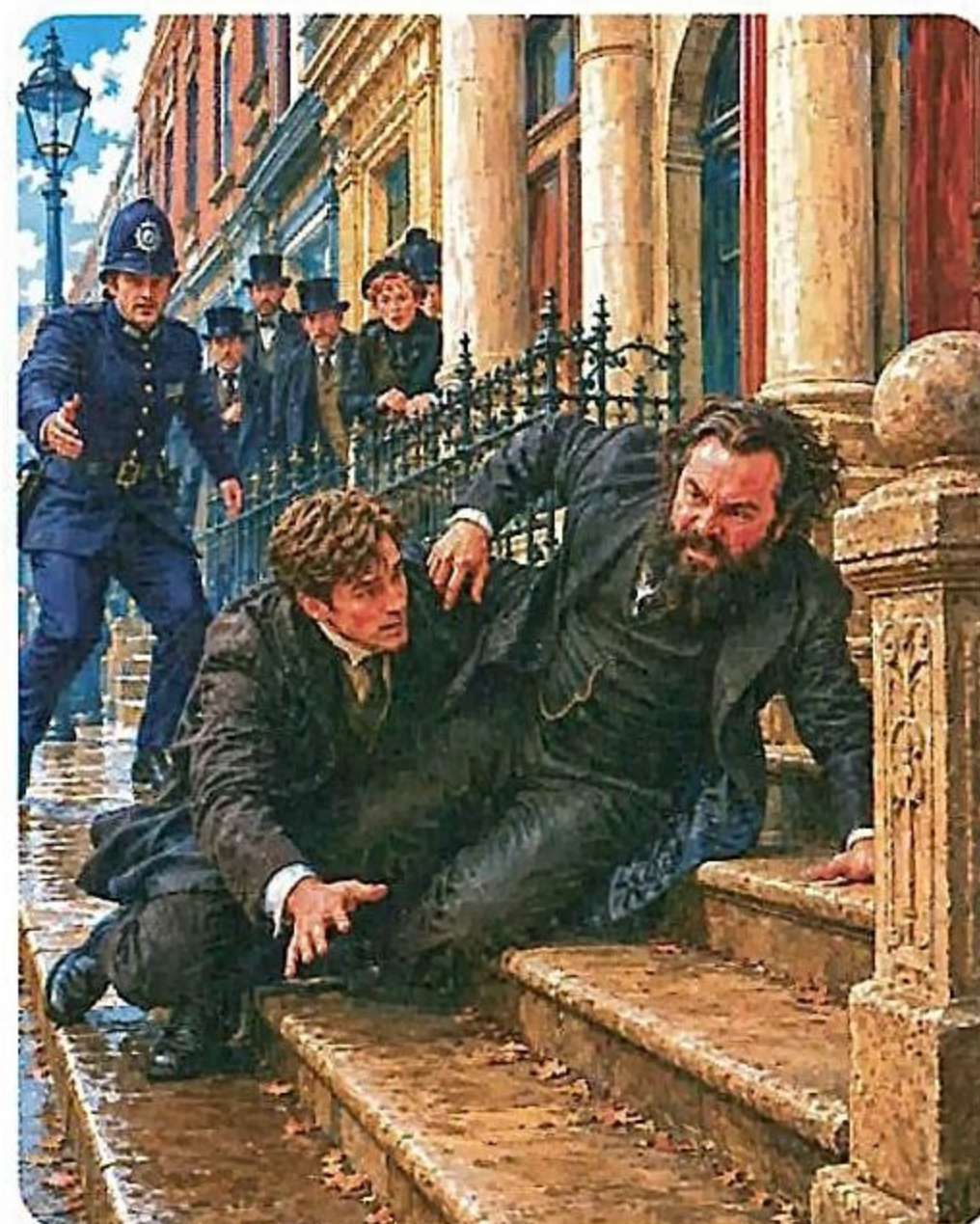
Professor Challenger began by asking me questions about the scientific article I had mentioned in my letter.

At first I tried to answer confidently, but the questions became more technical every minute. "And what do you think of the recent evidence?" he asked. "Very interesting," I said carefully. "Which evidence?" I hesitated.

His eyes narrowed. "You know nothing about this subject."

There was no point pretending any longer. "Very little," I admitted. "Then why are you here?"

I took a breath. "I am a reporter for the Daily Gazette." **1**

**Suggested Questions**

- 1** Who was Malone really ?

For one silent second, nothing happened. Then Challenger rose from his chair like a storm. "A journalist! In my house!" He came towards me. I told him firmly not to touch me. He ignored the warning. A moment later we were struggling in the hallway, crashing into a chair and rolling through the open front door. We landed together on the steps outside.

A policeman hurried over. Several neighbors stopped to watch. "What happened?" the policeman asked.

My eye was beginning to swell, and Challenger's coat was torn. I could easily have made a complaint. Instead, I remembered that I had entered his house under a false name and had deliberately tricked him.

"It was partly my fault," I said. "I will not press charges." The policeman looked surprised, but closed his notebook.

Challenger stared at me. The anger in his face changed into something almost like respect.

"Come back inside," he said.

I followed him, wondering whether I was brave or simply foolish.

Back in the study, Challenger closed the door and became suddenly serious.

“You behaved better than I would expect from a reporter,” he said. “Perhaps I will show you something. But you must promise not to publish it without my permission.” 2

Suggested Questions

- 2 What did Challenger ask Malone to promise ?

I gave him my word. He opened a worn sketchbook. “Two years ago I traveled through the Amazon region to study animal life. In a remote village I found a dying American named Maple White. He had reached the village alone after terrible hardship. He died before I could question him.” Among White’s belongings, Challenger had found the sketchbook. Most of the early pages showed ordinary river scenes, plants, people, and animals. Then the drawings changed.

One picture showed a line of high red cliffs rising above thick forest. 3 The cliffs seemed to form an enormous natural wall. Another showed a separate rock tower standing near them. On top was a tree.

Suggested Questions

- 3 What did one picture in the sketchbook show ?

“A strange landscape,” I said, “but hardly impossible.” “Continue.” The next drawing stopped me. It showed a huge animal with a heavy body, long tail, and plates rising along its back.

“What is that?”

“That,” said Challenger, “is the question. Maple White drew what he saw.” He opened a reference book and showed me an illustration of a prehistoric stegosaurus.

The similarity was remarkable.

“A man can draw anything,” I said. “Of course. Which is why I went to find the place myself.” Challenger explained that he followed White’s route using clues in the sketchbook. After weeks of travel, he found the red cliffs. He could not climb onto the high plateau, but he saw extraordinary creatures there. He took photographs, though most were damaged later in a river accident. 4

Suggested Questions

- 4 Why were most of Challenger’s photographs damaged ?

He showed me one photograph. The image was unclear, but I could see the cliffs and the isolated rock tower. On the tree at the top appeared a large dark shape.

“A bird?” I suggested. Challenger shook his head. “Look more closely.” He handed me a magnifying glass. The creature did have wings, but its outline was unlike any bird I knew.

Then Challenger opened a drawer and removed a long curved bone with a piece of dried membrane attached.

"This was part of the creature's wing," he said. "I shot it, but most of the body was lost in the river accident."

At first I thought it might come from a giant bat. Challenger pointed out the structure of the bone and compared it with a diagram in a zoology book. Slowly I understood what he was saying. "A pterodactyl?" I whispered.

"Exactly. A flying reptile from a prehistoric age." I looked again at Maple White's drawing, the damaged photograph, and the piece of wing. One item alone might have been explained away. Together they were much harder to dismiss. "You really believe prehistoric animals are still alive on that plateau?" "I do not believe," Challenger said proudly. "I know."

He explained his theory. The plateau had been cut off from the surrounding world for an extremely long time. Its high cliffs formed a natural barrier. Plants and animals that disappeared elsewhere might have survived there in isolation.

"Then why not return with other scientists?" I asked.

His expression darkened. He had tried to speak publicly after returning to London, but people had accused him of creating false photographs, and demanded exact directions. Insulted, he had refused to say more. "Yet truth does not become false because fools refuse to accept it," he said. For the first time, I saw more than the rude, explosive man described by the newspapers. Challenger was proud and difficult, but he was also completely certain of what he had seen. I believed that he believed his story. More than that, I was beginning to believe it too.

Before I left, he told me about a public lecture at the Zoological Institute the following evening. A well-known speaker would discuss the history of life on Earth. Challenger expected his South American claims to be mentioned. "Attend if you wish," he said. "You may find the evening educational."

As I stepped into the London street, the ordinary traffic seemed suddenly unreal.

Somewhere beyond the Atlantic, perhaps, there was a high red wall of rock where creatures from millions of years ago still moved through the forest.

I had wanted a great adventure. Now I knew where it might begin.

1 Classified open-ended questions with model answers

• Answer the following questions

1 Understand

1. Why does Challenger become angry when Malone reveals that he is a journalist ?

لماذا يغضب "Challenger" عندما يكشف "Malone" أنه صحفي؟

- Because he believes that journalists and the public laugh at his claims before listening to the evidence.

لأنه يعتقد أن الصحفيين والجمهور يسخرون من أقواله قبل الاستماع إلى الأدلة.

2. **SB** Why does Challenger invite Malone back into the house after their fight ?

لماذا قام "Challenger" بدعوة "Malone" للعودة إلى المنزل بعد شجارهما؟

- Because Malone admits that the fight was partly his fault and refuses to press charges. This changes Challenger's anger into respect.

لأن "Malone" اعترف بأن الشجار كان خطأه جزئياً ورفض رفع دعوى. وهذا حول غضب "Challenger" منه إلى احترام.

3. **SB** Explain Challenger's theory about how prehistoric animals could have survived on the isolated plateau.

اشرح نظرية "Challenger" حول كيفية نجا حيوانات من عصور ما قبل التاريخ على الهضبة المعزولة.

- He believes that the high cliffs cut the plateau off from the surrounding world, allowing plants and animals that disappeared elsewhere to survive in isolation.

إنه يعتقد أن المنحدرات العالية عزلت الهضبة عن العالم المحيط، مما سمح للنباتات والحيوانات التي اختفت في أماكن أخرى بالنجاة في عزلة.

4. Why does Challenger refuse to reveal the exact location of the plateau?

لماذا يرفض "Challenger" كشف الموقع المحدد للهضبة؟

- Because people laughed at him, accused him of faking evidence, and demanded exact directions after his return to London.

يرفض لأن الناس سخروا منه واتهموه بتزوير الأدلة وطالبوه بإرشادات دقيقة بعد عودته إلى "London".

5. Why does Malone begin to believe in Challenger's story?

لماذا يبدأ "Malone" في تصديق قصة "Challenger" ؟

- He sees several connected pieces of evidence and becomes convinced that Challenger is certain and sincere about what he saw.

لقد رأى عدة أدلة مترابطة واقتنع بأن "Challenger" متيقن وصادق بشأن ما رآه.

2 Apply

6. If you were Malone, what would you do after realizing that your false identity had been discovered ?

لو كنت مكان "Malone" ماذا ستفعل بعد أن تدرك أن هويتك الزائفة قد اكتُشفت؟

- I would admit the truth, apologize for the deception, explain my purpose respectfully, and accept responsibility for my actions.

سأعترف بالحقيقة، وأعتذر عن الخداع، وأشرح هدفي باحترام، وأتحمل مسؤولية أفعالي.

7. **SB** Explain how Maple White's sketchbook, the damaged photograph, and the wing fragment support Challenger's claim.

اشرح كيف يدعم دفتر رسم "Maple White" والصورة التالفة وقطعة الجناح فرضية "Challenger".

- The sketchbook shows the cliffs and a prehistoric-looking animal, the photograph shows the same location and a dark winged shape, and the fragment provides physical evidence of an unusual creature.

يُظهر دفتر الرسم المنحدرات وحيوانات تبدو من عصور ما قبل التاريخ، وتُظهر الصورة المكان نفسه وشكلاً داكناً ذا أجنحة، وتقدم القطعة دليلاً مادياً على مخلوق غير عادي.

8. **SB** Analyze how Challenger's difficult personality can make people doubt a story that may actually be true.

حلّل كيف يمكن لشخصية "Challenger" الصعبة أن تجعل الناس يشكّون في قصة قد تكون صحيحة بالفعل.

- His anger and pride make him seem unreliable or defensive. As a result, people may judge his personality instead of examining his evidence fairly.

إن غضبه وكبريائه تجعل الناس يرونه غير موثوق أو دفاعياً. ونتيجة لذلك، قد يحكمون على شخصيته بدلاً من فحص أدلته بشفافية.

9. **SB** Analyze how Malone's attitude changes from skepticism to growing belief.

حلّل كيف يتغير موقف "Malone" من الشك إلى التصديق المتزايد.

- At first, Malone says that a man can draw anything and suggests that the creature is a bird or a bat. After seeing the connected evidence and Challenger's certainty, he begins to believe the story.

- في البداية، يقول "Malone" إن الرجل يمكن أن يرسم أي شيء، ويقترح أن المخلوق طائر أو خفاش. وبعد رؤية الأدلة المترابطة ويقتنع "Challenger"، يبدأ في تصديق القصة.

10. **SB** Why are the different pieces of evidence more convincing together than any one piece would be alone ? لماذا تكون الأدلة المختلفة مجتمعة أكثر إقناعاً مما تكون عليه أي قطعة منفردة؟

- Each item alone could be explained in a way, but the drawing, photograph, and wing fragment support the same idea from different directions.

يمكن تفسير كل عنصر منفرد بتفسير آخر، لكن الرسم والصورة وقطعة الجناح تدعم الفكرة نفسها من جوانب مختلفة.

11. Compare Challenger's reaction in front of the policeman with his reaction after Malone refuses to press charges.

قارن بين رد فعل "Challenger" أمام الشرطي وردّه بعد أن يرفض "Malone" رفع دعوى.

- At first, Challenger is angry and violent. After Malone accepts part of the blame, Challenger becomes respectful, serious, and willing to share his secret.

في البداية، يكون "Challenger" غاضباً وعنيفاً. وبعد أن قبل "Malone" أن يتحمل جزءاً من اللوم، أصبح "Challenger" محترماً وجاداً ومستعداً لمشاركة سره.

12. Was Malone's decision not to press charges a wise one?

هل كان قرار "Malone" بعدم رفع دعوى قراراً حكيماً؟

- Yes. He recognized that he had deceived Challenger and accepted responsibility. His decision also helped calm the situation and led to a more honest conversation.

نعم، فقد أدرك أنه خدع "Challenger" وتحمل المسؤولية. كما ساعد قراره على تهدئة الموقف وأدى إلى حديث أكثر صدقاً.

13. SB Evaluate Challenger's decision to keep the exact location of the plateau secret. Was he justified? Give reasons.

قيم قرار "Challenger" إبقاء الموقع المحدد للهبضة سراً. هل كان مبرراً؟ قدم أسباباً.

- He was partly justified because people had laughed at him and might misuse the location. However, keeping it secret also makes scientific testing difficult and increases doubt.

كان مبرراً جزئياً لأن الناس سخروا منه وقد يسيئون استخدام الموقع. لكن إبقائه سراً يجعل الاختبار العلمي صعباً أيضاً ويزيد الشك.

14. SB Evaluate the effect of Challenger's violent behavior on his scientific credibility. Does it weaken his case? Explain.

قيم أثر سلوك "Challenger" العنيف في مصداقيته العلمية. هل يضعف أطروحته؟ وضح ذلك.

- Yes, it weakens his credibility because it makes him appear uncontrolled and hostile. However, his behavior does not automatically make his evidence false.

نعم، يضعف سلوكه مصداقيته لأنه يجعله يبدو غير مسيطر على نفسه وعدائياً. لكن سلوكه لا يجعل أدلته كاذبة تلقائياً.

15. Is Malone justified in starting to believe Challenger? Why / Why not ?

هل كان "Malone" مُحققاً في البدء بتصديق "Challenger"؟ لما / لما لا ؟

- Yes, cautiously. The evidence isn't perfect, but several items support one another, and Challenger seems genuinely certain about what he saw.

نعم، ولكن بحذر. الأدلة ليست كاملة، لكن عدة عناصر تدعم بعضها بعضاً، ويبدو "Challenger" متيقناً بصدق مما رآه.

16. Should Challenger have spoken more calmly to critics in London? Why / Why not ?

هل كان ينبغي على "Challenger" أن يتحدث بهدوء أكبر مع منتقديه في "London"؟ لما / لما لا ؟

- Yes. A calm explanation and openness to questions would have helped people focus on the evidence instead of his temper.

نعم. كان الشرح الهادئ والانفتاح على الأسئلة سيساعدان الناس على التركيز في الأدلة بدلاً من مزاجه الحاد.

2 JRE questions and their suggested answers

- Answer the following questions. Justify your answers with clear reason and evidence from the chapter.

1. Is Malone justified in believing Challenger by the end of the chapter?

أ. هل كان "Malone" مُحققاً في تصديق Challenger بحلول نهاية الفصل ؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain why the evidence changes, or fails to change, Malone's view. اشرح لماذا غيرت الأدلة وجهة نظر Malone أو لم تغيّر.
Evidence	Use specific evidence Challenger shows Malone. استخدم أدلة محددة يعرضها Challenger على مالون.

Justify	Yes, Malone is justified in believing Challenger's claims. نعم، كان Malone مُحققًا في تصديق ادعاءات Challenger.
Reason	Although Malone is initially skeptical of the aggressive professor, the physical and visual evidence Challenger presents logically supports the existence of the lost world. على الرغم من أن Malone كان متشككًا في البداية تجاه الأستاذ العدواني، فإن الأدلة المادية والمرئية التي قدمها Challenger تدعم منطقيًا وجود العالم المفقود.
Evidence	Challenger shows Malone Maple White's sketchbook, which contains a drawing of a stegosaurus, a damaged photograph of the plateau with a strange creature, and a physical wing bone of a pterodactyl. يعرض Challenger على Malone دفتر رسومات Maple White الذي يحتوي على رسم لـ stegosaurus، وصورة تالفة للهضبة يظهر فيها مخلوق غريب، وعظمة جناح مادية لـ pterodactyl.

2. Can Challenger be considered a trustworthy scientist despite his rude and aggressive behavior ?

أ. هل يمكن اعتبار Challenger عالمًا جديرًا بالثقة رغم سلوكه الفظ والعدواني ؟

Justify	State your judgment. اذكر حكمك.
Reason	Separate his personality from the quality of his evidence. افصل بين شخصيته وجودة أدلته.
Evidence	Support your answer with at least two details from the chapter. ادعم إجابتك بتفصيلين على الأقل من الفصل.

Suggested answer

Justify	Yes, Challenger can still be considered a trustworthy scientist despite his bad temper. نعم، لا يزال من الممكن اعتبار Challenger عالمًا جديرًا بالثقة رغم سوء طباعه.
Reason	A person's personality does not determine the validity of their scientific discoveries. Scientific claims should be judged by facts and evidence, not by whether the scientist is polite or friendly. لا تحدد شخصية الإنسان صحة اكتشافاته العلمية. فالحكم على الادعاءات العلمية يعتمد على الحقائق والأدلة، وليس على ما إذا كان العالم مهذبًا أو ودودًا.
Evidence	Challenger has physical evidence such as the pterodactyl wing bone and the photograph. He also offers a logical explanation: the plateau's isolation may have preserved prehistoric life. يملك Challenger أدلة مادية مثل عظمة جناح التيروداكتيل والصورة. كما يقدم تفسيرًا منطقيًا مفاده أن عزلة الهضبة ربما حافظت على حياة من عصور ما قبل التاريخ.



Chapter Two Summative Questions

• Answer the following questions.

1. **Explain:** Why does Malone refuse to press charges against Challenger? What does this reveal about Malone's character?
2. **Analyze:** How does Challenger's attitude towards Malone change after Malone refuses to press charges? What causes this change?
3. **Evaluate:** How important is Maple White to the development of Challenger's discovery? Explain your answer.
4. **Analyze:** How does the contrast between the early pages and the later drawings in Maple White's sketchbook create mystery?
5. **Explain:** What does the unusual animal in Maple White's drawing suggest about what he may have discovered?
6. **Analyze:** How does Challenger's journey along Maple White's route strengthen his belief that the sketchbook is truthful?
7. **Explain:** Why does Challenger use a magnifying glass to examine the photograph? How does it help him support his argument?
8. **Evaluate:** How convincing is Challenger's theory about the plateau? Support your evaluation with evidence from the chapter.
9. **Analyze:** How and why does Malone's opinion of Challenger change by the end of the chapter?

2 JRE questions

• Answer the following questions. Justify your answer with clear reason and evidence from the novel.

1. How do "Challenger's" field journey and "Maple White's" sketchbook work together to produce the case for a lost plateau?

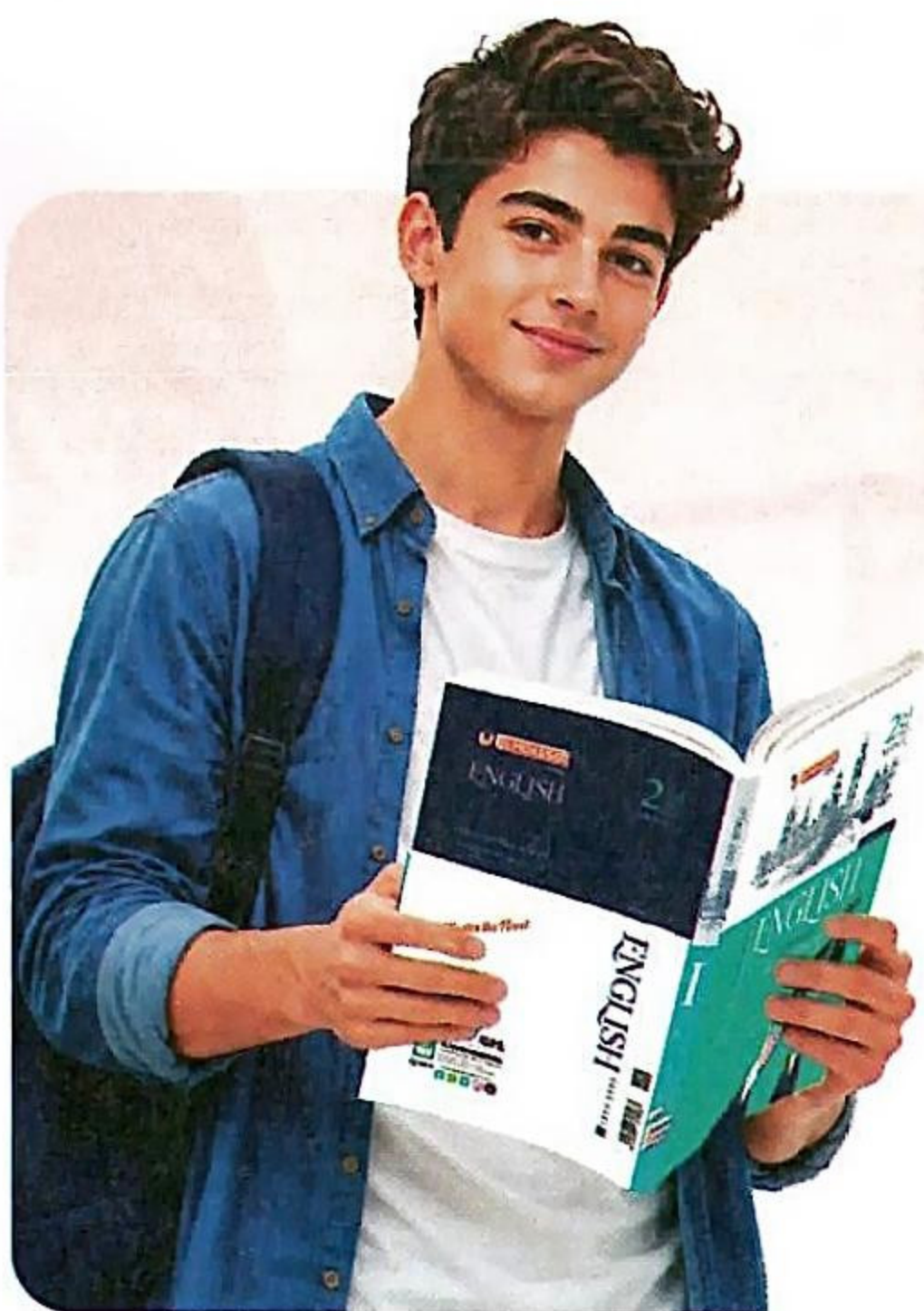
Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

Justify	
Reason	
Evidence	

2. What is the strongest cause of “Malone’s” change of mind: “Challenger’s” personality or the combined evidence?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

Justify	
Reason	
Evidence	



احرص على اقتناء



كتاب

المعاصر

فى اللغة الإنجليزية

البكالوريا المصرية

الجزء الثانى

للف
2
الثانوى



تنويه

علامه SB
تشير إلى
تدريبات كتاب
الطالب

CHAPTER

3

The Expedition Is Chosen

https://t.me/cc_N77

I

VOCABULARY

accept (ed) (v)	يقبل	guide (n)	مرشد
accompany (ied) (v)	يرافق	indigenous	من السكان الأصليين
assignment (n)	مهمة	investigate (d) (v)	يحقّق / يفحص
committee (n)	لجنة	loyal (adj)	مخلص
companion (n)	رفيق	motion (n)	اقتراح
compensate (d) (v)	يعوض	pressure (n)	ضغط
determination (n)	إصرار	skeptical (adj)	متشكك
dispute (n)	خلاف / نزاع	sealed (adj)	مغلق بإحكام
doubt (ed) (v)	يشك	steam launch (n)	قارب بخاري
envelope (n)	ظرف	volunteer (v)	يتطوع
expedition (n)	بعثة / رحلة استكشافية	waterways (n)	ممرات مائية
explorer (n)	مستكشف	willing (adj)	مستعد / لديه الرغبة

II

CHAPTER THREE IN POINTS

1. Professor Challenger stood at once when the speaker mentioned stories of prehistoric creatures surviving in remote regions.
2. Professor Summerlee challenged Challenger and asked him to provide proof that could be tested.
3. Challenger proposed that Summerlee, Roxton, and Edward Malone should form the investigating party.
4. Lord John Roxton told Malone that he knew the Amazon country and had traveled there before.
5. Lord John helped local workers escape from the control of a powerful rubber-trading group led by Pedro Lopez.
6. Over the next weeks they prepared for the expedition, while Professor Summerlee remained openly doubtful about Challenger's claims.
7. They sailed across the Atlantic and reached Brazil, where they hired Zambo, Gomez, Manuel, and several Indigenous boatmen.
8. Their written instructions from Challenger were to be opened at Manaus at exactly noon on 15 July.
9. When they opened the envelope, they found a single sheet of paper that was blank, but Challenger soon walked into the room.
10. Challenger explained that he had secretly traveled to Brazil and planned to guide them into a country that very few outsiders had seen.

The Expedition Is Chosen

The lecture hall of the Zoological Institute was crowded.

Professor Challenger sat near the front, impossible to miss because of his great black beard and powerful build.

At first the lecture was calm. The speaker described how life had changed over millions of years. Then he mentioned stories of prehistoric creatures surviving in remote regions. There was laughter from part of the audience.

Challenger stood at once.

"There is nothing amusing about evidence," he said loudly.

The chairman asked him to sit down, but the room was already excited. Professor Summerlee, a thin, elderly scientist with a sharp face and an even sharper voice, challenged him directly.

"If Professor Challenger has really found living prehistoric animals," Summerlee said, "let him tell us where they are and provide proof that can be tested."

Challenger faced him. "Would you be willing to test it yourself?" The room became silent.

Summerlee lifted his chin. "Yes."

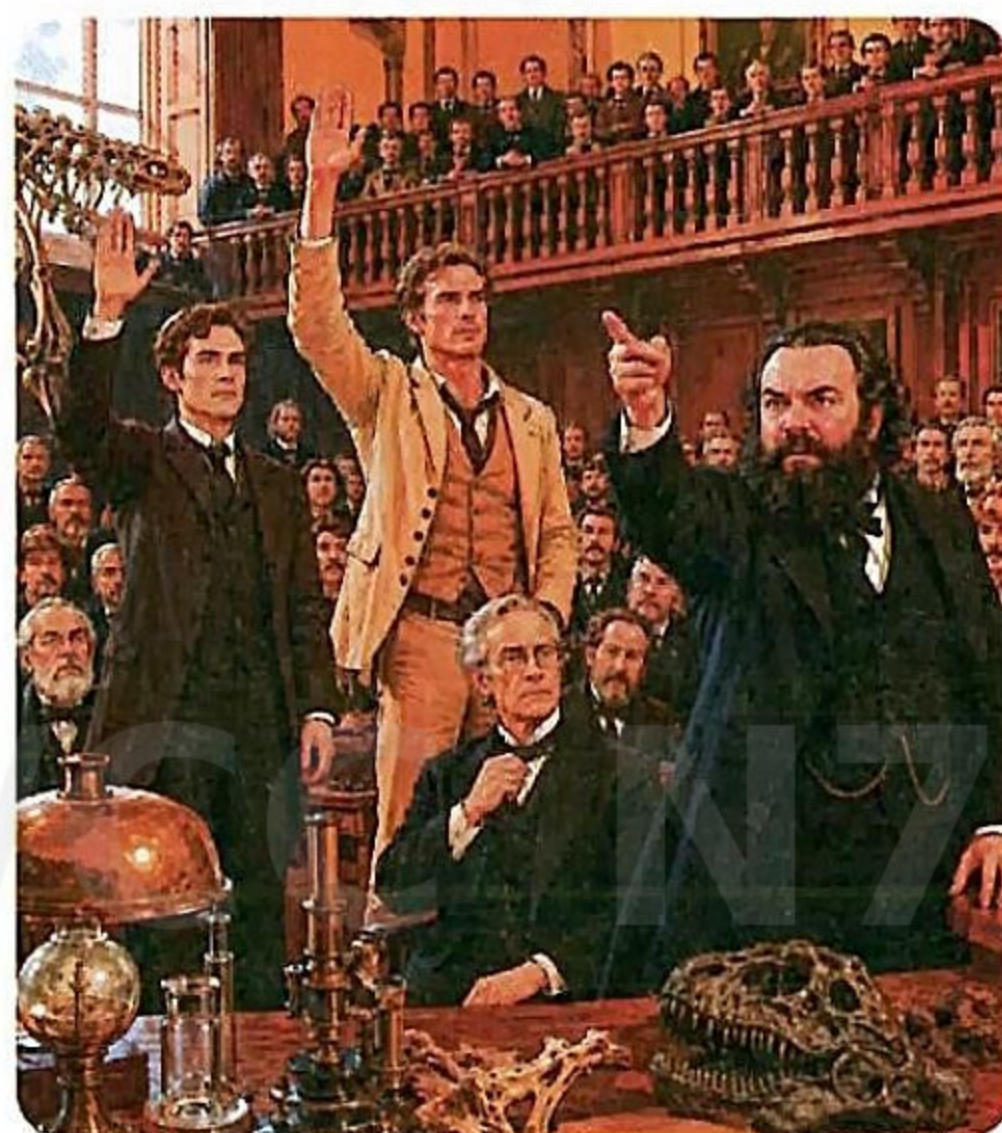
"Then I will give a properly chosen committee enough information to reach the place. You may examine it with your own eyes."

The audience exploded in cheers and questions.

Challenger raised a hand. "Professor Summerlee should not travel alone. The journey will be difficult and dangerous. He will require younger companions. Who volunteers?"

I do not remember deciding to stand. One moment I was seated; the next I was on my feet. "Edward Malone, Daily Gazette," I called. "I volunteer."

Another man stood at almost the same time. He was tall, thin, and sun-browned, with calm blue eyes.



“Lord John Roxton,” he said. “I know the Amazon country and have traveled there before.”

Everyone recognized the name. Lord John was famous as an explorer, sportsman, and hunter 1. Challenger immediately proposed that Summerlee, Roxton, and I should form the investigating party.

Suggested Questions

1 What was Lord John famous as?

The motion was accepted. In a few astonishing minutes, my future had changed completely.

Outside the hall Lord John caught up with me. “So we are to be traveling companions, Mr Malone. Come to my rooms. We should get to know one another.”

His home was full of maps, books, equipment, and trophies from earlier journeys. Yet he spoke without showing off. He wanted to know whether I could shoot, climb, swim, and keep calm under pressure 2.

Suggested Questions

2 What did Lord John want to know about Malone?

“I can learn what I do not know,” I told him.

“Good answer. South America is not a place for a man who thinks he already knows everything.”

Lord John told me that during one of his earlier journeys, he had become involved in a serious dispute with a powerful rubber-trading group led by a man named Pedro Lopez 3. Local workers were being treated unfairly and forced to work under terrible conditions. Lord John helped them escape from the group’s control and brought an end to Lopez’s influence in the area.

Suggested Questions

3 Who led the powerful rubber-trading group?

“It made me some loyal friends,” he said, “and some dangerous enemies. But I know the rivers, the language used by many local traders and guides, and the kind of men we may need. That could keep us alive.”

Over the next weeks we prepared for the expedition. Professor Summerlee remained openly doubtful about Challenger’s claims, but he was determined to investigate them properly. I respected his honesty. He might be skeptical, but he was willing to risk a long journey to discover the truth.

Before we left England, I visited Gladys.

“I am going to South America,” I told her. “There may be real danger.”

For a moment her eyes brightened with interest. "Then you have found your chance."

I wanted to say that I was doing it for her, but I remembered her earlier words. A brave act done only to win approval was not true courage. So I simply said, "I hope I can make good use of it."

We sailed across the Atlantic and reached Brazil. At Para, we hired several men to help us. The most important was Zambo, a huge, cheerful man who was strong, loyal, and practical. We also employed two experienced river men, Gomez and Manuel, and several Indigenous boatmen who knew the upper waterways far better than any European traveler.

Lord John chose the team carefully. Summerlee spent much of his time studying insects and plants. I kept notes for the Gazette. Every day the expedition felt more real.

Our written instructions from Challenger were to be opened at Manaus at exactly noon on 15 July. The envelope remained sealed during the journey.

At last the day arrived. We sat around a table in a shaded house outside Manaus. Lord John placed his watch beside the envelope.

"Noon," he said, and cut it open. Inside was a single sheet of paper. It was blank 4. Summerlee stared at it. "This is ridiculous."

Suggested Questions

4 What was inside the envelope?

Before anyone could answer, a deep familiar voice came from the doorway. "On the contrary, Professor Summerlee. It is perfectly sensible."

Professor Challenger walked into the room.

He had secretly traveled to Brazil and planned to guide us himself. No written directions, he explained, could be as reliable as his own memory. He had kept his decision private because he did not want arguments, reporters, or curious travelers following him.

Summerlee looked horrified. "You mean I must spend the whole journey with you?"

"The scientific value of my company will more than compensate for any personal discomfort," Challenger replied.

Lord John laughed. "Then our team is complete."

Challenger spread a map across the table, though the final destination was not marked.

"We leave tomorrow," he said. "From this point onwards, we are going into a country that very few outsiders have seen. Later we will go beyond even that."

I looked around the table at the four of us - Challenger, Summerlee, Lord John, and myself.

We were different in age, character, and purpose. Yet we now shared one question. Was there truly a lost world waiting beyond the Amazon?

IV

QUESTIONS & ANSWERS

1 Classified open-ended questions with model answers

• Answer the following questions:

1 Understand

1. **SB** Explain why Professor Summerlee agrees to test Challenger's claims in person.

فسر لماذا يوافق الأستاذ "Summerlee" على التحقق من ادعاءات "Challenger" بنفسه.

- Because he wants testable proof and is determined to investigate the truth properly rather than accept Challenger's claim without evidence.

- لأنه يريد دليلاً قابلاً للاختبار وكان عازماً على تَقْضِي الحقائق بصورة صحيحة بدلاً من قبول ادعاء "Challenger" دون دليل.

2. **SB** How do Malone and Lord John Roxton become members of the expedition?

كيف يصبح "Malone" واللورد "John Roxton" عضوين في البعثة؟

- Challenger asks for younger companions for Summerlee. Malone volunteers first, Lord John volunteers almost at the same time, and Challenger proposes them as members of the investigating party.

- يطلب "Challenger" رفاقاً أصغر سناً لـ "Summerlee". فيتطوع "Malone" أولاً، ويتطوع اللورد "John" في الوقت نفسه تقريباً، ثم يقترح "Challenger" ضمهما إلى فريق التحقيق.

3. **SB** Explain why Challenger sends a blank sheet of paper and then appears in Manaos himself.

اشرح لماذا يرسل "Challenger" ورقة فارغة ثم يظهر بنفسه في "ماناوس".

- He believes that written directions are less reliable than his memory. He also wants to avoid arguments prevent reporters and curious travelers from following the expedition.

- يعتقد أن الإرشادات المكتوبة أقل موثوقية من ذاكرته. كما يريد منع الجدل والصحفيين والمسافرين الفضوليين من اتباع البعثة.

4. Why does Lord John ask Malone about shooting, climbing, swimming, and staying calm?

لماذا يسأل اللورد "John" "Malone" عن إطلاق النار والتسلق والسباحة والحفاظ على الهدوء؟

- Because he wants to know whether Malone has useful survival skills for a difficult and dangerous expedition.

- يريد معرفة ما إذا كان "Malone" يمتلك مهارات بقاء مفيدة لبعثة صعبة وخطرة.

5. Why does Malone not tell Gladys that he is traveling for her?

لماذا لا يخبر "Malone" "Gladys" بأنه يسافر من أجلها؟

- Because he remembers that she said a brave act done only to win approval is not true courage.

- لأنه يتذكر أنها قالت إن العمل الشجاع الذي يُفعل فقط لنيل الاستحسان ليس شجاعة حقيقية.

2 Apply

6. How can a group benefit from including members with different abilities?

كيف يمكن لمجموعة أن تستفيد من ضم أعضاء ذوي قدرات مختلفة؟

- Different members can solve different problems. One may bring knowledge, another practical skills, and another careful observation or communication.

- يمكن للأعضاء المختلفين حل مشكلات مختلفة. فقد يمتلك أحدهم المعرفة، ويمتلك آخر المهارات العملية، ويمتلك آخر الملاحظة الدقيقة أو التواصل.

7. How can a person show courage without acting only for praise?

كيف يمكن للشخص إظهار الشجاعة دون أن يتصرف فقط من أجل المديح؟

- The person can do what is right or necessary even when no one is watching or likely to offer praise.

- يمكن للشخص أن يفعل ما هو صواب أو ضروري حتى عندما لا يراه أحد أو لا يُرجَّح أن يحصل على مديح.

8. How should an expedition leader protect sensitive information about a valuable place?

كيف ينبغي للقائد بعثة أن يحمي المعلومات الحساسة عن مكان ذي قيمة؟

- The leader should share essential information only with trusted team members, record it safely, and explain why the information must be protected.

- ينبغي للقائد مشاركة المعلومات الأساسية فقط مع أعضاء موثوقين، وتسجيلها بأمان، وشرح سبب وجوب حمايتها.

3 Analyze

9. **SB** Analyze the contrast between Challenger and Summerlee. How might their different personalities affect the expedition?

حلل التباين بين "Challenger" و "Summerlee". كيف قد تؤثر شخصيتاهما المختلفتان في البعثة؟

- Challenger is confident, proud, and forceful, while Summerlee is skeptical, sharp, and demanding proof. Their arguments may create tension, but their different views can also help test ideas carefully.

- "Challenger" واثق وفخور وحازم، بينما "Summerlee" متشكك وحاد ويطالب بالدليل. وقد تخلق خلافتهما توترًا، لكن اختلاف رأيهما يمكن أن يساعد أيضاً على اختبار الأفكار بعناية.

10. **SB** How do the four main members of the expedition bring different strengths to the team?

كيف يجلب الأعضاء الأربعة الرئيسيون في البعثة نقاط قوة مختلفة إلى الفريق؟

- Challenger has knowledge of the route and the claim, Summerlee has scientific skepticism, Lord John has exploration and survival experience, and Malone brings reporting, observation, and willingness to learn.

- يمتلك "Challenger" معرفة بالطريق والفرضية، ويمتلك "Summerlee" الشك العلمي، ويمتلك اللورد "John" خبرة الاستكشاف والبقاء، ولدي "Malone" الصحافة والملاحظة والاستعداد للتعلم.

11. **SB** Analyze how Malone's final conversation with Gladys before leaving England shows a change in his motivation.

حلل كيف يظهر حوار "Malone" الأخير مع "Gladys" قبل مغادرة "إنجلترا" تغييرًا في دافعه.

- Earlier, Malone wanted adventure partly to impress Gladys. In the final conversation, he remembers her words and does not say that he is traveling for her; he hopes instead to make good use of the opportunity.

- في السابق، أراد "Malone" المغامرة جزئيًا لإبهار "Gladys"، وفي الحوار الأخير، يتذكر كلماتها ولا يقول إنه يسافر من أجلها؛ بل يأمل أن يستفيد من الفرصة جيدًا.

12. How does Lord John's past with Pedro Lopez affect the expedition?

كيف يؤثر ماضي اللورد "John" مع "Pedro Lopez" في البعثة؟

- It gives him loyal friends and dangerous enemies. It also explains why his knowledge of the region, local people, and possible dangers may be important for survival.

- يمنحه ذلك أصدقاء مخلصين وأعداء خطرين. كما يفسر لماذا قد تكون معرفته بالمنطقة والناس المحليين والأخطار المحتملة مهمة للبقاء.

13. Why does the blank paper create surprise before Challenger enters the room?

لماذا تثير الورقة الفارغة الدهشة قبل دخول "Challenger" إلى الغرفة؟

- The team expects useful directions, so the blank page appears meaningless. Challenger's sudden appearance then explains the mystery and changes the situation.

- يتوقع الفريق إرشادات مفيدة، لذلك تبدو الصفحة الفارغة بلا معنى. ثم يفسر ظهور "Challenger" المفاجئ اللغز ويغير الموقف.

4 Evaluate

14. **SB** Evaluate Malone's decision to volunteer publicly for the journey. Was it courageous, impulsive, or both? Explain.

قيّم قرار "Malone" بالتطوع علنًا للرحلة. هل كان شجاعاً أم اندفاعياً أم كليهما؟ اشرح.

- It is both courageous and impulsive. He is willing to face danger for an important investigation, but he says he doesn't remember deciding to stand, which suggests a quick decision.

- هو شجاع واندفاعي معاً. فهو مستعد لمواجهة الخطر من أجل تحقيق مهم، لكنه يقول إنه لا يتذكر اتخاذ قرار الوقوف، مما يشير إلى قرار سريع.

15. **SB** Evaluate Challenger's decision to hide his plan to join the expedition. Was his secrecy sensible or unnecessary? Give reasons.

قيّم قرار "Challenger" إخفاء خطته للانضمام إلى البعثة. هل كانت سرية منطقية أم غير ضرورية؟ اذكر أسباباً.

- His secrecy is sensible because he wants to avoid reporters, arguments, and followers.

- سرية منطقية جزئيًا لأنه يريد تجنب الصحفيين والجدالات والأشخاص الذين قد يتبعونه.

16. Is Summerlee's skepticism a strength or a weakness for the expedition?

هل شكّ "Summerlee" نقطة قوة أم نقطة ضعف للبعثة؟

- It is mainly a strength because he insists on testable evidence and wants to investigate the truth properly. It could become a weakness if it causes constant conflict.

- هو في الأساس نقطة قوة لأنه يصرّ على دليل قابل للاختبار ويريد إثبات الحقيقة بصورة صحيحة. وقد يصبح نقطة ضعف إذا تسبب في نزاع دائم.

17. **SB** Is Summerlee's skepticism valuable to the expedition?

هل شكّ "Summerlee" ذو قيمة للبعثة؟

- Yes. His skepticism requires Challenger's claims to be tested rather than accepted without proof. This can protect the search for truth.

- نعم، فهذا الشك هو الدافع للاختبار مزاعم "Challenger" بدلاً من قبولها دون دليل، وهذه قد يحمي البحث عن الحقيقة.

18. Was Lord John right to ask Malone about his practical skills?

هل كان اللورد "John" محقاً في سؤال "Malone" عن مهاراته العملية؟

- Yes. The journey is dangerous, so the team needs to know whether each member can contribute and stay calm under pressure.

- نعم، فالرحلة خطيرة، ولذلك يحتاج الفريق إلى معرفة ما إذا كان كل عضو يستطيع المساهمة والحفاظ على هدوئه تحت الضغط.

19. Should Challenger have revealed the destination on the map? Explain.

هل كان ينبغي لـ "Challenger" أن يكشف الوجهة على الخريطة؟ وضح ذلك.

- He may have been right to protect the location, but trusted team members need enough information to prepare safely. A balance between secrecy and safety is necessary.

- قد يكون محقاً في حماية الموقع، لكن أعضاء الفريق الموثوقين يحتاجون إلى معلومات كافية للاستعداد بأمان. ومن الضروري تحقيق توازن بين السرية والسلامة.

2 JRE questions and their suggested answers

- Answer the following questions. Justify your answers with clear reason and evidence from the chapter.

1. Was forming a team with such different personalities a wise decision?

أ. هل كان تشكيل فريق يضم شخصيات مختلفة إلى هذا الحد قراراً حكيماً؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain how their differences could help or harm the expedition. اشرح كيف يمكن لاختلافاتهم أن تفيد الرحلة الاستكشافية أو تضر بها.
Evidence	Refer to details about at least two team members. أشر إلى تفاصيل عن اثنين على الأقل من أعضاء الفريق.

Suggested answer

Justify	Yes, it was a wise decision because a successful expedition requires diverse skills. نعم، كان قرارًا حكيماً لأن الرحلة الاستكشافية الناجحة تتطلب مهارات متنوعة.
Reason	While their different personalities might lead to arguments, their unique abilities complement each other, ensuring they can handle various challenges like scientific research, survival, and documentation. رغم أن اختلاف شخصياتهم قد يؤدي إلى خلافات، فإن قدراتهم الفريدة تكمل بعضها بعضاً، مما يضمن قدرتهم على التعامل مع تحديات متنوعة مثل البحث العلمي والبقاء على قيد الحياة والتوثيق.
Evidence	For example, Lord John Roxton brings crucial survival skills and knowledge of the Amazon, while Summerlee provides strict scientific analysis to verify Challenger's claims. على سبيل المثال، John Roxton يجلب اللورد مهارات مهمة للبقاء على قيد الحياة ومعرفة بمنطقة الأمازون، بينما يقدم Summerlee تحليلاً علمياً دقيقاً للتحقق من ادعاءات Challenger.

2. Is Summerlee's skepticism valuable to the expedition?

٢. هل يُعد تشكك Summerlee ذا قيمة للرحلة الاستكشافية؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain why questioning Challenger may help or hinder the search for truth. اشرح لماذا قد يساعد التشكيك في Challenger أو يعيق البحث عن الحقيقة.
Evidence	Use evidence from the meeting or the preparations for the journey. استخدم دليلاً من الاجتماع أو من الاستعدادات للرحلة.

Suggested answer

Justify	Yes, Summerlee's skepticism is highly valuable to the expedition. نعم، يُعد تشكك Summerlee ذا قيمة كبيرة للرحلة الاستكشافية.
Reason	Questioning Challenger ensures that the team relies on solid proof rather than simply accepting claims without evidence. It forces the expedition to be thorough and scientifically accurate in its discoveries. يضمن التشكيك في Challenger أن يعتمد الفريق على أدلة قوية بدلاً من قبول الادعاءات دون دليل، كما يدفع الرحلة الاستكشافية إلى أن تكون دقيقة وشاملة من الناحية العلمية في اكتشافاتها.
Evidence	During the meeting, Summerlee demands that Challenger "provide proof that can be tested," showing his commitment to finding the actual truth rather than accepting wild stories. خلال الاجتماع، يطالب Challenger Summerlee بأن «يقدم دليلاً يمكن اختبار»، مما يظهر التزامه بالوصول إلى الحقيقة الفعلية بدلاً من قبول القصص غير المدعومة بالأدلة.



Chapter Three Summative Questions

1. Answer the following questions.

1. Analyze Challenger's decision to interrupt the lecture. What does this reveal about his personality?
2. Explain why Summerlee demands proof from Challenger and how this affects their relationship.
3. Analyze Challenger's reasons for forming an investigating party. Why is such a party important to him?
4. Evaluate Malone's decision to volunteer for the expedition. Was it a wise decision? Why or why not?
5. Analyze how Lord John's previous experience makes him a suitable member of the expedition.
6. Explain why Lord John wants to know more about Malone before accepting him as a companion.
7. Analyze why Lord John might have dangerous enemies. What does this suggest about his past life?
8. Evaluate Summerlee's behavior during the preparations. Does he seem suitable for such a dangerous expedition? Give reasons.
9. Analyze the effect of Malone's final conversation with Gladys on his thoughts and feelings before the journey.
10. Explain the importance of Zambo, Gomez, and Manuel to the expedition.
11. Analyze Challenger's decision to make the group wait until noon before opening the envelope. What does this show about him?
12. Evaluate Challenger's decision to join the expedition himself. Was his presence necessary? Give reasons from the chapter.

• JRE Questions

2. Answer the following questions. Justify your answers with clear reason and evidence from the novel.

1. A newcomer faces a team whose members disagree strongly about the truth of a claim. Which principle from the novel should guide that person?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

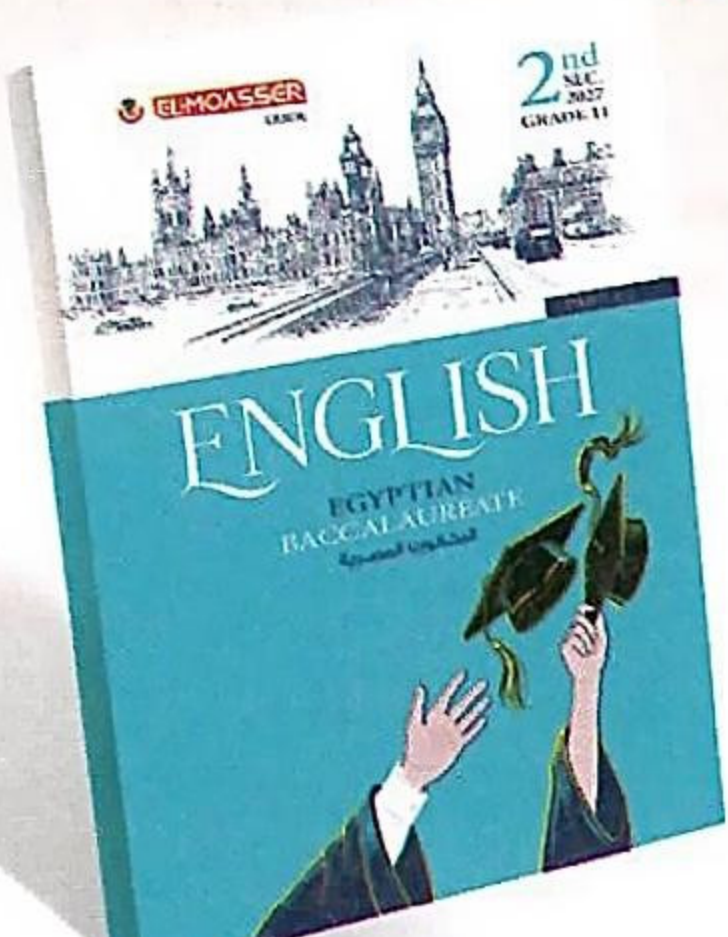
Justify	.....
Reason	.....
Evidence	.....

2. How do “Summerlee’s” skepticism and “Challenger’s” certainty work together to produce the scientific purpose of the expedition?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.
Justify	.....
Reason	.....
Evidence	.....

3. What is the strongest cause of the team’s practical strength: the famous status of its members or their complementary skills and local support?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.
Justify	.....
Reason	.....
Evidence	.....



للصف

2

الثانوى

احرص على اقتناء

كتاب

EL-MOASSER

فى اللغة الإنجليزية

البكالوريا المصرية

الجزء الثانى



تنويه
« علامة SB
تشير إلى
تدريبات كتاب
الطالب

CHAPTER

4

Into the Unknown

<https://time/cc> N77

I

VOCABULARY

ammunition (n)	ذخيرة	field glasses (n)	منظار ميداني
barely (adv)	بالكاد - بصعوبة شديدة	loyalty (n)	إخلاص
betrayal (n)	خيانة	puma (n)	أسد الجبال
canoe (n)	قارب صغير	steam launch (n)	قارب نجاة صغير
chasm (n)	هوة / شق عميق	shallow (adj)	ضحل
compass (n)	بوصلة	slopes (n)	منحدرات
cracks (n)	شقوق / تصدعات	tree-ferns (n)	السراخس الشجرية
deliberately (adv)	عمدا	rapid (n)	منحدر مائي سريع
dense (adj)	كثيف	rifle (n)	بندقية
orchids (n)	زهور الأوركيدا	tributary (n)	رافد نهري
flap (ped) (v)	يرفرف	triumph (n)	انتصار
exhausted (adj)	ملهك	vegetation (n)	غطاء نباتي

II

CHAPTER FOUR IN POINTS

1. Lord John had hired a steam launch called the Esmeralda to carry us up the Amazon.
2. Challenger refused to reveal our exact route because careless visitors could destroy a place that science had barely discovered.
3. At a small riverside village, Challenger ordered the Esmeralda back to Manaus, and from there we used canoes.
4. We hired two local guides who had accompanied Challenger during his earlier journey.
5. We hid the canoes and continued on foot, carrying food, rifles, blankets, instruments, and medical supplies.
6. On the ninth day after leaving the canoes, Challenger saw a huge grey shape and cried, "A pterodactyl!"
7. The next day we crossed a ridge and saw the cliffs exactly as Maple White had drawn them.
8. Lord John suggested cutting down the tree so it could fall across the gap, and we had a bridge to the plateau.
9. For the first time, all four of us stood inside Maple White Land, but the tree bridge was soon gone.
10. Gomez revealed that Pedro Lopez was his brother and that he had pushed the tree from the tower after we crossed.
11. We had reached the lost world, and now we could not leave it.

Into the Unknown

Lord John had hired a steam launch called the Esmeralda to carry us up the Amazon. The river was so wide that, even far inland, the opposite bank often looked like a distant shadow. Day after day we moved through heat, rain, brilliant sunlight, and walls of green forest.

Challenger refused to reveal our exact route. He made all of us promise that, even if we returned safely, we would not publish enough information for strangers to locate the plateau. He said careless visitors could destroy a place that science had barely discovered 1.

Suggested Questions

- 1 Why did Challenger refuse to reveal the exact route?

After several days we left the main river and entered a large tributary. It gradually became narrower. At a small riverside village, Challenger ordered the Esmeralda back to Manaus.

“From here we use canoes,” he said. “Soon there will be rapids. A steam launch cannot continue.”

We hired two local guides who had accompanied Challenger during his earlier journey.

They were clearly frightened by the idea of returning, but they knew the route. For several days our canoes moved through a beautiful green waterway. Monkeys watched us from branches. Bright birds stood on fallen logs. Once we saw a puma disappear into the forest 2. The animals seemed less afraid of humans the farther we traveled.

Suggested Questions

- 2 What animal did the explorers see disappear into the forest?

Then the water became too shallow. We hid the canoes and continued on foot, carrying food, rifles, blankets, instruments, and medical supplies.

The land rose steadily. Thick tropical forest gave way to palms, rocky slopes, orchids, bamboo, and wide areas of tree-ferns. Progress was exhausting. Sometimes we spent an entire day cutting a path through bamboo so dense that we could see only a few meters ahead.

Challenger and Summerlee argued constantly.

“We should follow the compass,” Challenger insisted one morning.

“We should follow the men who have actually walked through this country,” Summerlee replied.

Lord John usually prevented the arguments from becoming serious. "Save your energy, gentlemen. You may need it for something with bigger teeth."

On the ninth day after leaving the canoes, Challenger suddenly stopped and pointed.

A huge grey shape rose from the plain ahead. It flapped slowly, flew low across the tree-ferns, and disappeared behind the forest.

"A pterodactyl!" Challenger cried.

Summerlee gave a short laugh. "A large bird."

Lord John had been watching through field glasses. "I cannot tell you what it was," he said, "but I can tell you I have never seen a bird shaped like that."

The next day we crossed a ridge and saw the cliffs 3. They were exactly as Maple White had drawn them: a vast red wall rising high above the plain, with thick vegetation along the top.

Near one section stood a separate rocky tower with a tree growing on its summit.

Even Summerlee became quiet. "Well?" Challenger asked proudly.

"The cliffs exist," Summerlee said. "That proves the cliffs exist. Nothing more." We spent several days searching for a way up. The main wall was almost vertical. At one point we found the entrance of an old cave, but the passage was blocked.

We climbed surrounding hills and examined cracks and ledges. Nothing reached the plateau.

Then Challenger noticed that the separate rock tower stood close to the main cliff.

If we could climb the tower and somehow cross the gap, we might reach the top. The climb was difficult but possible. We carried a rope up and reached the tree that grew on the tower. From there we could see the green edge of the plateau only a short distance away - but between us and it was a deep chasm.

Lord John looked at the tree. "If we cut it down in the right direction, it could fall across the gap."

For hours we worked with axes. At last the tree began to move. It fell slowly, then crashed across the chasm with its upper branches landing on the plateau. We had a bridge.

Challenger insisted on going first. He sat astride the trunk and moved carefully across.

When he reached the far side, he climbed onto the plateau and raised both arms. Summerlee crossed next, carrying two rifles. I followed.

Suggested Questions

- 3 What did the explorers see after crossing the ridge?

Lord John came last, walking with balance and calm that I could hardly believe.

For the first time, all four of us stood inside Maple White Land.

The air was warm and still. Thick bushes grew near the cliff, while taller trees formed a dark forest beyond. Strange calls came from somewhere in the distance.

Challenger's face shone with triumph. "Professor Summerlee," he said, "we can now begin the investigation you demanded." Summerlee adjusted his glasses. "We can begin it. I have not yet said how it will end."

We moved about fifty meters into the bushes.

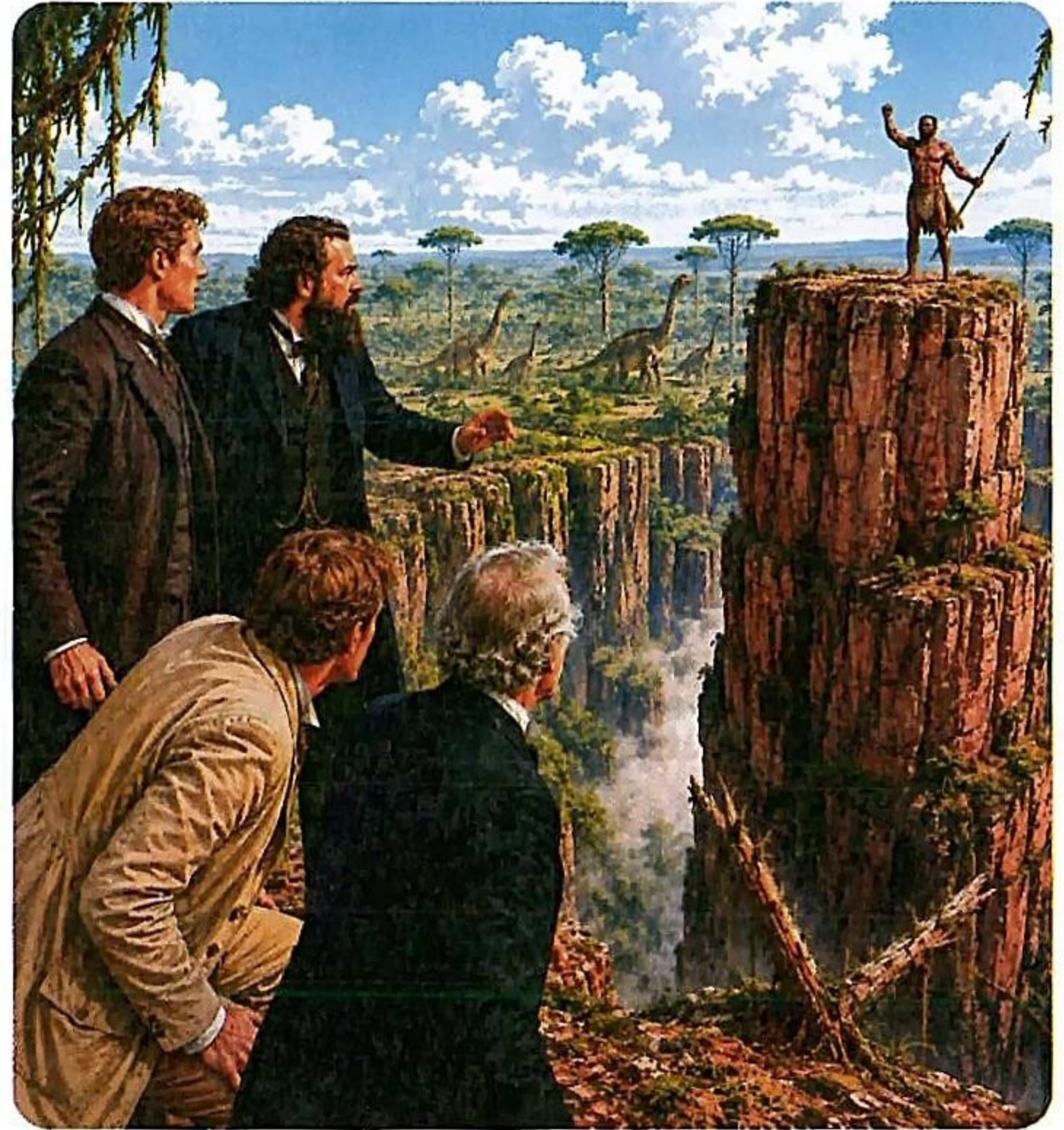
Then we heard a terrible cracking sound behind us. We ran back.

The tree bridge was gone. Far below, its broken trunk lay at the foot of the cliff.

At first we thought it had slipped. Then a face appeared on the opposite rock tower.

It was Gomez.

His calm expression had disappeared. He looked across the gap at Lord John with open hatred.



"You are trapped now!" he shouted. Lord John stepped forward. "Why?"

Gomez laughed. "Think of Pedro Lopez. He was my brother. You killed him. I have waited years for this."

So the past had followed us into the unknown.

Gomez had pushed the tree from the tower after we crossed. The four of us were now on a plateau surrounded by cliffs, with no known road down.

"Your bones will stay up there," Gomez called.

A moment later Lord John raised his rifle. Gomez disappeared behind the rock. We heard shouting and then silence.

Below us, however, Zambo had remained loyal. He climbed the opposite tower as soon as Gomez and the others were gone.

"Tell me what to do!" he shouted.

We used a thin rope to pull food and ammunition across the gap 4. Zambo promised to stay below and help us in any way he could.

As night came, we camped near the cliff with only a small lantern. Behind us stretched the unexplored forest of the plateau.

We had reached the lost world. And now we could not leave it.

Suggested Questions

- 4 What did the explorers use to get food and ammunition across the gap?

IV QUESTIONS & ANSWERS

1 Classified open-ended questions with model answers

Answer the following questions:

1 Understand

1. **SB** Explain why the explorers leave the Esmeralda and continue by canoe and later on foot.

١. اشرح لماذا يترك المستكشفون "Esmeralda" ويواصلون بالقوارب الصغيرة ثم سيرًا على الأقدام.

- They leave the Esmeralda because rapids prevent the steam launch from continuing.

Later, the water becomes too shallow for canoes, so they must continue on foot.

- يتركون "Esmeralda" لأن المنحدرات المائية السريعة تمنع القارب البخاري من الاستمرار. وبعد ذلك يصبح الماء ضحلًا جدًا حتى للقوارب الصغيرة، فيضطرون إلى مواصلة الرحلة على الأقدام.

2. **SB** Explain how the explorers use the tree on the rock tower to reach the plateau.

٢. اشرح كيف يستخدم المستكشفون الشجرة التي على البرج الصخري للوصول إلى الهضبة.

- They climb the tower, cut the tree in the correct direction, and make it fall across the chasm so that its trunk becomes a bridge.

- يتسلقون البرج، ويقطعون الشجرة في الاتجاه الصحيح، ويجعلونها تسقط عبر الهوة حتى يصبح جذعها جسرًا.

3. Why does Challenger want the location of the plateau to remain secret?

٣. لماذا يريد "Challenger" أن يبقى موقع الهضبة سرًا؟

- Because he fears that careless visitors could destroy a place that science has barely discovered.

- يخشى أن يدمر الزوار المهملون مكانًا لم يكده العلم يكتشفه.

4. Why does Summerlee refuse to accept that the flying creature is a pterodactyl?

٤. لماذا يرفض "Summerlee" قبول أن المخلوق الطائر "pterodactyl"؟

- Because he remains skeptical and believes that the creature may simply be a large bird.

- يبقى متشككًا ويعتقد أن المخلوق قد يكون مجرد طائر كبير.

5. Why is the sight of the red cliffs important to the explorers?

٥. لماذا تُعد رؤية الجروف الصخرية الحمراء مهمة للمستكشفين؟

- Because the cliffs match Maple White's drawing and confirm that Challenger has led them to the right place.

- لأن الجروف الصخرية تطابق رسم "Maple White" وتؤكد أن "Challenger" قادهم إلى المكان الصحيح.

2 Apply

6. If you were part of the expedition, what safety rule would you suggest before crossing the tree bridge?

٦. لو كنت جزءًا من البعثة، فما قاعدة السلامة التي تقترحها قبل عبور جسر الشجرة؟

- I would suggest crossing one person at a time, carrying loads carefully, and using a safety rope if possible.

- أقترح أن يعبر شخص واحد في كل مرة، وأن تُحمل الأمتعة بحذر، وأن يُستخدم حبل أمان إن أمكن.

7. How should a group respond when its planned route becomes impossible?

٧. كيف ينبغي لمجموعة أن تتصرف عندما يصبح طريقها المخطط له مستحيلًا؟

- The group should assess the danger, consult people with experience, choose a safer alternative, and keep essential supplies.

- ينبغي للمجموعة تقييم الخطر، واستشارة ذوي الخبرة، واختيار بديل أكثر أمانًا، والحفاظ على المؤن الأساسية.

3 Analyze

8. Why does the journey become more difficult at each stage?

٨. لماذا تصبح الرحلة أكثر صعوبة في كل مرحلة؟

- The expedition first faces rapids, then shallow water, then dense bamboo and rising land, and finally the almost vertical cliffs around the plateau.

- تواجه البعثة أولاً المنحدرات المائية السريعة، ثم الماء الضحل، ثم الخيزران الكثيف والأرض المرتفعة، وأخيراً الجروف العمودية تقريبًا حول الهضبة.

9. **SB** Analyze how the sighting of the strange flying creature develops the conflict between evidence and skepticism.

٩. حلل كيف تطوّر رؤية المخلوق الطائر الغريب الصراع بين الدليل والشك.

- Challenger treats the sighting as proof of a pterodactyl, while Summerlee calls it a large bird. Lord John gives a careful middle view: he cannot identify it, but he knows it does not look like any bird he has seen.

- يعامل "Challenger" الرؤية على أنها دليل على "pterodactyl"، بينما يسميه "Summerlee" طائرًا كبيرًا. ويقدم اللورد

"John" رأيًا وسطًا حذرًا: هو لا يستطيع تحديد نوعه، لكنه يعرف أنه لا يشبه أي طائر رآه.

10. **SB** How are Zambo and Gomez presented as contrasting examples of loyalty and betrayal?

١٠. كيف يُقدّم "Zambo" و "Gomez" مثالين متضادين للإخلاص والخيانة؟

- Gomez secretly destroys the bridge and traps the explorers because he wants revenge. In contrast, Zambo remains below, offers help, and promises to support them in every possible way.

- يدّمر "Gomez" الجسر سراً ويحاصر المستكشفين لأنه يريد الانتقام. وعلى النقيض، يبقى "Zambo" في الأسفل، ويعرض المساعدة، ويعد بدعمهم بكل طريقة ممكنة.

11. Compare Challenger's and Summerlee's responses after reaching the plateau.

١١. قارن بين رد فعل كلّ من "Challenger" و "Summerlee" بعد الوصول إلى الهضبة.

- Challenger feels triumphant because the place supports his claim. Summerlee agrees to begin the investigation but still refuses to predict its conclusion.

- يشعر "Challenger" بالنصر لأن المكان يدعم ادعائه. ويتفق "Summerlee" أن التحقق قد بدأ، لكنه لا يزال يرفض التنبؤ بنتيجته.

4 Evaluate

12. **SB** Evaluate the explorers' decision to cross the tree bridge. Was the scientific goal worth the physical risk? Give reasons.

١٢. قيّم قرار المستكشفين عبور جسر الشجرة. هل كان الهدف العلمي يستحق المخاطرة الجسدية؟ اذكر أسباباً.

- The decision is understandable because the plateau may contain important scientific evidence. However, the risk is extremely high, so they should cross only with careful planning and safety measures.

- القرار مفهوم لأن الهضبة قد تحتوي أدلة علمية مهمة. لكن الخطر شديد جداً، لذلك ينبغي أن يعبروا فقط بتخطيط دقيق وإجراءات سلامة عالية.

13. Was Challenger right to keep the route secret from outsiders?

١٣. هل كان "Challenger" محقاً في إبقاء الطريق سراً عن الغرباء؟

- Yes, partly. Protecting a fragile scientific site is important, but trusted team members still need enough information to travel safely.

- نعم، جزئياً. حماية موقع علمي هش أمر مهم، لكن أعضاء الفريق الموثوقين يحتاجون أيضاً إلى معلومات كافية للسفر بأمان.

14. Was Summerlee reasonable to remain skeptical after seeing the flying creature?

١٤. هل كان "Summerlee" منطقيّاً في البقاء متشككاً بعد رؤية المخلوق الطائر؟

- Yes. A brief sighting is not complete proof, and his caution is scientifically responsible. However, he should also consider Lord John's careful observation.

- نعم. فالرؤية السريعة ليست دليلاً كاملاً، وحذره سلوك علمي مسؤول. لكن ينبغي له أيضاً أن يأخذ ملاحظة اللورد "John" الدقيقة في الاعتبار.

15. Should Lord John have trusted Gomez on the journey?

١٥. هل كان ينبغي للورد "John" أن يثق بـ "Gomez" في الرحلة؟

- He should have been more cautious because Gomez's connection to Pedro Lopez created a possible danger. However, Lord John did not know Gomez's plan before the betrayal.

- كان ينبغي أن يكون أكثر حذراً لأن صلة "Gomez" بـ "Pedro Lopez" خلقت خطراً محتملاً. لكن اللورد "John" كان لا يعرف خطة "Gomez" قبل الخيانة.

2 IRE Questions and their suggested answers

• Answer the following questions. Justify your answers with clear reason and evidence from the chapter.

1. **SB** Does "Zambo" deserve to be considered one of the heroes of the expedition?

١. هل يستحق "Zambo" أن يعتبر أحد أبطال الرحلة الاستكشافية؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain what makes his actions important after the betrayal. وضح ما الذي جعل تصرفاته مهمة بعد الخيانة.
Evidence	Support your answer with details from the chapter. ادعم إجابتك بدليل من الفصل.

Suggested answer

Justify الحكم	Yes. نعم.
Reason التعليل	He remains loyal when loyalty becomes essential to the trapped group's survival. إنه يظل مخلصاً عندما يصبح الإخلاص ضرورياً لبقاء المجموعة المحاصرة.
Evidence الدليل	After 'Gomez' destroys the bridge, 'Zambo' stays below, climbs the opposite tower, helps send food and ammunition across, and promises to continue helping. بعد أن دمر "Gomez" الجسر، ظل "Zambo" في الأسفل، وتسلق البرج المقابل، وساعد في إرسال الطعام والذخيرة إلى الطرف الآخر، ووعد بمواصلة المساعدة.

2. **SB** Do "Lord John's" past actions help explain "Gomez's" betrayal?

٢. هل تساعد أفعال اللورد "John" الماضية في تفسير خيانة "Gomez"؟

Justify	State your judgment. اذكر حكمك.
Reason	Explain how "Lord John's" actions against "Pedro Lopez's" group may have influenced "Gomez". اشرح كيف يمكن أن تكون تصرفات "Lord John" ضد جماعة "Pedro Lopez" قد أثرت على "Gomez".
Evidence	Use evidence about "Pedro Lopez", "Gomez", and the trapped explorers. استخدم أدلة تتعلق بـ "Pedro Lopez" و "Gomez" والمستكشفين المحاصرين.

Suggested answer

Justify الحكم	Yes, they explain the motive, but they do not justify the betrayal. نعم، هي تفسر الدافع، لكنها لا تبرر الخيانة.
Reason التعليل	"Gomez" treats "Lord John's" role in ending "Pedro Lopez's" power as a personal family injury and seeks revenge years later. يعتبر "Gomez" دور "Lord John" في إنهاء سلطة "Pedro Lopez" إهانة عائلية شخصية، ويسعى للانتقام بعد سنوات.
Evidence الدليل	'Gomez' says 'Pedro Lopez' was his brother and that he has waited years before deliberately pushing away the tree bridge and trapping the explorers. يقول "Gomez" إن "Pedro Lopez" كان شقيقه، وأنه انتظر لسنوات قبل أن يدفع جسر الشجرة عمدًا ويحاصر المستكشفين.



Chapter FOUR summative Questions

• Answer the following questions.

1. Explain why Challenger believes keeping the route secret is necessary.
2. Analyze why the Esmeralda is no longer suitable for the explorers' journey.
3. Explain how the equipment the explorers carry helps them continue their journey on foot.
4. Analyze the difficulties the explorers face while traveling through the bamboo.
5. Analyze the disagreement between Challenger and Summerlee about the direction they should take.
6. Analyze how the description of the flying creature makes it seem unusual or frightening.
7. Evaluate Lord John's reaction to the flying creature compared with Summerlee's. Which reaction seems more reasonable? Why?
8. Explain how the cliffs provide evidence that Maple White's drawing was accurate.
9. Analyze why the main cliff creates a serious obstacle for the explorers.
10. Explain how the explorers use the tree to solve the problem of reaching the plateau.
11. Evaluate Gomez's revelation about Pedro Lopez. How does it change your understanding of Gomez's actions?
12. Evaluate Zambo's role in helping the trapped explorers. Why is his support important to their survival?

- Answer the following questions. Justify your answer with clear reason and evidence from the novel.

1. How to Lord John's past conflict and Gomez's family loyalty work together to produce the betrayal at the bridge.

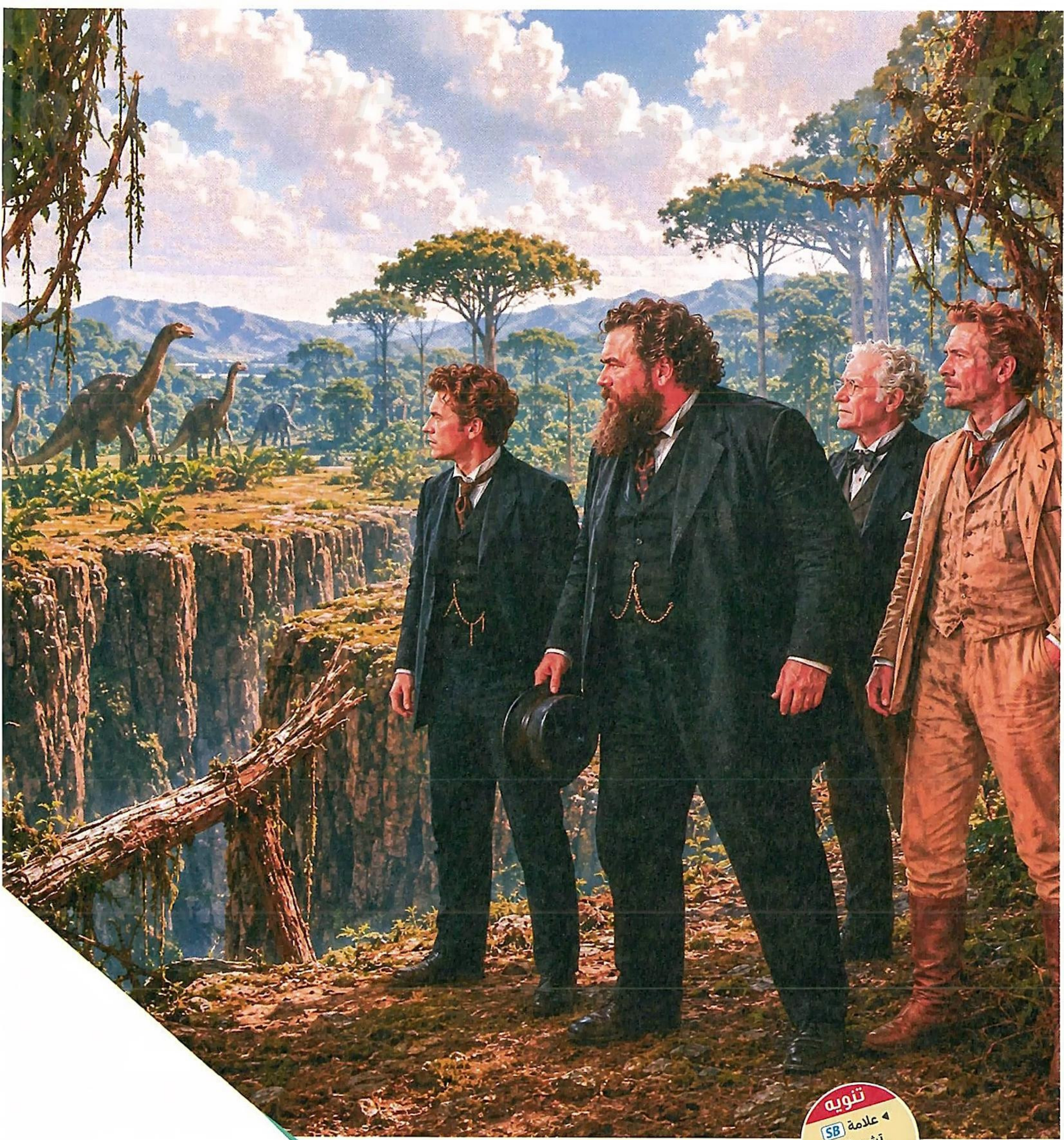
Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

Justify	.....
Reason	.....
Evidence	.....

2. What is the strongest cause of the group becoming trapped: the physical risk of the tree bridge or "Gomez's" deliberate action?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.

Justify	.....
Reason	.....
Evidence	.....



تنويه
« علامة SB
تشير إلى
تدريبات كتاب
الطالب

CHAPTER

5

Trapped in the Lost World

I

VOCABULARY

allosaurus (n)	ألوصورس (ديناصور مفترس شرس)	instinct (n)	غريزة
attack (n)	هجوم	leathery (adj)	سميك
carnivorous (adj)	أكل للحوم	rookery (n)	مستعمرة تعشيش
classify (v)	يصنف	stab (bed) (v)	يطعن
creature (n)	مخلوق	shelter (n)	مأوى
dismiss (v)	يستبعد	steam (n)	نهر صغير
dusk (n)	الغسق (وقت الغروب)	survival (n)	بقاء
fort (n)	حصن	scatter (ed) (v)	يبعثر
glade (n)	فسحة في الغابة	thorny (adj)	شائك
iguanodon (n)	ديناصور الأواندون (أكل للعشب)		

II

CHAPTER FIVE IN POINTS

1. Our first task was to find water and a safe place to camp.
2. We built a rough shelter in an open area surrounded by thorny branches.
3. One morning we saw several enormous animals feeding among the trees.
4. Challenger identified the enormous animals as iguanodons, and even Summerlee forgot to argue.
5. The next time we returned, one of the great plant-eaters had been torn apart.
6. We heard a constant harsh crying from a rocky hollow and found a swampy basin filled with pterodactyls.
7. Lord John fired his rifle, and the attack weakened enough for us to escape beneath thicker branches.
8. When we returned to Fort Challenger, we found that food tins had been crushed. Their ammunition had been broken and their supplies were scattered across the ground.
9. In the following days we explored carefully and saw strange birds and tracks we could not identify.
10. From a high tree I saw a thin line of smoke near the caves, and fire usually.

Trapped in the Lost World

Our first task was simple: find water and a safe place to camp. 1

We followed a small stream into the forest and built a rough shelter in an open area surrounded by thorny branches. Lord John called it “Fort Challenger”. Professor Challenger pretended to dislike the joke, but I noticed that he did not suggest a different name.

Suggested Questions

- 1 What was the explorers’ first task?

The plateau was unlike any place I had ever seen. Some plants looked familiar, while others seemed larger or older in form. Insects of brilliant colors moved through the air. Every distant sound made us stop and listen.

We did not have to wait long for proof that Challenger had been right.

Suggested Questions

- 2 How did Summerlee react when he saw the iguanodons?

One morning we entered a broad glade and saw several enormous animals feeding among the trees. They stood on powerful back legs, using shorter front legs to pull down branches.

Their heads were small compared with their heavy bodies and long tails. “Iguanodons,” Challenger whispered.

Even Summerlee forgot to argue. His face changed from doubt to amazement. 2
There were adults and young ones.

For several minutes we watched them in silence. “You were right,” Summerlee said at last.

Challenger looked almost disappointed. “Of course I was right.”

Their peace did not last. The next time we returned, one of the great plant-eaters had been torn apart. Deep claw and tooth marks showed that a far more dangerous animal lived nearby.

“A large carnivorous dinosaur,” Summerlee said. “Possibly an allosaurus,” Challenger replied.

Lord John checked his rifle. “Call it what you like. I prefer not to meet it at close range.” Another discovery was even more disturbing.

We heard a constant harsh crying from a rocky hollow and crawled forward to investigate.

Below us lay a swampy basin filled with pterodactyls. Hundreds of them crowded

around pools of green water. Young animals moved between leathery eggs, while large adults rested on rocks with folded wings.

For Challenger and Summerlee, it was a scientific treasure. They whispered excitedly about wings, teeth, nesting behavior, and species. Lord John and I were more interested in the animals' sharp beaks and watchful eyes. We tried to withdraw quietly, but one creature saw us. Its cry was answered by others. In seconds the sky seemed full of wings.

"Run!" Lord John shouted. We raced towards the trees. Beaks snapped near our heads. Wings struck our shoulders. One pterodactyl stabbed me in the neck with its beak. **3** Lord John's coat was torn. Challenger was knocked down. At last Lord John fired his rifle and the attack weakened enough for us to escape beneath thicker branches. Summerlee, bleeding from a cut on his forehead, looked back toward the swamp. "Remarkable," he said.

Suggested Questions

3 Where did a pterodactyl stab Malone?

"Remarkable?" Lord John replied. "They nearly killed us." "That does not make them less remarkable."

The scientists collected every fact they could, even when the facts had teeth.

When we returned to Fort Challenger, we found another problem. Something had entered the camp while we were away. Food tins had been crushed. A wooden ammunition box had been broken. Supplies were scattered across the ground. **4**

Suggested Questions

4 What did the explorers find when they returned to Fort Challenger?



There were no clear footprints. "Whatever did this was strong," I said. "And clever enough to enter without breaking the thorn wall," Lord John added.

A large branch hung over one side of the camp. Something could have climbed through the tree.

That night we kept two fires burning and took turns on watch.

In the following days we explored carefully. We saw more iguanodons, giant insects,

strange birds, and tracks we could not identify. Once, at dusk, a huge shadow moved between the trees. It was too large to be any modern animal I knew.

Despite the danger, Challenger was happier than I had ever seen him. The plateau was proving his story in every direction. Summerlee, now convinced that prehistoric life had survived, became just as energetic. Their arguments continued, but the subject had changed. They no longer argued about whether the lost world existed; they argued about how to classify everything inside it.

Lord John focused on survival. He chose safe paths, watched the wind, studied animal tracks, and never allowed us to walk carelessly into thick cover. I tried to do both jobs: observe and survive. I was a reporter, and I knew that if we ever returned to London, people would want a clear record of what we had seen.

But returning was still the great question.

Every day we went to the cliff and called to Zambo. He remained at his little camp below, faithful to his promise. Some of the Indigenous guides had gone back toward the river, carrying letters from me and requests for strong rope. We could only hope help would eventually arrive. Meanwhile the plateau held another mystery.

More than once we had the feeling that we were being watched.

A shadow moved high in a tree and disappeared. We heard a clicking call unlike any bird.

Food vanished from places we thought were secure. Once Lord John found a footprint that looked disturbingly human, but broader and heavier. "There may be people here," I said.

"Or something close to people," Challenger replied.

Summerlee frowned. "Let us not create a theory before we have evidence." It was good advice. Yet the forest seemed to be giving us a warning.

One afternoon I climbed a high tree at the edge of a clearing. From the upper branches I hoped to see more of the plateau and perhaps discover a possible escape route.

The view was astonishing.

The plateau was far larger than I had imagined. Forest covered most of it, but in the center lay a broad lake shining in the sun. On the far side I could make out a line of cliffs with dark openings that might be caves. Then I noticed something else.

A thin line of smoke rose near those caves.
Smoke meant fire. **5**

And fire usually meant people. I climbed
down with my mind racing.

The lost world was not only a land of prehistoric animals. Someone - or something -
was living there too.

Suggested Questions

5 What did Malone notice near the caves?

IV

QUESTIONS & ANSWERS

1 Classified open-ended questions with model answers

• Answer the following questions:

1 Understand

1. **SB** Explain how the iguanodons provide strong evidence that Challenger's story is true.

١. اشرح كيف قدّم الـ "iguanodons" دليلًا قويًا على أن قصة "Challenger" صحيحة.

- The explorers see several enormous animals that match the prehistoric iguanodons described by Challenger. Summerlee sees them himself and admits that Challenger was right.

يرى المستكشفون عدة حيوانات هائلة تطابق الـ "iguanodons" من عصور ما قبل التاريخ التي وصفها "Challenger". ويرى "Summerlee" ذلك بنفسه ويعترف بأن "Challenger" كان محقًا.

2. **SB** What happens at the pterodactyl swamp, and why are the explorers forced to escape quickly?

٢. ماذا يحدث في مستنقع الـ "pterodactyls"، ولماذا يُجبر المستكشفون على الهرب بسرعة؟

- They observe hundreds of pterodactyls, but one creature sees them and alerts the others.

The group is attacked by snapping beaks and wings, so they must run to safety.

- يلاحظون مئات من الـ "pterodactyls"، لكن مخلوقًا واحدًا يراهم وينبه الآخرين. ويتعرض الفريق لهجوم من المناكير والأجنحة، لذلك كان يجب أن يركضوا إلى مكان آمن.

3. **SB** Explain what the damaged supplies at Fort Challenger suggest about another danger on the plateau.

٣. اشرح ما الذي تشير إليه المؤن المتضررة في حصن "Fort Challenger" بشأن وجود خطر آخر على الهضبة.

- The crushed food tins, broken ammunition box, and scattered supplies suggest that a strong and clever creature entered the camp, possibly by climbing through the tree.

- تشير العلب المسحوقة وصندوق الذخيرة المكسور والطعام المفقود إلى أن مخلوقًا قويًا وذكيًا دخل المخيم، وربما تسلق عبر الشجرة.

4. Why does Lord John focus on survival?

٤. لماذا يركز اللورد "John" على النجاة؟

- The plateau is dangerous, and the explorers are trapped. He chooses safe paths and watches for danger to keep the group safe.

- الهضبة خطيرة والمستكشفون محاصرون. لذلك يختار طرقًا آمنة ويراقب الخطر ليبقي المجموعة بأمان.

5. Why does Summerlee advise the group not to create a theory before finding evidence?

٥. لماذا ينصح "Summerlee" المجموعة بألا تبتكر نظرية قبل العثور على دليل؟

- He wants the group to avoid making conclusions based only on fear or guesses.
- يريد أن تتجنب المجموعة الوصول إلى استنتاجات مبنية فقط على الخوف أو التخمينات.

2 Apply

6. What safety measures should the explorers take after discovering that an unknown creature entered their camp?

٦. ما إجراءات السلامة التي ينبغي أن يتخذها المستكشفون بعد اكتشاف أن مخلوقًا مجهولًا دخل مخيمهم؟

- They should strengthen the shelter, keep watch, secure food and supplies, maintain fires, and avoid moving alone at night.
- ينبغي أن يقوّوا المأوى، ويتناوبوا الحراسة، ويؤمنوا الطعام والمؤن، ويحافظوا على النيران، ويتجنبوا التحرك منفردين ليلاً.

7. How can a group balance scientific curiosity with personal safety?

٧. كيف يمكن لمجموعة أن توازن بين الفضول العلمي والسلامة الشخصية؟

- It can observe from a safe distance, plan before approaching danger, use protective equipment, and stop when the risk becomes too high.
- يمكنها الملاحظة من مسافة آمنة، والتخطيط قبل الاقتراب من الخطر، واستخدام معدات الحماية، والتوقف عندما يصبح الخطر شديدًا.

8. What should Malone record for a future report about the plateau?

٨. ماذا ينبغي لـ "Malone" أن يسجل لتقرير مستقبلي عن الهضبة؟

- He should record observations, locations, animal behavior, evidence, injuries, dangers, and the group's attempts to find help.
- ينبغي أن يسجل الملاحظات والمواقع وسلوك الحيوانات والأدلة والإصابات والأخطار ومحاولات المجموعة العثور على المساعدة.

9. If you saw smoke in an unknown forest, what possibilities should you consider before approaching it?

٩. إذا رأيت دخانًا في غابة مجهولة، فما الاحتمالات التي ينبغي أن تفكر فيها قبل الاقتراب منه؟

- It may come from people, a natural fire, or another dangerous source. I would observe carefully and approach only with a safe plan.
- قد يأتي من أشخاص أو حريق طبيعي أو مصدر خطير آخر. سأراقب بحذر وأقترب فقط وفق خطة آمنة.

3 Analyze

10. **SB** Analyze how Summerlee's reaction to prehistoric animals shows a change in his role as the expedition's skeptic.

١٠. حلّل كيف يُظهر رد فعل "Summerlee" تجاه الحيوانات من عصور ما قبل التاريخ تغييرًا في دوره كمتشكك في البعثة.

- Summerlee begins as a skeptic who doubts Challenger's claim. After seeing iguanodons and pterodactyls, he accepts that prehistoric life survived and becomes an eager scientist who debates classification instead.
- يبدأ "Summerlee" متشككًا يشك في ادعاء "Challenger". وبعد رؤية الـ "iguanodons" والـ "pterodactyls"، يقبل أن كائنات من عصور ما قبل التاريخ لا تزال حية ويصبح عالمًا متحمسًا يجادل بدلًا من ذلك حول التصنيف.

11. **SB** How does the novel present the lost world as both wonderful and dangerous?

١١. كيف تقدّم الرواية العالم المفقود بوصفه رائعًا وخطيرًا في الوقت نفسه؟

- It is wonderful because it contains colorful insects, unusual plants, living dinosaurs, and scientific discoveries. It is dangerous because of predators, attacking pterodactyls, damaged supplies, and the mystery of being watched.

- هو رائع لأنه يحتوي على حشرات ملوّنة ونباتات غير عادية وديناصورات حية واكتشافات علمية. وهو خطير بسبب الحيوانات المفترسة والـ "pterodactyls" العدوانية والمؤن المتضررة ولغز مراقبتهم.

12. **SB** Analyze the contrast between the scientists' excitement and Lord John's practical response during the pterodactyl encounter.

١٢. حلّل التباين بين حماس العالِمين ورد اللورد "John" العملي أثناء مواجهة الـ "pterodactyls".

- Challenger and Summerlee focus on wings, teeth, nesting, and species because they see a scientific treasure. Lord John focuses on sharp beaks, danger, escape, and using his rifle to save the group.

- يركز "Challenger" و "Summerlee" على الأجنحة والأسنان والتعشيش والأنواع لأنهما يريان كنزًا علميًا. بينما يركز "Lord John" على المناقير الحادة والخطر والهروب واستخدام بندقيته لإنقاذ المجموعة.

4 Evaluate

13. **SB** Evaluate the explorers' decision to continue studying the plateau while they are trapped instead of focusing only on escape.

١٣. قيّم قرار المستكشفين مواصلة دراسة الهضبة وهم محاصرون بدلًا من التركيز على الهروب فقط.

- The decision is partly reasonable because the discoveries are important and careful observation can help them understand dangers. However, survival and escape should remain their first priorities.

- القرار معقول جزئيًا لأن الاكتشافات مهمة ولأن الملاحظة الدقيقة يمكن أن تساعد على فهم الأخطار. لكن البقاء والهروب ينبغي أن يظلا أولوياتهم الأولى.

14. **SB** Evaluate their decision to approach the pterodactyl rookery. Were they careful enough given the level of danger? Explain.

١٤. قيّم قرارهم الاقتراب من مستعمرة تعشيش الـ "pterodactyls"، وهل كانوا حذرين بما يكفي لمستوى الخطر؟ اشرح.

- They try to withdraw quietly, which shows some care. However, approaching hundreds of dangerous animals without a clear escape plan is very risky, so they may not have been careful enough.

- يحاولون الانسحاب بهدوء، وهذا يدل على قدر من الحذر. لكن الاقتراب من مئات الحيوانات الخطرة من دون خطة هروب واضحة أمر شديد الخطورة، لذلك ربما لم يكونوا حذرين بما يكفي.

15. Is Summerlee right to remain interested in the pterodactyls after the attack? Why / Why not ?

١٥. هل "Summerlee" محق في البقاء مهتمًا بالـ "pterodactyls" بعد الهجوم؟ لما / لما لا ؟

- His scientific interest is understandable because the creatures are remarkable. However, he should also give serious attention to the danger they caused.

- اهتمامه العلمي مفهوم لأن المخلوقات مذهشة. لكنه ينبغي أيضًا أن يولي اهتمامًا جادًا للخطر الذي سببته.

16. Should the explorers spend time searching for an escape route instead of exploring?

Why / Why not ?

١٦. هل ينبغي للمستكشفين قضاء وقت في البحث عن طريق هروب بدلاً من الاستكشاف؟ لما / لما لا ؟

- Yes. They need evidence, but they are trapped and have limited supplies, so finding a safe escape route is essential.

- نعم. إنهم يحتاجون إلى الأدلة، لكنهم محاصرون ولديهم مؤن محدودة، لذا فإن العثور على طريق هروب آمن أمر ضروري.

17. Is Lord John's survival-focused approach valuable to the group? Why / Why not ?

١٧. هل نهج اللورد "John" الذي يركز على النجاة ذو قيمة للمجموعة؟ لما / لما لا ؟

- Yes. His caution, knowledge of tracks, attention to the wind, and choice of safe paths protect the group while the scientists investigate.

- نعم. فحذره ومعرفته بآثار الحيوانات وانتباهه للريح واختياره للطرق الآمنة تحمي المجموعة بينما يقوم العالمان بالاستكشاف.

2 JRE questions and their suggested answers

• Answer the following questions. Justify your answers with clear reason and evidence from the chapter.

1. **SB** By the end of this chapter, has "Challenger's" scientific claim been fully proved to the other explorers?

١. هل كان تشكيل فريق يضم شخصيات مختلفة إلى هذا الحد قرارًا حكيمًا؟

Justify	State your judgment. اذكر حكمك أو موقفك
Reason	Explain why the discoveries are or are not enough. وضح لماذا تُعد الاكتشافات كافية أو غير كافية
Evidence	Use at least two discoveries from the chapter. استخدم اكتشافين على الأقل من الفصل كدليل

Suggested answer

Justify الحكم	Yes, to the explorers themselves, the central claim has been convincingly proved. نعم، بالنسبة إلى المستكشفين أنفسهم، فقد ثبتت صحة الفكرة الأساسية بشكل مقنع.
Reason التعليل	They now observe prehistoric species living directly rather than relying on damaged or indirect evidence. لأنهم يشاهدون الآن كائنات حية من عصور ما قبل التاريخ بأنفسهم، بدلاً من الاعتماد على أدلة تالفة أو غير مباشرة.
Evidence الدليل	They watch living "iguanodons", enter a swamp filled with hundreds of "pterodactyls", and find signs of a large carnivorous dinosaur. يشاهدون ديناصورات "Iguanodons" الحية، ويدخلون مستنقعا مليئا بمئات من "Pterodactyls"، ويجدون دلائل على وجود ديناصور ضخم أكل للحوم.

2. **SB** Is scientific curiosity shown as a strength or a danger in this chapter?

٢. هل يُعد تشكك Summerlee ذا قيمة للرحلة الاستكشافية؟

Justify	State your judgment. اذكر حكمك أو موقفك
Reason	Explain how curiosity affects the explorers' choices. وضح كيف يؤثر الفضول في اختيارات المستكشفين
Evidence	Support your answer with details from the "iguanodons", "pterodactyls", or the camp. ادعم إجابتك بتفاصيل من أحداث الإيجوانودونات أو التيروداكتيلات أو المعسكر

Suggested answer

Justify الحكم	It shows both, though it is a strength only when controlled by caution. يُظهر الفضول العلمي كلا الجانبين، لكنه يكون مصدر قوة فقط عندما يكون مصحوبًا بالحد.
Reason التعليل	Curiosity produces the expedition's greatest discoveries, but it can lead the explorers into avoidable danger. يؤدي الفضول إلى أعظم اكتشافات الرحلة، لكنه قد يدفع المستكشفين أيضًا إلى أخطار كان من الممكن تجنبها.
Evidence الدليل	Watching "iguanodons" proves "Challenger's" claim, while approaching the "pterodactyl" rookery causes a mass attack and injuries. تُثبت مشاهدة ديناصورات "Iguanodons" صحة ادعاء "Challenger"، بينما يؤدي الاقتراب من مستعمرة ديناصورات "Pterodactyls" إلى هجوم جماعي وإصابات.



Chapter Five Summative Questions

1. Answer the following questions.

1. Explain why the explorers have decided to build Fort Challenger.
2. Analyze how the descriptions of the plants and insects show that the plateau is unusual.
3. Analyze how the iguanodons' physical features help the explorers identify them.
4. Evaluate Summerlee's reaction when he sees the iguanodons. What does it reveal about his attitude towards Challenger's claims?
5. Analyze the clues that suggest a carnivorous dinosaur may be living nearby.
6. Explain what the scientists learn from observing the pterodactyls at the swamp.
7. Analyze why approaching the pterodactyl swamp leads to a dangerous attack.
8. Explain how the group manages to escape from the pterodactyl attack.
9. Analyze what the condition of the damaged camp suggests about what may have happened there.

10. Evaluate how the arguments between Challenger and Summerlee change after their discoveries on the plateau.
11. Evaluate Lord John's actions to protect the group. How effective are they?
12. Analyze the clues that suggest people may be living on the plateau.

2. JRE Questions

- Answer the following questions. Justify your answers with clear reason and evidence from the chapter.

1. How do scientific discovery and survival danger work together to produce the picture of the lost world?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.
Justify	.....
Reason	.....
Evidence	.....

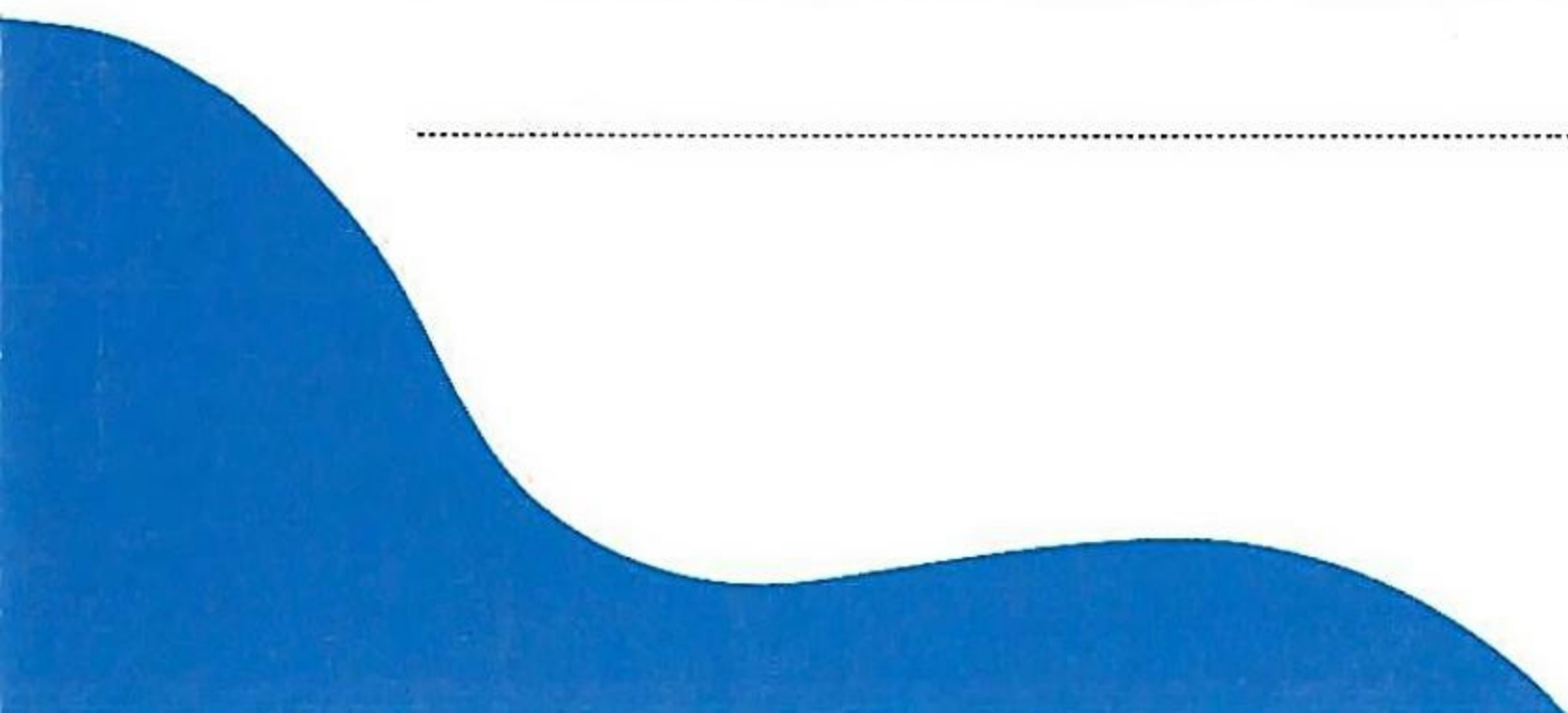
2. Who acts more responsibly in relation to responding to the “pterodactyl” attack: the two professors or “Lord John”?

Justify	State your judgment.
Reason	Explain the main reason behind your judgment.
Evidence	Support your answer with details from the chapter.
Justify	.....
Reason	.....
Evidence	.....

Notes



https://t.me/CC_N77





Handwriting practice lines consisting of 18 horizontal dotted lines on a white background.

احرص على اقتناء



PART

2

كتاب



EL-MOASSER

فى اللغة الإنجليزية
البكالوريا المصرية

الصف الثانى الثانوى

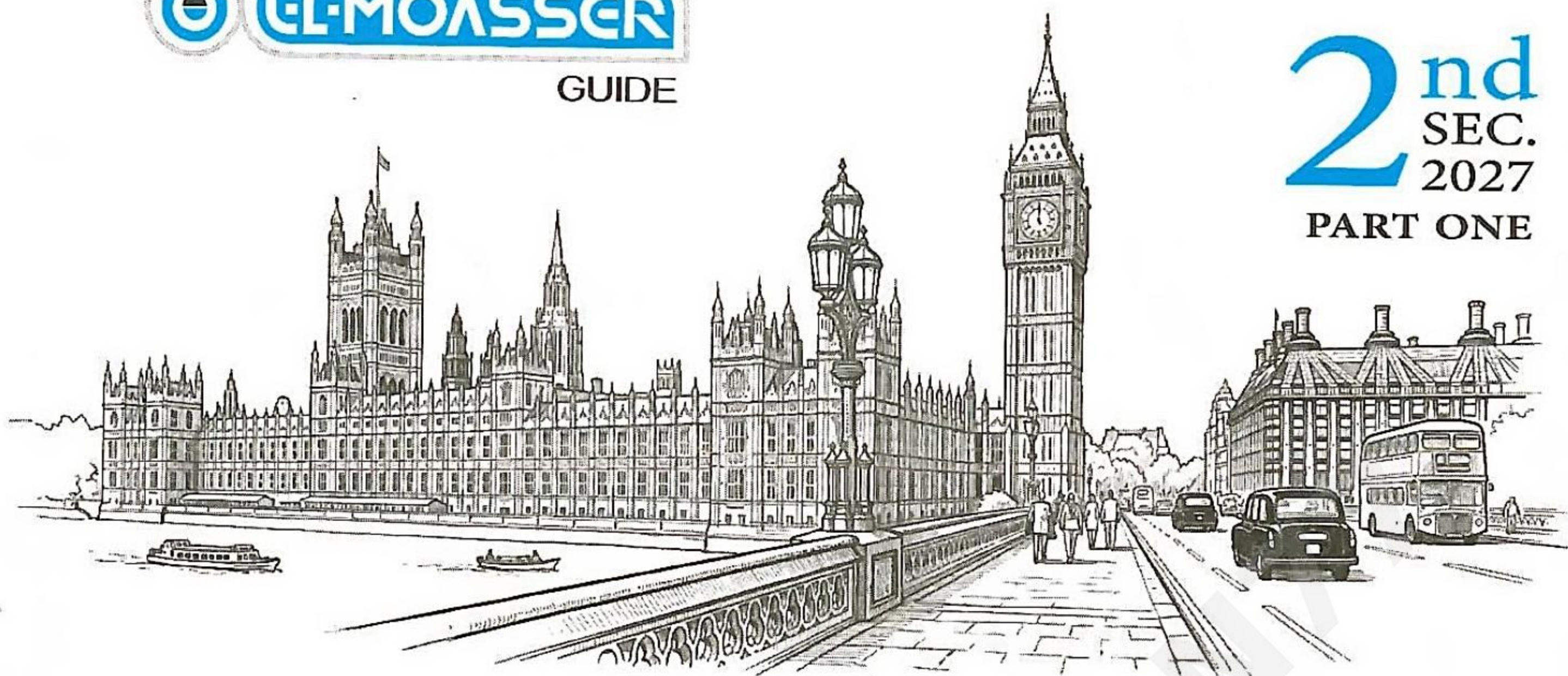
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PART ONE



PRE - ASSESSMENT

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مقدمة الملحق

عزيزي طالب المرحلة الثانوية،

يأتي هذا الملحق Pre-Assessment ليكون مرحلة تمهيدية تساعدك على الاستعداد الجيد للتعامل مع المنهج والتقييم، وليس مجرد مجموعة إضافية من التدريبات. فهدفه الأساسي هو أن تتعرف أولاً على طبيعة المهارات التي ستحتاج إليها أثناء دراستك، وأن تفهم أنماط الأسئلة المختلفة، وما يتطلبه كل نوع منها من تفكير وخطوات للوصول إلى الإجابة المناسبة.

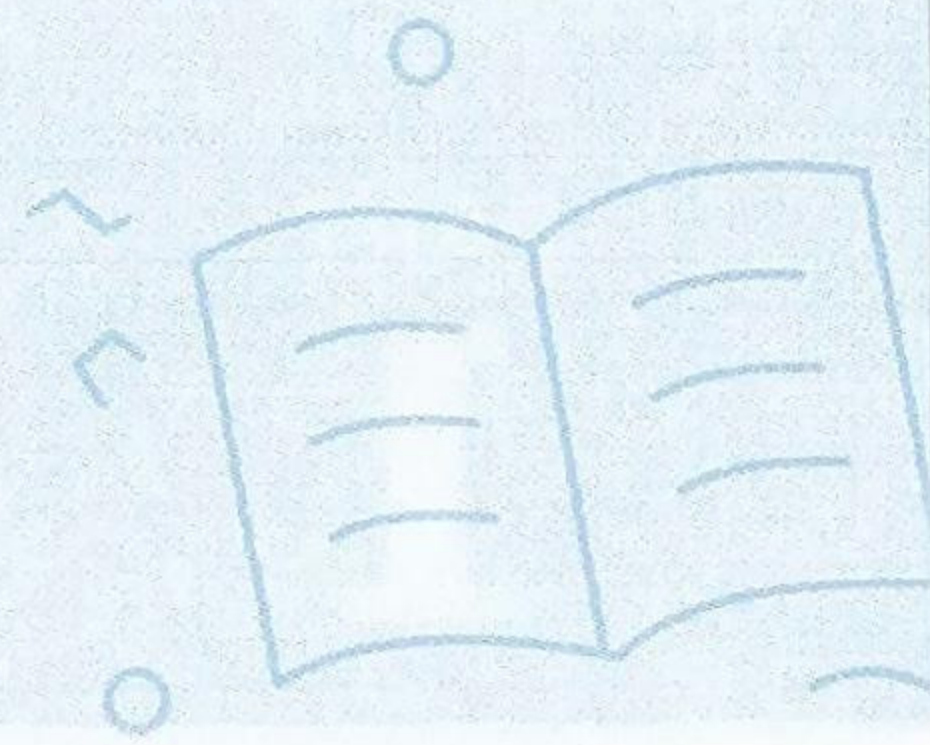
وقد روعي في إعداد الملحق أن ينتقل بك بصورة تدريجية من الفهم إلى التطبيق؛ فتدرب على توظيف المفردات في مواقف وسياقات مختلفة، وعلى التعامل مع نصوص القراءة بمستويات متعددة من الفهم، مثل تحديد المعلومات والأفكار، والاستنتاج، والتطبيق، والتحليل، والتقييم. كما يساعدك على فهم متطلبات الكتابة وتنظيم أفكارك واختيار الشكل الكتابي المناسب وتوظيف اللغة بصورة واضحة ومترابطة. وينتهي ذلك بتدريبات ومراجعات تجمع بين ما اكتسبته من مهارات، حتى تتمكن من تطبيقها في مواقف وأسئلة متنوعة.

ولا يركز الملحق على معرفة الإجابة الصحيحة فقط، بل يهتم أيضاً بكيفية الوصول إليها؛ من خلال تدريبك على قراءة السؤال بدقة، وتحديد المطلوب، والبحث عن الأدلة والمعلومات المناسبة، واختيار الاستراتيجية التي تتناسب مع نوع السؤال. وبهذا تصبح أكثر قدرة على التعامل مع الأسئلة التي تقيس الفهم والتفكير والتطبيق، وليس مجرد تذكر المعلومات.

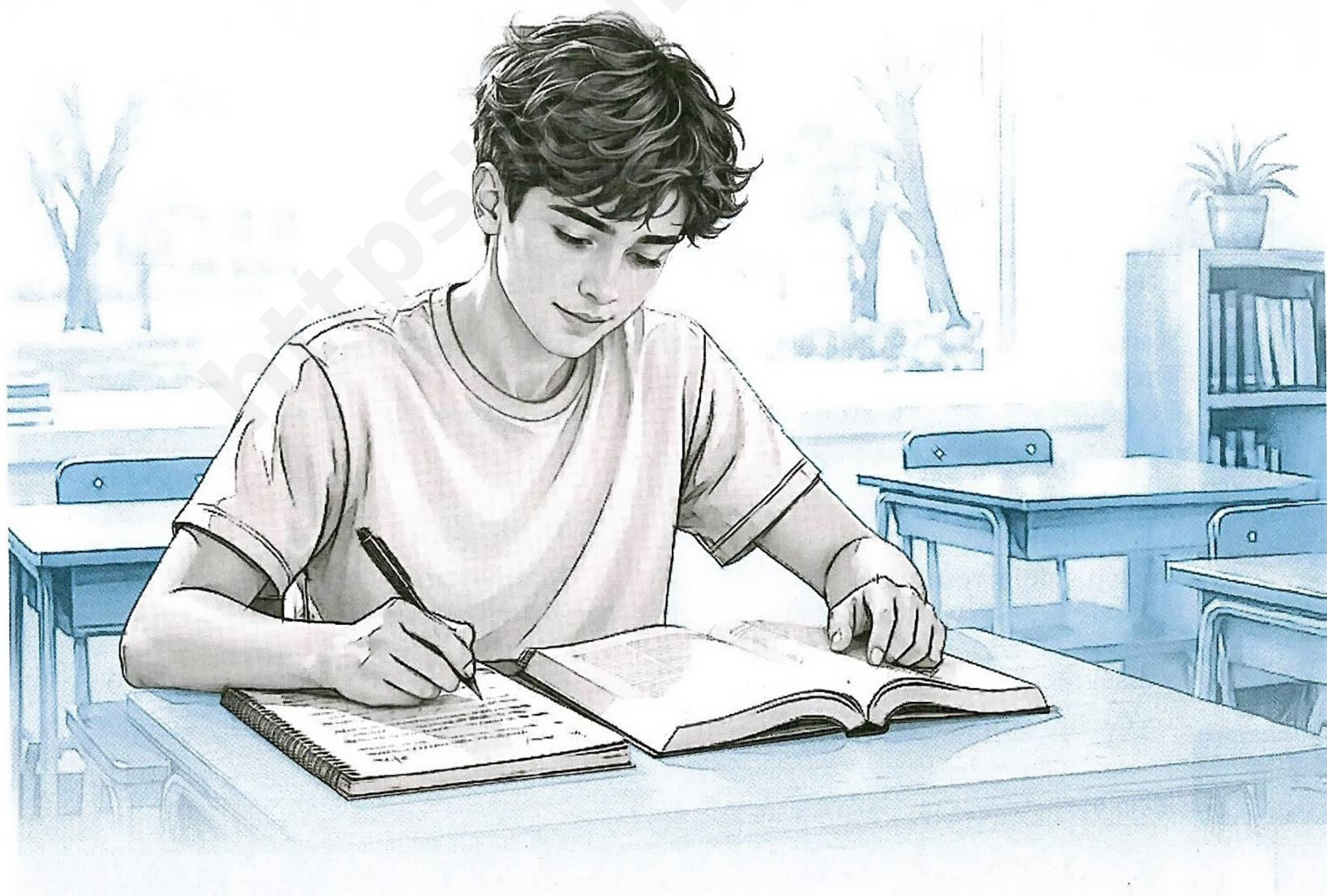
ومن خلال هذا التدريب المتدرج، تصبح أكثر استعداداً لدراسة المنهج والتفاعل مع أنشطته، وأكثر وعياً بطريقة التعامل مع التقييم بمختلف أشكاله، فالهدف من هذا الملحق هو أن تبدأ دراستك وأنت تعرف ماذا يُطلب منك؟ وكيف تفكر؟ وكيف توظف ما تعلمته للوصول إلى استجابة صحيحة وواضحة ومنظمة؟

فالاستعداد الجيد لا يبدأ بحفظ الإجابة، بل بفهم المهارة ومعرفة كيفية استخدامها.

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PART 1

Vocabulary in Context : Scenario - Based Questions

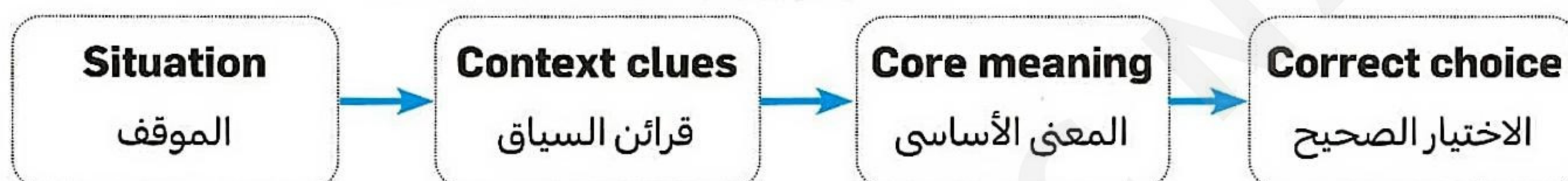
What are they ?

Scenario-based vocabulary questions test your ability to understand a word through a realistic situation and apply its meaning to a new context.

هي أسئلة تقيس قدرة الطالب على فهم معنى الكلمة من خلال موقف واقعي، ثم تطبيق هذا المعنى على موقف جديد. لا يعتمد الحل على حفظ الترجمة فقط، بل على فهم الكلمة من خلال السياق واستخدامها في سياق جديد.

THE CORE FORMULA

الفكرة الأساسية



Direct question vs scenario-based question

السؤال المباشر مقابل السؤال القائم على موقف

Examples :

Direct

What does "compromise" mean ?

Asks for the meaning directly and often depends on memorisation.

- السؤال المباشر يطلب المعنى مباشرة وغالبًا يعتمد على الحفظ.

Scenario-Based

Two groups disagree. Each side gives up part of what it wants so they can reach an agreement.

Answer : compromise

- السؤال القائم على موقف يضعك في موقف لك تفهم المعنى.

Two groups disagree about how to use a school space. After discussion, each side gives up part of what it wanted so they can reach an agreement. This is called a

- a. conflict b. compromise c. tradition d. warning

Mariam keeps practicing English for 20 minutes every day and rarely misses a day. This shows

- a. consistency b. anxiety c. loss aversion d. withdrawal

• Examples : أمثلة

Example 1

Each side gives up part of what it wants to reach an agreement.

Clues

disagree - gives up part - agreement

Compromise = حل وسط / تسوية

Example 2

Mariam practises English every day and rarely misses a day.

Clues

every day - rarely misses - regularly

Consistency = المواظبة / الاستمرارية

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

1. "Over many years, my family had **accumulated** hundreds of old photographs, letters, and documents." Which situation best reflects the meaning of "**accumulated**"?
 - a. Noha sorted her old clothes and gave most of them away.
 - b. Mahmoud saved tickets, postcards, and coins from every trip until his collection filled two cupboards.
 - c. Aya borrowed several books from the library and returned them the following week.
 - d. Hady moved his belongings from one room to another before painting the house.
2. "After the family celebration, there were some **leftovers**, so Fatma offered them to the neighbors the next morning." Which situation best demonstrates the meaning of "**leftovers**"?
 - a. A baker prepares a fresh tray of bread before opening his shop.
 - b. A family orders another meal because everyone is still hungry.
 - c. A cook serves all the soup and finds the pot completely empty.
 - d. After a picnic, several sandwiches remain uneaten and are taken home.
3. "Because the kitchen was small, Mohammed added shelves above the tap to create more **storage** for pots and dishes." Which situation best illustrates "**storage**"?
 - a. A museum places its most attractive statue near the main entrance.
 - b. A phone user moves thousands of photos to an online space so they can be kept for later.
 - c. A traveler packs only the clothes he needs for a two-day trip.
 - d. A café arranges its cakes where customers can see them easily.
4. "For years, Zeinab cared for her elderly grandmother every day. Her **devotion** was clear in the time and care she willingly gave." Which person's behaviour best illustrates "**devotion**"?
 - a. Moaz visited his uncle only when his parents reminded him to go.
 - b. Moaz helped his neighbor once because he happened to have some free time.
 - c. Moaz agreed to help at home but often left his tasks unfinished.
 - d. Moaz regularly cared for an injured cat for months until it became healthy again.
5. "Zeinab found helping her younger brother learn to ride a bike **fulfilling**. Seeing him finally ride on his own made her feel that all her time and effort had been worthwhile." Which situation illustrates "**fulfilling**" as used here?
 - a. Making someone feel relieved because a difficult task has ended
 - b. Giving someone a strong sense of satisfaction and personal value
 - c. Making someone feel excited about trying an unfamiliar activity
 - d. Giving someone an easier way to complete a demanding task
6. "A desert clinic uses battery storage to keep essential equipment running after its solar panels stop producing electricity at sunset." Which situation best reflects "battery storage"?
 - a. A shop closes early whenever the salesman sells their goods.
 - b. A farm operates its pump only while the sun is shining.
 - c. A home keeps unused daytime power for evening lighting.
 - d. A bakery uses electricity during daytime to make bread.

PART 2

Reading Comprehension



How to Deal with a Reading Passage

عزيزي طالب / طالبة البكالوريا المصرية

تَعُدُّ قِطْعُ الفهم جزءًا رئيسيًا بالغ الأهمية في تقويم اللغة الإنجليزية؛ لقياس جميع المستويات المعرفية لدى الطالب. يقرأ الطالب القطعة، ويفهمها، ويستنتج، ويُطبّق، ويحلّل، ويُقيّم، ويُبدع. وفيما يلي نقدّم لكم شرحًا تفصيليًا شاملًا يساعدكم على التعامل مع الأنواع المختلفة لأسئلة قِطْع الفهم. وهدفنا من ذلك تبسيط الصعب والتدريب على الأنماط المتنوعة. ولن يتحقق هذا إلا من خلال دراسة وافية للجانب النظري، ثم التدريب المكثف على قِطْع فهم متنوعة تدرج في مستوى الصعوبة.

Before answering a question:

قبل الإجابة عن أي سؤال:

1. Read the title, if there is one, and predict the topic. اقرأ العنوان إن وُجد، وتوقع موضوع القطعة.
2. Read the whole passage quickly to understand the general message. Do not stop at every difficult word. اقرأ القطعة كلها قراءة سريعة لفهم الفكرة العامة. لا تتوقف عند كل كلمة صعبة.
3. Read again more carefully. Underline names, dates, repeated words, examples, causes, results, and contrast words such as but, however, because, and therefore. اقرأ مرة ثانية بدقة. ضع خطاً تحت الأسماء والتواريخ والكلمات المتكررة والأمثلة أدوات الربط التي تعبر عن الأسباب والنتائج والتناقض.
4. Identify the job of each paragraph: introduction, details, example, change over time, problem, solution, or conclusion. حدّد وظيفة كل فقرة: مقدمة، تفاصيل، مثال، تطور عبر الزمن، مشكلة، حل، أو خاتمة.
5. Answer according to the passage, not only from your general knowledge. أجب بناءً على القطعة، وليس من معلوماتك العامة فقط.
6. Read → Locate → Think → Answer → Check. اقرأ ← حدد ← فكر ← أجب ← تحقق من إجابتك. القارئ الجيد لا يتسرع. يفهم الطالب القطعة أولاً، ثم يحدد نوع السؤال، وأخيراً يستخدم الاستراتيجية المناسبة.

1

Learn

تعلم كيفية حل السؤال

Model Passage

Egypt has one of the oldest and greatest civilizations in the world. Thousands of years ago, the ancient Egyptians settled along the River Nile. The river gave them water, fertile soil, and an easy way to travel. Thanks to the Nile, they could grow crops and build stable communities.

هام جدًا

اقرأ قطعة الفهم التالية جيدًا، حيث سيتم تطبيق جميع أنواع أسئلة قطع الفهم عليها في الشرح الذي يليها.

The ancient Egyptians were skilled builders, creative artists, and great scientists. They built pyramids, temples, and tombs that still amaze visitors today. They also developed writing called hieroglyphics and made important advances in medicine, mathematics, and astronomy.

Egypt's history did not end with the ancient period. Different civilizations, including the Greeks, Romans, Arabs, and Ottomans, left their marks on the country. In modern times, Egypt became an independent nation and continued to play an important role in the Arab world and Africa.

Today, Egypt protects its ancient treasures while looking toward the future. Its museums, monuments, and cultural traditions attract people from all over the world. Egypt's long history teaches us that a nation can respect its past and still work for future progress.

Types of Reading questions

TYPE 1 Direct Understanding Questions أسئلة الفهم المباشر

- Understanding questions ask for information stated clearly in the passage. The answer is usually "on the lines."

أسئلة الفهم المباشر تطلب معلومة مذكورة بوضوح في القطعة. وتكون الإجابة غالبًا مباشرة.

A. Understanding Questions : MCQ أسئلة الفهم: اختيار من متعدد

Model question

- Why could ancient Egyptians build stable communities?
 - a. They had many visitors due to tourist attractions.
 - b. The Nile provided water and fertile soil.
 - c. They learned how to run a community from the Romans.
 - d. They built museums, temples and tombs.

Correct answer : b.

B. Understanding Questions: Open-ended أسئلة الفهم: مقالي

Model question

Mention two fields in which ancient Egyptians made advances.

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How to deal with it

كيفية التعامل معها

- Locate the answer in the text, then write in your own words if possible.

حدّد مكان الإجابة في النص، ثم أجب بأسلوبك إن أمكن.

B. Main idea of the whole passage

الفكرة الرئيسية للقطعة كلها

A. Main Idea : MCQ اختيار من متعدد عن الفكرة الرئيسية للموضوع بالكامل

Model question

- What is the main idea of the passage?
 - a. Egypt has only ancient monuments.
 - b. The Nile is the only reason Egypt is important.
 - c. Egypt has a rich history and continues to move forward.
 - d. Ancient Egyptians were interested in farming and fishing.

Correct answer: C.

How to deal with it

- Ask yourself: "What does the writer want me to understand after reading the entire passage?"
اسأل نفسك: ماذا يريد الكاتب أن أفهم بعد قراءة القطعة كاملة؟
- Combine the main points of all paragraphs.
اجمع الأفكار الأساسية لكل الفقرات.

B. Main idea: Open-ended أسئلة مقالية عن الفكرة الرئيسية للموضوع بالكامل

Model question

State the main idea of the passage.

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Answer frame:

- The passage is mainly about ... and shows/explains that ...
تتناول القطعة بشكل رئيسي ... وتوضح/تبين أن ...

C. Meaning, synonym & antonym Questions

المعني والمرادف والمضاد

A. MCQ

Model question

1. The word "fertile" in paragraph 1 means
 - a. poor for farming
 - b. good for growing crops
 - c. full of buildings
 - d. difficult to reach
2. Which word is closest in meaning to "ancient"?
 - a. old
 - b. modern
 - c. expensive
 - d. famous
3. The opposite of "modern" is
 - a. recent
 - b. ancient
 - c. current
 - d. new

How to deal with it

- Always read the whole sentence and, when needed, the sentence before and after it.

اقرأ الجملة كاملة، وعند الحاجة اقرأ الجملة التي قبلها وبعدها.

B. Open-ended

Model question

What does “preserves” mean in paragraph 4?

How to deal with it

- Give a simple meaning that fits the sentence, not necessarily a dictionary definition.

اذكر معنى بسيط يناسب الجملة، وليس بالضرورة تعريف القاموس .

Model question

Write a synonym for “important” in paragraph 3.

How to deal with it

- The synonym must keep the same meaning in that context.

يجب أن يحافظ المرادف على المعنى نفسه في هذا السياق.

Model question

Write an antonym for “stable” in paragraph 1.

How to deal with it

- Do not choose a word that is merely different. It must be the opposite.

لا تختار كلمة مختلفة فقط؛ يجب أن تكون عكس المعنى .

TYPE 2 Inference Questions أسئلة الاستنتاج

Inference questions ask for an answer that is not stated directly but can be understood from clues in the text. The answer is “between the lines.”

أسئلة الاستنتاج تطلب إجابة غير مذكورة بشكل مباشر، ولكن يمكن فهمها من أدلة في النص. والإجابة تكون بين السطور.

A. Inference Questions : MCQ أسئلة الاستنتاج: اختيار من متعدد

Model question

- What can we infer نستنتج from the fact that Egypt protects its monuments?

- a. Egypt does not care about its past.
- b. Egypt considers its heritage valuable.
- c. Egypt wants to build new museums.
- d. Egypt has no modern plans for museums.

Correct answer: b.

B. Inference Questions: Open-ended أسئلة الاستنتاج: مقالي

Model question

What can we infer about the importance of the Nile to ancient Egyptians?

How to deal with it

- Find the clue دليل in the passage. ابحث عن الدليل في القطعة.
- Make a prediction supported by evidence from the passage. توقع الإجابة مدعومة بدليل من الفقرة.

Answer frames:

- We can infer that ... because the passage says/shows that ... إطار مفيد للإجابة: يمكننا أن نستنتج أن ... لأن القطعة تقول/توضح أن ...

How to deal with it

- Identify the lesson learned from the text and apply it to similar situations. استخلص من القطعة الدرس المستفاد وقم بتطبيقه على مواقف مشابهة.

Answer frame:

← لاحظ في الفقرة يتحدث عن حماية مصر لأثارها وتاريخها وفي هذا السؤال نطبق هذا على حماية المدينة للمباني التاريخية لها.

- Based on the passage, I would/could ... because ...

إطار الإجابة: استنادًا إلى القطعة، يمكنني/يمكننا أن ... لأن ...

TYPE 3 Analysis Questions أسئلة التحليل

Analysis means breaking the passage into parts and explaining relationships.

التحليل يعني تقسيم النص إلى أجزائه وشرح العلاقات بينها.

cause and effect, comparison, sequence, purpose, problem and solution, or evidence.

السبب والنتيجة، المقارنة، الترتيب، الغرض، المشكلة والحل، أو الدليل.

A. Analysis Questions : MCQ أسئلة التحليل: اختيار من متعدد

Model question

- How does the writer develop the ideas of the passage?
 - a. It describes Egypt from ancient times to the present.
 - b. It compares Egypt with many other ancient countries.
 - c. It gives basic instructions to follow when visiting Egypt.
 - d. It presents just one problem and one solution only.

Correct answer: A.

B. Analysis Questions: Open-ended الأسئلة التحليلية: مقالي

Model question

Explain the relationship between the Nile and the growth of ancient Egyptian civilization.

How to deal with it

- Look for connectors: because, so, therefore, to find the relationship between ideas.

ابحث عن أدوات الربط.

Answer frame:

← لاحظ : ذكر في الفقرة أن النيل يمد المصريين بالمياه والتربة الخصبة وهما من العوامل المساعدة على النمو والازدهار.

• Answer frame:

- This caused ... هذا أدى إلى
- As a result, ... ونتيجة لذلك
- The writer uses this example to show ... يستخدم الكاتب هذا المثال ليبين ...
- Both paragraphs show ..., but ... توضح الفقرتان ..., لكن ...

TYPE 4 أسئلة التقييم Evaluation Questions

Evaluation questions ask students to make a judgment and support it with reasons and evidence.

أسئلة التقييم تطلب من الطالب إصدار حكم أو إبداء رأي مع دعمه بالأسباب والأدلة.

There may be more than one acceptable answer if it is well supported.

وقد توجد أكثر من إجابة مقبولة إذا كانت مُدعّمة جيدًا.

A. Evaluation Questions : MCQ أسئلة التقييم: اختيار من متعدد

Model question

- Which opinion is best supported by the passage?
 - a. Historical monuments have no clear value in our modern life.
 - b. A country can preserve its past and work for future progress.
 - c. Only ancient civilizations can attract visitors to visit a country.
 - d. Egypt should focus on the past and ignore the future.

Correct answer: b.

B. Evaluation Questions: Open-ended أسئلة التقييم: مقالي

Model question

Do you think it is important for Egypt to exert effort on protecting its ancient monuments?
Why/Why not? Give reasons.

How to deal with it

- Read the passage carefully, form an opinion about the information presented, and support it with evidence from the passage.

اقرأ الفقرة جيدًا، كون رأي عن الواردة وادعمه بدليل من الفقرة.

Answer frame:

- In my opinion, ... because Furthermore, ... في رأيي، ... لأن بالإضافة إلى ذلك، ...
- Although ..., I believe that ... على الرغم من أن ...، أعتقد أن ...

TYPE 5 Creation Questions أسئلة الإبداع

Creation questions ask students to produce something new using the passage's ideas: a new ending, a plan, a speech, a poster, a diary entry, or a paragraph.

أسئلة الإبداع تطلب من الطالب إنتاج شيء جديد باستخدام أفكار القطعة: نهاية جديدة، خطة، خطاب، ملصق، يوميات، أو فقرة إنشائية. وفيما يلي عرض مبسط لنماذج أسئلة الإبداع:

1 Creating a Title ابتكار عنوان

Model question

Create an attractive title for a campaign about protecting Egypt's heritage.

Model answer: Protect the Past, Build the Future

2 Creating a Slogan إنشاء شعار

Model question

Write a slogan encouraging people to protect Egyptian monuments.

Model answer: Our monuments are our memory — protect them for tomorrow

3 Creating a Plan وضع خطة

Model question

Suggest a three-step plan to help young people appreciate Egyptian history.

Model answer:

1. Organize educational visits to museums and historical sites.
2. Hold school activities about famous Egyptian achievements.
3. Share short videos and posters about protecting heritage.

4 Creating a different ending كتابة نهاية مختلفة

Model question

Write a different final sentence for the passage.

Model answer:

By learning from its remarkable past, Egypt can inspire future generations to create an even stronger nation.

How to deal with Creation questions

- Use the passage as a source of ideas, but do not copy it completely.

استخدم القطعة كمصدر للأفكار، ولكن لا تنسخها بالكامل.

Passage (1)

• Read the following passage, then answer the questions:

The old olive tree at the end of our lane was a testament to the generosity of strangers. Its twisted roots pushed through the dry, cracked soil like the fingers of a tired giant, and for years, I'd pass it without a second glance. Then came the summer, the stream dried up. The birds, usually a riot of song in the early morning, fell silent. I found a small sparrow, beak open and eyes clouded, lying in the dust beneath the tree's thin shade.

It felt like a small, foolish gesture. I filled the chipped lid of a terracotta pot with cool water and set it at the base of the roots. Then, I added a handful of breadcrumbs. The next day, the water was gone. So, I did it again and again.

A week later, the sparrow was back, fluttering nervously from a low-hanging branch. It dipped its beak into the lid, took a quick drink, and vanished. I smiled, a tiny victory in a dry, silent world.

That was the spring of the sparrow, the summer of the doves. By autumn, my small offering had become a daily ritual, and the old olive tree had become an oasis. A family of doves bustled softly in its upper branches. A pair of squirrels quarreled over the scattered seeds.

But the true fruit came the following spring. One morning, a soft bump landed by my foot—a small, ripe olive. I looked up. The tree, which had been barren for as long as I could remember, was heavy with a new crop, a gift for the tiny, faithful flock gathered in its branches. A simple, consistent kindness had not only nourished the weary but had revived the tree itself.

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

- Which event happened first?
 - The water was gone the next day.
 - The narrator found a sparrow.
 - The sparrow returned after a week.
 - The tree produced a new crop of olives.
- Which sentence best paraphrases “a tiny victory in a dry, silent world”?
 - The narrator had solved the problem of drought
 - The narrator had won an important competition for farming
 - The narrator felt hopeful as a small action had helped
 - The narrator decided to leave the lane forever
- Which new situation best illustrates the lesson learned in the passage?
 - A boy leaves water for a stray cat every day during summer
 - A girl buys a new phone to watch videos and chat with friends.
 - A family throws away food after a large meal, which is wasteful.
 - A child ignores an injured bird in the street and it dies later.

4. Which statement best expresses the main idea of the passage?

- a. Wild animals should never live near people.
- b. Old trees cannot grow fruit after a dry summer.
- c. Small acts of kindness can create meaningful change.
- d. Birds and squirrels are more important than olive trees.

B. Find evidence from the text.

5. Find evidence showing that the narrator's feelings towards the old olive tree changed during the experience.

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C. Answer the following questions.

6. Why does the writer compare the tree's roots to "the fingers of a tired giant"?

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7. To what extent do you agree with the lesson that simple, consistent kindness can make a difference? Give reasons.

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8. Imagine that you are the narrator after finding the ripe olive. Write a two-sentence diary entry explaining what you learned.

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Passage (2)

• Read the following passage, then answer the questions:

Unknown worlds begin where our familiar knowledge ends. They may be distant planets cloaked in storms, deep oceans where light disappears, or hidden corners within our own cities and minds. What makes such places "unknown" is not only their remoteness but the limits of our perspective. We move through life guided by maps drawn from habit, and when their edges blur, curiosity must become our compass. In these uncertain spaces, ordinary rules shift: gravity may feel strange, time may stretch or shrink, and even languages—human or animal—whisper with secrets we do not yet understand. The first step toward understanding is always careful observation: listening before speaking, watching before acting, measuring before concluding. Gradually, patterns begin to form, like stars arranging themselves into constellations in the patient night sky.

Yet unknown worlds are never empty. They hold their own histories, inhabitants, and fragile balances that existed long before we arrived. Exploration, therefore, is not only a technical venture but a moral one. We depend on tools—submersibles, telescopes, sensors, and models—but we must also bring humility. Entering a new realm means risking

misunderstanding, or worse, harming what we barely comprehend. Responsible explorers ask important questions: Who already lives here? What changes when we intervene? How can we ensure we leave it better than we found it?

In the end, discovery often begins with surprise but grows into connection. A new species can illuminate an old mystery; a neglected neighborhood can revive a forgotten story; a fresh idea can inspire innovations that serve many. Unknown worlds expand our imagination not by proving humanity's control over everything, but by reminding us how much there is still to learn. When we accept uncertainty, we open ourselves to wonder—and when wonder guides us, the unknown becomes not a place of fear, but of belonging and understanding.

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

1. According to the passage, what should explorers do before reaching a conclusion?
 - a. Speak immediately
 - b. Measure carefully
 - c. Act quickly
 - d. Intervene without questions
2. What does the phrase “curiosity must become our compass” mean?
 - a. People should stop exploring unfamiliar places
 - b. Explorers need a real compass in every situation
 - c. Curiosity should guide us when familiar knowledge is limited
 - d. Unknown places should remain hidden forever
3. Why does the writer mention submersibles, telescopes, sensors, and models?
 - a. To show that exploration needs tools as well as responsibility
 - b. To explain how to build scientific equipment
 - c. To prove that technology can solve every problem
 - d. To compare old tools with modern inventions
4. Which title best suits the first paragraph?
 - a. The Dangers of City Life
 - b. Why Exploration Should End
 - c. From Curiosity to Careful Observation
 - d. How to Build a Telescope

B. Find evidence from the text.

5. Find one detail showing that careful observation is important before making a conclusion.

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C. Answer the following questions.

6. How does the second paragraph develop the idea of careful exploration introduced in the first paragraph?

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7. How successfully does the writer support the claim that discovery requires responsibility? Give reasons from the passage.

8. Design a simple plan for observing birds in a garden or park. Explain what you would watch or measure before reaching a conclusion.

Passage (3)

• Read the following passage, then answer the questions:

The Valley of the Nobles is a hidden gem in Luxor, Egypt. It shows the lives of influential figures who created history through artistic design and daily life drawings. Despite centuries, the site remains a testament to Egypt's rich history, offering insights into the factors that led to the rise of royals and nobles. The Valley of the Nobles houses about 500 tombs from the New Kingdom (1550 BC-1069 BC), containing simple decorations and valuable information about their lives. These tombs feature paintings describe their lives in a majestic manner, with their value increasing over time to leave exclusive gestures for travellers.

The Valley of the Nobles is a reserve containing hundreds of rock-cut tombs of ancient Egyptian nobles. These tombs, discovered near Hatshepsut's Temple, are filled with vivid supreme carvings and hold a significant place in the country's history. The reserve shows the journeys of officials and leaders in polishing the royals' eras and the bonds created between rulers and their nations.

The Valley of the Nobles is a testament to Egypt's rich history and cultural heritage. It is a unique and timeless architectural marvel, featuring simple, cemetery-like designs and high-stability walls. These cemeteries tell stories of workers, artists, craftsmen, and architects' daily lives, as well as scenes from ancient court life. The themes of elements and decorations in these tombs are different from those which are in the Valley of the Kings. They are simpler and more humane.

Ancient Egypt's pharaohs and officials built temples and tombs to preserve their memory and their contributions to the foreverness of the valley. A visit to the Valley of the Nobles offers a chance to tour among the bodies that contributed to Egypt's legacy.

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

- Which attraction is mentioned in the passage?
 - A modern hotel beside the Nile in Luxor
 - Rock-cut tombs of ancient Egyptian nobles
 - A Roman theatre by the Mediterranean
 - A large shopping centre in Luxor near temples
- What does the phrase "a hidden gem" mean in the first paragraph?
 - A place that must be searched for with machines
 - An object made of gold
 - A valuable and beautiful place that is not widely known
 - A place that is unsuitable for visitors because of its danger

3. What benefit would a family or student group gain from visiting the Valley of the Nobles?
 - a. They could learn about the culture of ancient Egyptians
 - b. They could swim in the River Nile in warm water
 - c. They could watch modern sports events and cultural events
 - d. They could buy new electronic devices imported from Africa
4. What is the main idea of the passage?
 - a. The Valley of the Nobles is exactly like the Valley of the Kings.
 - b. Ancient Egyptians built tombs only for kings and queens of the New Kingdom.
 - c. Luxor is important because it has modern buildings as well as great ancient tourist attractions.
 - d. The Valley of the Nobles preserves important details about ancient Egyptian life and heritage.

B. Find evidence from the text.

5. Find one detail showing that the Valley of the Nobles has cultural importance beyond its physical appearance.

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C. Answer the following questions.

6. How does the writer move from describing the tombs' physical features to explaining their cultural significance?

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7. To what extent is the Valley of the Nobles important to Egypt's national identity? Support your answer with details from the passage.

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8. Invent a new event that the Valley of the Nobles could host for teenagers. Explain how it would help them learn about ancient Egyptian life.

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Passage (4)

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

Zaki was determined to prove himself when he joined the school's robotics club. Gifted in engineering, he prided himself on his solitary work, dismissing teamwork as a distraction. His mentor, Mrs Leila, a soft-spoken teacher with decades of experience, often urged him to collaborate. "Modesty isn't a weakness," she said. "It's recognizing that growth happens when we share ideas." Zaki rolled his eyes. To him, modesty was a sign of inadequacy.

Their clash came to a head during the regional robotics competition. Zaki designed a ground-breaking prototype alone, refusing to let teammates review his code. "This is my project," he insisted. Meanwhile, his classmates struggled with their flawed entries.

On the event day, Zaki's robot performed flawlessly until the final challenge. A sudden power surge caused it to malfunction, and he watched in horror as it crashed.

Mrs Leila approached him, not with criticism, but with a question: "What if your success relied not on perfection, but on connection?" Her words lingered as Zaki noticed his teammates consoling one another. The next day, he surprised everyone by distributing copies of his code. "Let's fix this together," he said. Over hours of collaborative troubleshooting, they identified a design fault Zaki had overlooked.

At the state competition, their unified entry – now a collective effort – won first place. Zaki's robot, stronger and more adaptable, dazzled judges. But the real victory was his realization: Modesty wasn't about shrinking his talents, but expanding his vision by embracing others' strengths.

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

1. According to the passage, what did Zaki do immediately after his robot malfunctioned?
a. He watched in horror as it crashed b. He asked his mentor to repair it
c. He left the competition d. He blamed his teammates
2. What does "modesty" mean in Mrs Leila's view?
a. Hiding one's talents to avoid work and cooperation
b. Recognising that growth comes from sharing ideas
c. Refusing to enter competitions to find ease of mind
d. Working alone without help from others out of pride
3. Which conclusion about Zaki's attitude is best supported by the passage?
a. He continued to believe that teamwork was a distraction
b. He became less interested in robotics
c. He learned to value other people's strengths
d. He decided that success was impossible
4. Which title best expresses the central idea of the whole passage?
a. The Power of a Perfect Robot
b. A Competition Without Rules
c. The Mentor's Difficult Lesson and Zaki's Reaction
d. From Solitary Success to Shared Achievement

B. Find evidence from the text.

5. Find one detail showing that Zaki changed after the turning point.

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C. Answer the following questions.

6. How did the turning point change the direction of the story?

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7. Do you think Zaki made the right decision when he shared his code with his teammates? Give two reasons.

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8. Imagine that you are Zaki after winning the state competition. Write a two-sentence message explaining what you learned.
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Passage (5)

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

Mazen was a naughty little boy who loved to play tricks on his family. One day, he decided to play a trick on his older sister, Huda. He stole one of her shoes and hid it somewhere in the house. Huda was not amused. She searched high and low for her missing shoe, but found it nowhere. Mazen giggled with delight, but his laughter turned to panic when he realized he couldn't remember where he had hidden the shoe.

As the days passed, the family grew increasingly frustrated with Mazen's tricks. Huda started wearing mismatched shoes to school, and their parents threatened to ground Mazen if he didn't find the missing shoe soon. Desperate for a solution, Mazen enlisted the help of his best friend Maher who used his special technique of search. Together, they retraced Mazen's steps and searched every nook and cranny of the house. But still, the shoe was nowhere to be found.

Just when all hope seemed lost, Mazen's dog, Roy, came leaping into the room with something in his mouth. It was Huda's missing shoe! Mazen and Maher cheered with delight, and the family breathed a sigh of relief.

However, their joy was short-lived. As Huda slipped on her shoe, she realized that Roy had chewed a huge hole in the toe. Mazen hung his head in shame, but then he started to giggle. "Looks like you'll need to wear two mismatched shoes now, sis!" he teased. Huda rolled her eyes but couldn't help but laugh. Despite the confusion and frustration, the family had come together to solve the case of the missing shoe.

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

1. According to paragraph 2, what did Mazen do after his parents threatened to ground him?
 - a. He asked Maher to help.
 - b. He returned Huda's lost shoe.
 - c. He sent Roy outside alone.
 - d. He blamed his worried parents.
2. What does the phrase "every nook and cranny" in paragraph 2 most nearly mean?
 - a. every small place at home
 - b. every person living at home
 - c. every object kept at home
 - d. every visitor arriving at home
3. Which conclusion about Mazen's reaction in the final paragraph is best supported by the passage?
 - a. He felt guilty but still joked.
 - b. He felt annoyed by his friend.
 - c. He felt proud of the damage.
 - d. He felt worried about schoolwork later.
4. Which is the best title for the passage?
 - a. Roy and the Chewed Shoe Mystery
 - b. The Case of the Missing Shoe
 - c. Huda's Journey to a New School
 - d. A Family Picnic in the Park

B. Find evidence from the passage.

5. Write a sentence showing that Mazen felt ashamed when he saw the damaged shoe.

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C. Answer the following questions:

6. How did Roy's arrival change the direction of the story?

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7. Do you think Mazen behaved responsibly at the end of the story? Give two reasons for your answer.

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8. Imagine that Mazen sends Huda a message after the incident. Write two sentences in which he apologises and explains what he has learnt.

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Passage (6)

• Read the following passage, then answer the questions:

When a fire alarm goes off, you know it! The sound alerts you to danger. What if you were deaf? How would you know if an alarm went off, or if someone knocked on your door? If you took a walk and strolled across a busy street, you wouldn't hear if a car beeped at you. A signal dog could help you with all of these things!

Signal dogs are also called hearing ear dogs. They help people who are deaf by acting as their owners' "ears". They know what to do when they hear certain sounds. These dogs can learn up to eight sounds, including sounds from sirens, doorbells, and crying babies.

Babies cry at night for many reasons. They might be hungry, lonely, or wet. When they cry, the sound is pitiful! Even extremely sleepy parents will wake up quickly to help. But what if a mom and dad are deaf? That's when a signal dog can help. The dog can quickly wake his owner. He might nudge him with his nose, or pull at his night clothes. When his owner wakes up, the dog runs to the baby. The dog may crouch down near the crib. If his owner doesn't follow, the dog will run back and forth until his owner takes action. A signal dog does different things for each sound it knows.

There is no official kind of hearing ear dog. Many sizes and breeds can be trained. Some dogs are short and fluffy. Others are tall, thin, and sleek. They may not all move with beauty and grace, but all signal dogs are smart! Large dogs are better in public places because they won't get stepped on. Small dogs, however, can jump in your lap, which is funny! Signal dogs are more than just "ears" for their owners. They are also friends.

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

1. Which example of the problem is mentioned in paragraph 1?

a. Missing a fire alarm at home.

b. Losing a dog while walking.

c. Forgetting a baby's feeding time.

d. Choosing a breed for training.

2. Which statement best paraphrases the role of a signal dog?

- a. It hears important sounds and alerts its owner.
- b. It makes household sounds quieter for its owner.
- c. It keeps other people away from its owner.
- d. It guides its owner on every journey.

3. Which action would best apply the same solution to a ringing telephone?

- a. Train a dog to alert its owner.
- b. Teach a dog to carry schoolbooks.
- c. Ask a dog to guard the house.
- d. Leave a dog beside the phone.

4. Which title best suits the final paragraph?

- a. Different Dogs, One Important Role
- b. Training Dogs for Medical Work
- c. How Dogs Learn Eight Sounds
- d. Why Babies Cry at Night

B. Find evidence from the text:

5. Write a sentence showing that a signal dog can provide continuing help in everyday life.

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C. Answer the following questions:

6. Why is a loud alarm alone insufficient for a deaf person?

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7. Would you add a visual alarm, such as a flashing light, alongside a signal dog? Why?

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8. Suggest a stronger long-term solution to help deaf people notice danger and important household sounds.

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Learn

2 Text-Based Constructed-Response Questions

أسئلة الإجابة الإنشائية القائمة على النص والدليل

هي أسئلة فهم تتكون من نص قصير مثل ملف شخصي أو مقال أو رسالة أو حوار، يتبعه غالبًا سؤالان مفتوحان لا يختار الطالب إجابة جاهزة، بل يكتب إجابته بنفسه ويثبتها بتفاصيل من النص.

تقيس هذه الأسئلة :

- فهم المعلومات المباشرة.
- تفسير الأسباب والنتائج.
- الاستنتاج من القرائن.
- تقييم الادعاءات والأدلة.
- القدرة على كتابة إجابة مدعمة بالنص.

The two types of Questions :

Question One : Identify + Explain

السؤال الأول : التحديد ثم التفسير

Identify two features/habits/results. Explain how one of them helps.

يطلب عادة من الطالب :

حدّد ميزتين أو عادتين أو نتيجتين، ثم اشرح فائدة واحدة منهما.

المهارات التي يقيسها :

- استخراج معلومات مباشرة.
- فهم العلاقة بين التصرف وتأثيره.
- الإجابة عن أكثر من جزء.

How to answer

السؤال الأول : التحديد ثم التفسير

Point 1 + Point 2 + Explanation of one point.

النقطة الأولى + النقطة الثانية + تفسير إحداها.

Useful expression to use

The text mentions and may help because

Question Two : Higher – Order Thinking

السؤال الثاني : التفكير المتقدم

يأتي غالبًا بأحد الأنماط الآتية :

Infer	استنتج	Evaluate	قيم	Justify	برّر
Compare	قارن	Support your answer	ادعم إجابتك	Give reasons from the text	اذكر أسبابًا من النص

يطلب من الطالب الوصول إلى نتيجة أو حكم، ثم دعمه بأدلة.

Infer

الاستنتاج

الاستنتاج هو الوصول إلى معنى غير مكتوب مباشرة باستخدام القرائن الموجودة في النص.

How to answer

Inference + Evidence 1 + Evidence 2

الاستنتاج + الدليل الأول + الدليل الثاني

Useful expression to use

It can be inferred that This is shown by and

التقييم هو إصدار حكم على صحة أو قوة ادعاء، مع مناقشة الأدلة التي تؤيده وحدود هذه الأدلة.

How to answer

Judgment + Evidence + Limitation + Conclusion

الحكم + الدليل + حدود الدليل + النتيجة

Useful expression to use

The claim is supported to a great/reasonable/limited extent because However, Therefore,

Important key words for questions

الكلمات المهمة في السؤال

كلمة الأمر	معناها	المطلوب	كلمة الأمر	معناها	المطلوب
Identify	حدد	استخراج معلومة مباشرة	Evaluate	قيم	إصدار حكم على قوة الفكرة
Mention/State	اذكر	كتابة المعلومة باختصار	Support	ادعم	تقديم دليل من النص
Explain	اشرح	توضيح كيف أو لماذا	Justify	برر	إعطاء سبب ودليل
Infer	استنتج	الوصول إلى نتيجة من القرائن	Compare	قارن	بيان التشابه أو الاختلاف

Important notes for answers

نقاط هامة للإجابة

- اقرأ السؤالين قبل النص.
- ضع خطًا تحت كلمات الأمر.
- حدد عدد الأجزاء المطلوبة + explain one + two features.
- اقرأ النص وحدد التفاصيل المرتبطة بالسؤال.
- أضف الدليل ثم اشرح علاقته بإجابتك.
- اكتب إجابة مباشرة دون نسخ النص كاملاً.
- راجع أنك أجبت عن جميع أجزاء السؤال.

Common Mistakes

الأخطاء الشائعة

- ذكر نقطة واحدة عندما يطلب السؤال نقطتين.
- تقديم دليل دون تفسيره.
- كتابة رأي شخصي غير مدعم.
- اعتبار الاستنتاج تخميناً بلا قرائن.
- نسخ فقرة كاملة دون تحديد الإجابة.
- عندما يكون الدليل محدوداً استخدم كلمات مثل proves.
- إهمال أحد أوامر السؤال.

Golden Rule

Answer every command, use specific evidence, and explain the connection.

أجب عن كل جزء، واستخدم دليلاً محدداً، ثم وضح علاقته بالإجابة.

UNIT 1

1. Read the short article, then answer the questions.

Last term, Greenfield Factory opened a lunchtime quiet room, which is beside the Gate. Workers can read, draw, or speak privately with a trained peer supporter. The room has welcomed more than eighty visitors, which suggests that many workers value a calm space during busy days. It does not replace professional care, but it can make asking for help feel less difficult.

1. Identify two features or results of the quiet room. Explain how one feature could support workers' well-being.

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2. Evaluate the claim that the room is useful. Does the article provide enough evidence? Give reasons from the text.

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2. Read the conversation, then answer the questions.

Yara : I have started using the youth centre. My cousin volunteers there. It is a place where I can revise before my evening class.

Nada: I went there last Saturday, the day when I usually stay at home. The workshop taught us how to plan screen-free breaks, and I now sleep earlier.

Yara : Let's meet there on Friday and compare our routines.

1. Identify two details about how the youth centre affects Yara's or Nada's routine. Explain one of these effects.

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2. Which activity mentioned in the conversation is most likely to improve sleep habits? Give evidence from the text and explain your choice.

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3. Read the message, then answer the questions.

Message from the neighborhood youth center: During the summer heat, the well-being room will stay open in the afternoon. You can use it as long as you respect other visitors'

privacy and keep your phone silent. Bring water in case the weather is very hot. Unless a situation is urgent, speak first to a trained volunteer; for immediate danger, contact an adult at once. We want everyone to feel safe asking for support.

1. Identify two rules or pieces of advice in the message. Explain why one of them helps create a safe space.

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2. What should a visitor do if they are worried about someone at the youth center? Give a responsible response based on whether the situation is urgent.

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UNIT 2

1. Read the personal profile, then answer the questions.

I enjoy restoring old bicycles with my cousin at weekends. We practice fixing brakes and repainting frames, then cycle along the canal to test them. I avoid checking my phone while I work because constant alerts break my concentration. Last month, I suggested visiting a recycling workshop, where volunteers showed us how to reuse parts instead of throwing them away.

1. Identify two leisure activities or habits in the profile. Explain how one of them may improve the writer's experience.

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2. Why was visiting the recycling workshop a useful choice? Use evidence from the profile to explain your answer.

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2. Read the short narrative, then answer the questions.

On a train journey, I stopped watching short videos when my battery reached five percent. At first, I stopped to ask another passenger about the mountain path outside. Her story made the trip more interesting than my feed. I remembered to say goodbye to her before leaving the train. I remembered taking a similar journey with my grandfather years ago.

1. Identify two actions the writer took after the phone battery became low. Explain one of them.

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2. What does the narrative suggest about the effect of reducing screen time during travel? Support your answer with details from the text.

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UNIT

3

- Read the short narrative, then answer the questions.

Last winter, I traveled from my grandmother's village to a former railway station. For the first hour, she described how workers once lived near the station. We stayed until sunset, listening to an audio recording made in 1998. Since the journey, I have begun collecting family stories before they disappear. The trip showed me that ordinary places can hold important memories.

1. Identify two details that show how the writer learned about the railway station. Explain one of them.

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2. What does the writer mean by "ordinary places can hold important memories"? Use evidence from the narrative.

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UNIT

4

- Read the message, then answer the questions.

Message from a youth initiative in Port Said: Before the weekend sales, volunteers will run a swap table for clothes, books, and small electronics that still work. Visitors can bring one useful item and take another without paying. Only after checking that an item is safe and complete should a volunteer place it on the table. The aim is to make careful choices feel practical, social, and affordable.

1. Identify two features of the swap table. Explain how one feature may reduce unnecessary consumption.

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2. A visitor brings a damaged phone with a missing charger. What responsible response should a volunteer give? Support your answer with the message.

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UNIT 5

1. Read the personal profile, then answer the questions.

My family has joined a rooftop-gardening group in Cairo. We grow herbs in reused containers and water them early in the morning. The group leader says we should collect suitable household water for plants, but we should not leave containers where mosquitoes can breed. I have learned that small gardens can make balconies cooler and give neighbours useful ideas about saving water.

1. Identify two actions the family takes as part of the gardening project. Explain how one action may support environmental responsibility.

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2. Why does the group leader give advice about both water reuse and containers? Use details from the profile.

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2. Read the message, then answer the questions.

Message from a volunteer group at Ras Mohammed: Visitors must stay on marked paths to protect fragile habitats. They mustn't leave plastic or food near the shore, and they have to follow the guide's safety instructions. Refillable bottles are welcome, and volunteers can show visitors where to refill them. These rules protect wildlife while allowing people to enjoy the Red Sea responsibly.

1. Identify two rules visitors must follow. Explain how one rule protects the natural environment.

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2. Why are refillable bottles encouraged at the site? Support your answer with the message.

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احرص على اقتناء

كتاب المحاصر

في

اللغة الإنجليزية
(الجزء الثاني)

البكالوريا
المصرية



Learn

3 Evidence-Based True/False Questions

أسئلة الصح والخطأ القائمة على الدليل

هو نمط من أسئلة الفهم يقرأ فيه الطالب معلومات قصيرة، ثم يقارنها بعباراة محددة ويقرر هل هي :

- True (T) صحيحة
- False (F) خاطئة

تعليل من النص يثبت اختياره Justification ثم يجب عليه كتابة فقط، لأن هذا النمط يقيس دقة الفهم والقدرة على استخدام الدليل ولا يكفي اختيار True أو False.

C-H-E-C-K

استراتيجية الحل

1. C – Circle the keywords. حدّد الكلمات المهمة في العبارة.
2. H – Hunt for the matching idea. ابحث عن الفكرة المقابلة في النص.
3. E – Examine the exact meaning. قارن المعنى الكامل، وليس الكلمات المتشابهة فقط.
4. C – Choose True or False. اختر صح أو خطأ.
5. K - Keep evidence in your justification. استخدم دليلاً أو تصحيحاً من النص.

Words that need your attention

كلمات تحتاج انتباهك عندما تقرأ السؤال

word	meaning	effect	word	meaning	effect
only / sole	الوحيد	قد تجعل العبارة خطأ	may / might	قد	احتمال
all / every	جميع / كل	تعميم مطلق	can / could	يمكن	إمكانية
always	دائماً	لا يسمح بالاستثناء	instead of	بدلاً من	استبدال
never	أبداً	لغي مطلق	because	لأن	سبب
must	يجب	معنى إلزامي	however / yet	مع ذلك	تضاد ولكن

One incorrect part makes the whole statement false.

إذا احتوت العبارة على جزء واحد خاطئ، تصبح العبارة كلها خطأ.

How to write your justification

كيف تكتب تعليلك

True (T) إذا كانت العبارة

The statement is true because the text states that

العبارة صحيحة لأن النص يذكر أن

False (F) إذا كانت العبارة

The statement is false because the text states that , not

العبارة خاطئة لأن النص يذكر أن وليس

ويفضل في العبارة الخاطئة تصحيح المعلومة بدلاً من كتابة كلمة خطأ فقط.

Model (1)

- Read the information, then decide whether the statement is True (T) or False (F).
Justify your answer.

A school discussion asked students to identify sponsored beauty content. Learning that influencers may be paid helped some students judge product claims more carefully before buying.

Statement: Once students knew influencers may be paid, they were advised to stop using social media.

True	
False	
Justification	

Answer : False

Justification :

The text says that this knowledge helped students judge product claims more carefully before buying; it did not advise them to stop using social media.

ذكر النص أن معرفة أن الأشخاص المؤثرين قد يحصلون على أموال ساعدت الطلاب على تقييم ادعاءات المنتجات بعناية أكثر، ولم ينصحهم بالتوقف عن استخدام وسائل التواصل.

Trap : أضافت العبارة نصيحة غير موجودة في النص

Common Traps

الفخاخ الشائعة

- الاعتماد على تشابه الكلمات دون مقارنة المعنى.
- تجاهل كلمة صغيرة مثل may أو only .
- اعتبار جزء صحيح دليلاً على صحة العبارة كلها.
- الخلط بين الاحتمال والتأكيد.
- عكس السبب والنتيجة.
- كتابة True أو False دون تعليل.
- نسخ النص كاملاً بدلاً من ذكر الدليل المحدد.

Golden Rule

Compare the complete meaning, choose (T) or (F) , then prove or correct.

قارن المعنى كاملاً، ثم اختر صح أو خطأ، وبعد ذلك أثبت العبارة أو صححها.

UNIT

1

Lesson (1)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.
- Social-media feeds can also support self-image when users follow accounts that promote diverse appearances, skills, sports, or art. Curating a feed means choosing content that encourages rather than pressures them.

Statement: A carefully chosen feed can include content beyond appearance-focused posts.

True	
False	
Justification	

Lesson (2)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.
1. Some Egyptian families use digital wallets or bank applications for payments. However, cash remains useful in many small shops and markets where electronic payment options may not be available.

Statement: Small shops and markets in Egypt generally accept electronic payments instead of cash.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.
2. Remote work has enabled some employees to complete tasks from home or shared workspaces. It may reduce commuting time, although workers need reliable internet and clear communication with colleagues.

Statement: Working remotely can reduce the time some employees spend traveling to work.

True	
False	
Justification	

Lesson (3)

- Read the information, then decide whether the statement is True (T) or False (F).
Justify your answer.

1. In several Egyptian neighborhoods, citizens and local authorities cooperate during clean-up campaigns. Citizens collect litter and report damaged bins, while authorities arrange collection and provide equipment.

Statement: Clean-up campaigns can work best when citizens and local authorities each contribute to the effort.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F).
Justify your answer.

2. Water-saving habits at home, such as repairing leaking taps and taking shorter showers, can reduce waste. These actions are most effective when family members agree to practise them regularly.

Statement: Repairing a leaking tap is less effective when other family members also save water.

True	
False	
Justification	

Lesson (4)

- Read the information, then decide whether the statement is True (T) or False (F).
Justify your answer.

1. At a secondary school in Giza, students discussed exam pressure with a school counsellor. They learned that speaking about stress can help friends offer support without judging one another.

Statement: The discussion encouraged students to respond to a stressed friend with support rather than judgment.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. During revision periods, some students stay awake late using their phones. A regular sleep routine may improve concentration, while frequent late-night screen use can make resting more difficult.

Statement: The paragraph suggests that late-night phone use improves students' ability to rest.

True	
False	
Justification	

UNIT 2

Lesson (1)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. During exam preparation, Karim checked social-media messages late at night. The next day, he found it harder to follow lessons, so he decided to put his phone away before bedtime.

Statement: Karim kept using his phone late at night because it helped him concentrate in class.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. Some families agree on device-free times during meals or visits. These arrangements are intended to allow conversation, while young people can still use technology for study and communication.

Statement: The families' arrangements ban young people from using technology for study.

True	
False	
Justification	

Lesson (2)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. A school art club reused cardboard, newspapers, and fabric to make exhibition displays. Using available materials reduced costs and encouraged students to plan their designs carefully.

Statement: The art club bought expensive new materials to avoid planning its designs.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. At a cultural centre in Luxor, students learned basic calligraphy techniques. They practised writing short Arabic phrases and exchanged feedback to improve the balance and clarity of their designs.

Statement: Students used peer feedback to improve their calligraphy designs.

True	
False	
Justification	

Lesson (3)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. In a Cairo neighborhood, young people meet twice a week for football after school. Besides exercise, the matches help players cooperate, communicate, and welcome new participants.

Statement: The football matches are presented as an activity that develops social skills as well as fitness.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. A group in Alexandria chose early morning walks along the Corniche during summer. Starting before the strongest heat made their activity more comfortable and allowed them to exercise regularly.

Statement: The group chose the hottest part of the day to make walking more comfortable.

True	
False	
Justification	

Lesson (4)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. During a guided walk near Wadi El Rayan, a sudden change in weather delayed a Grade 11 group. While sheltering, students shared observations about the landscape and practised cooperation.

Statement: An unexpected delay gave the group an opportunity to learn from one another.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. At an Alexandria beach clean-up, stronger waves brought more litter ashore than volunteers expected. Instead of ending the activity, they divided the area into smaller sections and continued their work.

Statement: The volunteers stopped the clean-up as soon as the waves brought more litter.

True	
False	
Justification	

UNIT 3

Lesson (1)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. In a historic district of Aswan, residents collected old photographs and oral memories from families. The collection showed changes in local streets, shops, and daily routines over several decades.

Statement: The collection focused entirely on ancient Egyptian history and excluded more recent memories.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. A school group visited a memorial and read the names written there. Their teacher asked them to consider why communities create such places to remember people and important events.

Statement: The visit encouraged students to think about the purpose of public remembrance.

True	
False	
Justification	

Lesson (2)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. A museum display in Port Said included fishing tools, photographs, and recorded memories from local families. Together, these items explained how people worked near the Mediterranean coast.

Statement: The display used different kinds of evidence to tell a story about local work.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. At a museum workshop in Luxor, students examined a replica before viewing the original object. Handling the replica helped them observe its shape safely without touching the fragile artefact.

Statement: Students were allowed to handle the original artefact so they could study it closely.

True	
False	
Justification	

Lesson (3)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. A historical page shared an old photograph of Cairo's tram system. Before reposting it, students checked its date and source, then added a caption explaining its historical context.

Statement: The students tried to provide reliable context before sharing the historical photograph.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. A short video about an ancient Egyptian object became popular online. Museum staff later explained that its caption contained an incorrect date, so viewers were asked to consult the museum's information.

Statement: The video's popularity proved that its historical date was accurate.

True	
False	
Justification	

Lesson (4)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. For a project about the 1919 Revolution, students found several posts using the same old photograph. They checked a digital archive and discovered that the image showed a different event.

Statement: The repeated photograph was confirmed as evidence of the 1919 Revolution.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. A history club in Cairo created short posts about the opening of the Suez Canal. Each post included its sources so followers could distinguish historical evidence from personal opinions.

Statement: Including sources helped followers evaluate the historical information in the posts.

True	
False	
Justification	

UNIT

4

Lesson (1)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. During Ramadan, a family planned iftar meals after checking how many guests would attend. Preparing suitable portions reduced leftovers while ensuring everyone had enough food.

Statement: Estimating the number of guests can help a family reduce avoidable leftovers.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. A university canteen recorded which meals students finished most often. It then prepared smaller amounts of less popular dishes and adjusted its weekly menu.

Statement: The canteen ignored students' eating patterns when planning its menu.

True	
False	
Justification	

Lesson (2)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Some research analyzed advertisements for mobile phones. Researchers noticed that some adverts focused on celebrities, while product information about battery life appeared in smaller print.

Statement: The advertisements gave more attention to technical details than to celebrity images.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. At a local market in Aswan, a family bought hand-made baskets from a nearby craftsperson. They valued the baskets' usefulness and the support this purchase gave to local work.

Statement: The family's choice was influenced by usefulness and support for a local producer.

True	
False	
Justification	

Lesson (3)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Before ordering headphones online, Ahmed compared the final price, delivery fee, and return policy. This helped him avoid choosing an item that appeared cheaper at first.

Statement: Comparing extra costs can change which online product seems most affordable.

True	
False	
Justification	

- **Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.**

2. An Egyptian clothing page advertised a sale through social media. Before ordering, customers read comments, checked the size guide, and looked for clear contact details.

Statement: Customers relied on the advertisement alone when deciding whether to order.

True	
False	
Justification	

Lesson (4)

- **Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.**

1. During November sales, Dina made a list of items she needed before browsing online offers. The list helped her compare discounts without buying products she had not planned to purchase.

Statement: Making a shopping list can help a buyer resist unplanned purchases during sales.

True	
False	
Justification	

- **Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.**

2. An electronics shop advertised a large percentage discount on a tablet. A customer compared the sale price with prices from earlier weeks before deciding whether the offer was valuable.

Statement: The customer judged the discount by looking only at the percentage shown in the advertisement.

True	
False	
Justification	

Lesson (1)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Farmers in a Nile Delta village repaired irrigation channels and checked for leaks. Using water more carefully helped them reduce unnecessary loss while watering their crops.

Statement: The farmers increased water loss by repairing irrigation channels.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

Lesson (2)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Wind farms near the Gulf of Suez use turbines to generate electricity when wind conditions are suitable. These projects use a local natural resource rather than burning fuel to produce power.

Statement: Wind farms can generate electricity without burning fuel during operation.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.
2. A University in Beni Suef installed solar water heaters for its science laboratory. The project reduced the electricity used to heat water, but students still monitored the system and used energy carefully.

Statement: After installing solar water heaters, the school no longer needed to manage its energy use.

True	
False	
Justification	

Lesson (3)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. In a Cairo neighbourhood, residents planted trees beside a pedestrian path. Volunteers watered young trees regularly because planting alone would not ensure that they survived the dry season.

Statement: The project depended on continued care after the trees were planted.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. A recycling project in Mansoura placed separate containers for paper, plastic, and metal near a school. Students learned that separating materials can make later recycling more practical.

Statement: The project mixed paper, plastic, and metal to make recycling easier.

True	
False	
Justification	

Lesson (4)

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. In an apartment building, families placed reusable bags near their doors before shopping. When many residents adopted the habit, the building used fewer single-use plastic bags each week.

Statement: A shared result can develop when many individuals practise the same small habit.

True	
False	
Justification	

- Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

2. Students at a school noticed litter near the entrance. They collected it, then asked the school administration to provide more bins and arrange regular waste collection.

Statement: The students believed that collecting litter once would solve the issue without further support.

True	
False	
Justification	



PART 3

Writing Skill

Learn



How to Deal with Writing

• عزيزي طالب/طالبة البكالوريا المصرية

إن مهارة الكتابة هي أحد المهارات الرئيسية لطالب اللغة، وفيما يخص الامتحان فهي تُعتبر المهارة الأهم والوسيلة المباشرة للحصول علي أعلى الدرجات. ولقد تم شرح جميع أشكال الكتابة المُقررة (Writing forms) بشكل كافٍ في كتاب الشرح في نهاية كل درس، كما تم إدراج تدريبات موضوعية (اختيار من متعدد) وتدرّبات مقالية متنوعة. وفي الجزء التالي سلقوم بتقديم نماذج مُبسّطة لأنواع مختلفة من الأسئلة المقالية الخاصة بمهارة الكتابة.



إرشادات خاصة بالكتابة (مقالي): Before you write:

1 اقرأ السؤال جيّدًا، وحدّد الموضوع المطلوب الكتابة عنه بدقّة.

2 حدّد نوع الكتابة المطلوب: فقرة إنشائية، مقال، تقرير إخباري، منشور، ... إلخ.

3 التزم بخصائص وفنون النوع الذي تكتبه كما ورد شرحه في كتاب الشرح.

4 اكتب النسخة الأولى في المنسودة.

5 راجع كتابتك أكثر من مرّة، وخصّص كلّ مراجعة لجانب محدّد:

• القواعد اللغوية.

• الأخطاء الإملائية.

• علامات الترقيم.

• الشكل الفنّي وتنظيم الأفكار.

6 انقل الموضوع في المكان المخصّص بوضوح ونظام.



القاعدة الذهبية Golden Rule

Be creative. Do not memorize templates for introductions and conclusions.

كُن مُبدِعًا، لا تحفظ نماذج لمقدمات وخواتيم.

Writing Forms from Student Book

فيما يلي نقدم لكم أسماء جميع الموضوعات الخاصة بمهارة الكتابة الواردة بالخمسة وحدات الأولى من المنهج المدرسي:

Analytical paragraph	الفقرة التحليلية	Informational leaflet	نشرة معلوماتية
Argumentative paragraph	الفقرة الجدلية	News report	التقرير الإخباري
Diary entry	تدوينة يوميات	Opinion article	مقال الرأي
Discursive paragraph	فقرة نقاشية	Opinion paragraph	فقرة الرأي
Formal report	التقرير الرسمي	Review	المراجعة النقدية
Individual presentation	عرض تقديمي فردي	Social media post	منشور وسائل التواصل الاجتماعي

هذا وقد تم شرح جميع هذه الأشكال وإدراج تدريبات متنوعة عليها في كتاب الشرح حسب ترتيبها في المنهج.

Subjective Writing Models

فيما يلي نقدم لكم الأشكال المختلفة التي يمكن أن تكون عليها الأسئلة المقالية الخاصة بمهارة الكتابة

Master

Model 1

Question:

Write a 150 -180-word essay about:

“How Does Social Media Shape Teenagers’ Ideas of a Successful Life?”

تحليل السؤال:

المطلوب: نص من حوالي (١٥٠ - ١٨٠) كلمة

الموضوع: رأس الموضوع واحد على هيئة سؤال (موضوع واحد إجباري)

الشكل الفني: مقال (فقرة مقدمة + فقرات الموضوع + فقرة ختامية)

Question:

Your local community plans to introduce one project that will make healthy choices easier for young people. Possible projects include opening school playgrounds after classes, providing affordable healthy meals, or creating safe walking and cycling areas. Write an analytical essay of about (150-180) words explaining which project should be chosen and who should be responsible for making it successful.

تحليل السؤال:

المطلوب: نص من حوالي (١٥٠ - ١٨٠) كلمة

الموضوع: موقف مشروع يمثل خلفية للموضوع المطلوب كتابته.

الشكل الفني: مقال تحليلي (فقرة مقدمة + فقرات الموضوع + فقرة ختامية)

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Question:

Write an essay of about (150-180) words on one of the following topics.

1. How can teenagers use social media without letting it define their self-worth?
2. Should communities invest more in making healthy choices accessible?
3. What is the most effective way for schools to reduce student stress?

تحليل السؤال:

المطلوب: نص من حوالي (١٥٠ - ١٨٠) كلمة.

الموضوع: ثلاث موضوعات يختار الطالب أحدها للكتابة عنه

الشكل الفني: مقال (فقرة مقدمة + فقرات الموضوع + فقرة ختامية)

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Question:

Use an appropriate text type from the options below the task. Write 150 to 180 words.

You read an article which is discussing whether personal well-being is an individual responsibility or whether school, families, and communities should help. Write a text in which you express your point of view.

- Argumentative paragraph
- Persuasive paragraph
- Analytical paragraph

تحليل السؤال:

المطلوب: كتابة (١٥٠ - ١٨٠) كلمة

الموضوع: موقف مشروح يمثل خلفية للموضوع المطلوب كتابته.

الشكل الفني: يختار الطالب الشكل الأنسب من بين: الفقرة الجدلية - الفقرة الإقناعية - الفقرة التحليلية، وتتكون الفقرة الإنشائية من (جملة الموضوع + جمل داعمة تناقش الفكرة الرئيسية + جملة ختامية)

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Question:

Write on one of the following topics:

A. Human Activities and Climate Change Context:

Climate change is becoming a serious global problem. Many scientists believe that human activities, such as burning fossil fuels, cutting down forests, and increasing pollution, are the main causes of global warming. Write an argumentative paragraph of 150–180 words about whether human activities are the main cause of climate change. In your paragraph, you should:

- state your opinion clearly
- explain how human activities may cause climate change
- give reasons and evidence to support your opinion
- mention examples such as factories, cars, deforestation, or pollution
- conclude with advice about how people can help reduce climate change.

B. Renewable Energy vs. Fossil Fuels Context:

Renewable energy, such as solar, wind, and hydropower, is expanding around the world. Many countries are using it to reduce pollution and depend less on fossil fuels like oil, coal, and gas. Write an argumentative paragraph of 150–180 words about whether renewable energy offers more advantages than fossil fuels. In your paragraph, you should:

- state your opinion clearly;
- explain the benefits of renewable energy;
- compare renewable energy with fossil fuels;
- give examples and evidence to support your opinion;
- conclude with advice about using cleaner sources of energy.

C. The Transition to Renewable Energy Context:

Many countries are trying to reduce the effects of climate change by moving from fossil fuels to renewable energy. However, this transition can be expensive and may create challenges for governments, companies, and workers. Write an argumentative paragraph of 150–180 words about whether the transition to renewable energy is worth the challenges it creates. In your paragraph, you should:

- state your opinion clearly;
- explain why countries are moving to renewable energy;
- describe the challenges of this transition;
- mention the advantages and disadvantages of using renewable energy;
- conclude with advice about how countries can make this transition successfully.

تحليل السؤال:

المطلوب: كتابة نص حواري (١٥٠ - ١٨٠) كلمة

الموضوع: ثلاث مواقف مشروحة تمثل خلفية للموضوعات المطلوب اختيار أحدها للكتابة عنه. كل موضوع له أفكار متسلسلة تساعد الطالب على تغطية الموضوع بشكل منظم)

الشكل الفني: فقرة إنشائية جدلية (جملة الموضوع + جمل داعمة تناقش الفكرة الرئيسية + جملة ختامية)

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Question:

Use an appropriate text type from the options below the task you choose. Write 150-180 words.

1. You belong to an online group interested in languages. One member has said that they feel different when speaking English to speakers in their home language. You wish to express your opinions to the group. Write a text to summarize the member's ideas, compare them to your own experiences, and express your own ideas about the relationship between language and identity.

• A social media post	• Opinion paragraph	• Argumentative paragraph
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2. You read an article which claims that cities are responsible for most of the world's carbon emissions. You feel your city could be doing more. Write a text for your fellow citizens in which you describe one source of carbon emissions within your city, present measures to reduce the pollution it causes, and explain why the measures would benefit the population.

• Review	• Formal report	• Analytical paragraph
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تحليل السؤال:

المطلوب: كتابة نص من حوالي (١٥٠ - ١٨٠) كلمة

الموضوع: اختر موضوع من بين ثلاث موضوعات

الشكل الفني: اختر الشكل المناسب من بين الأشكال الثلاثة الموجودة تحت الموضوع الذي تختاره

PART 4

Consolidation Review A

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

1. After improving her sleep, diet, and relationships, Hind noticed a clear improvement in her **well-being**.

What does **well-being** mean in this context?

- a. The state of being healthy, comfortable and happy.
 - b. The ability to become famous online.
 - c. The habit of avoiding all responsibilities.
 - d. The process of comparing yourself with others.
2. A podcast host invited only guests who agreed with his views and dismissed opposing opinions without discussing them fairly. Listeners described the program as **biased**. Which situation is the clearest example of being “**biased**”?
- a. A judge scores every performance according to the same published rules.
 - b. A judge gives a friend a higher score even though another performer clearly did better.
 - c. A judge asks another official to review a result that is extremely close.
 - d. A judge changes a score after noticing a genuine mistake in the first calculation.
3. Constant **social comparison** made Ahmed feel that his life was less successful than the lives he saw online.

What does social comparison mean in this context?

- a. Judging yourself by comparing your life with other people’s lives.
 - b. Discussing social problems with friends.
 - c. Studying the traditions of different societies.
 - d. Sharing personal information online.
4. “A mindful student thinks before sharing photos online.” The underlined adjective mindful has an antonymous meaning to
- | | |
|---------------|-------------|
| a. attentive | b. aware |
| c. thoughtful | d. careless |

5. The musicians attended several **rehearsals** before performing in front of the audience.

What does **rehearsal** mean in this context?

- a. A practice session held before a performance.
- b. A competition between different musicians.
- c. A public performance for a large audience.
- d. A written review of a musical event.

6. Many students enjoy music or painting in their free time.

- a. create
- b. creating
- c. to creating
- d. created

7. Nour decided the school orchestra to develop her musical skills.

- a. joining
- b. joined
- c. to join
- d. join

8. When someone becomes completely absorbed in a creative activity and loses track of time, they experience a state of

- a. flow
- b. anxiety
- c. withdrawal
- d. competition

9. After completing the difficult cycling trip, the narrator felt proud and experienced a strong

- a. structural barrier
- b. screen boundary
- c. sense of achievement
- d. social comparison

10. Setting clear screen-time can help young people balance online and offline activities.

- a. boundaries
- b. rehearsals
- c. achievements
- d. comparisons

11. Completing a difficult physical activity can give a person a strong sense of

- a. failure
- b. boredom
- c. achievement
- d. addiction

12. Which persuasive technique is used in the sentence, "Do we really want to live in a world full of pollution?"

- a. Hedging words
- b. Intensifiers
- c. Rhetorical questions
- d. Absolute words

13. What is the main effect of a rhetorical question?

- a. To make the reader think
- b. To show uncertainty
- c. To weaken an argument
- d. To give detailed evidence

14. Which of the following is an intensifier?

- a. might
- b. never
- c. extremely
- d. could

15. What is usually included in the closing of a diary entry?

- a. A final thought, feeling, or hope
- b. A formal signature
- c. A bibliography
- d. A list of instructions

2 Only one sentence in each group is grammatically correct.

Choose the correct answer.

1.
 - a. Teenagers who practice mindfulness often manage stress more effectively.
 - b. Teenagers which practice mindfulness often manage stress more effectively.
 - c. Teenagers practicing mindfulness, they often manage stress more effectively.
 - d. Practicing mindfulness, stress manages teenagers more effectively.
2.
 - a. If schools offer counseling, students may feel better supported.
 - b. If schools offered counseling, students may felt better supported.
 - c. If schools had offer counseling, students would have felt better supported.
 - d. If schools offer counseling, students would have felt better supported yesterday.
3.
 - a. She suggested to take a short break from the screen.
 - b. She suggested taking a short break from the screen.
 - c. She suggested take a short break from the screen.
 - d. She suggested took a short break from the screen.
4.
 - a. By the time we reached the river, the sun had already risen.
 - b. By the time we reached the river, the sun has already risen.
 - c. By the time we reached the river, the sun was already rise.
 - d. By the time we reached the river, the sun had already rose.

3 Read the text, then answer the questions.

Nadia used to enjoy taking photos, but recently, posting them on social media had become stressful. Every morning, she checked the accounts of several popular teenagers before getting ready for school. Their clothes always looked fashionable, their rooms seemed perfect, and their weekends were full of exciting activities. Nadia began to feel that her own life was ordinary and uninteresting.

One Friday, Nadia and her best friend, Jana, went to a small café after school. They laughed, talked about their week, and shared a piece of chocolate cake. Nadia took several photos, but before posting one, she spent nearly twenty minutes editing it. She changed the light, removed a small mark from her face, and carefully chose a picture that made the café look more expensive than it really was. Finally, she posted it with the words, "Perfect afternoon!"

A few minutes later, the photo received many likes. At first, Nadia felt pleased. Then Jana looked at her and smiled. "It was a lovely afternoon," she said, "but it wasn't perfect. We waited thirty minutes for our food, and you almost dropped the cake!" They both laughed. Suddenly, Nadia realized something important. She was doing exactly what other people did online—showing only the best part of an experience.

That evening, Nadia looked again at some of the accounts she usually followed. This time, she viewed them differently. Perhaps the people in those perfect photos also had difficult days, worries, and ordinary moments that nobody saw. She understood that

comparing her complete life with someone else's selected moments was unfair.

Over the next few weeks, Nadia changed some of her online habits. She unfollowed accounts that regularly made her feel less confident and followed people who shared realistic stories and positive messages. She also reduced the time she spent checking her phone. Instead, she joined a school art club and began meeting Jana for walks on weekends.

Nadia did not stop using social media. She still enjoyed sharing photos and keeping in touch with friends, but she no longer measured a good day by the number of likes she received. She had learned that social media could be enjoyable and useful, but real confidence came from accepting herself and appreciating the life she actually lived.

A. Choose the correct answer.

1. Nadia initially felt dissatisfied with her life because she
 - a. compared her everyday life with perfect-looking online posts
 - b. spent most weekends studying instead of meeting her friends
 - c. believed her friends had stopped enjoying time with her
 - d. wanted to become a popular photographer on social media
2. Nadia's edited café photo shows that social media users sometimes
 - a. avoid changing photographs before showing them to other people
 - b. share every difficult detail of their daily experiences online
 - c. present experiences as better than they really are
 - d. describe ordinary moments exactly as they happened in real life
3. The phrase "viewed them differently" in paragraph 4 suggests that Nadia
 - a. wanted to improve the quality of the photos on her account
 - b. decided that all social media accounts were completely dishonest
 - c. became more interested in copying the lifestyles she followed
 - d. developed a more realistic understanding of online content
4. Choose an appropriate heading for paragraph 5.

a. Creating the Perfect Photograph	b. Making Healthier Online Choices
c. Becoming Popular on Social Media	d. Returning to an Old Lifestyle

B. Find evidence from the text:

5. Find a sentence from paragraph 3 shows that Nadia understood she was presenting only the positive side of her experience.

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C. Answer the following questions.

6. To what extent did Nadia's changes to social media habits improve her well-being? Justify your position with reasons and evidence from the text.

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7. Explain how Jana's comment helped Nadia recognize the highlight-reel effect in her own behavior. Use evidence from the text to support your answer.

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8. What can you infer about Jana's influence on Nadia's changes in attitude? Justify your answer to support your analysis.

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4 Read the Student Council message, then answer the questions.

Student Council message: Our well-being fair will offer free fruit, advice sessions, and a rest area. The snacks provided by local farms will be available to everyone, including students with different dietary needs. If you notice a classmate who seems overwhelmed, invite them to the support desk without making assumptions. Suggestions collected after the fair will help us plan a more welcoming event next term.

1. Identify two ways the fair aims to be inclusive. Explain how one of them could help a wider range of students.

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2. A student notices that a classmate seems overwhelmed during the fair. What responsible response should the student choose? Use evidence from the message and explain why it is respectful.

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5 Read the information, then decide whether the statement is true (T) or false (F). Justify your answer.

1. People usually post their happiest photos and most successful moments online. They often hide their ordinary days, problems and failures. As a result, their online lives may appear more perfect than they really are.

The highlight-reel effect happens when people share every detail of their lives honestly.

True	
False	
Justification	

2. Omar wants to improve his speaking skills. He believes that regular practice will help him become a confident speaker. He continues working even when the activities are challenging.

A person with strong self-efficacy believes that they can achieve goals and make positive changes.

True	
False	
Justification	

6 Complete the sentences using the correct form of the word in brackets.

1. Creative activities improve cognitive (**flexible**) and help people adapt to new situations.
2. The two teams played (**competitive**) until the final whistle.
3. The students participated (**active**) in the school sports competition.

7 Complete the following text with the appropriate structure.

Last term, our school introduced a well-being program. If students (1) (**attended**) the sessions regularly, they may find it easier to manage stress. The teachers explained that students (2) (**follow**) healthy routines often perform better at school. If the program (3) (**start**) earlier, fewer students would have experienced severe exam stress. Some students said that they (4) (**feel**) more confident if counseling were available every day. If the program continues next term, the school (5) (**organize**) additional mindfulness activities.

8 Find the word or phrase in the text that could meaningfully replace the words below.

Art lessons can give teenagers a special space to express themselves. In this setting, students are encouraged to give genuine responses, not copied ones. Drawing and drama also support mental growth because learners think, imagine, and solve problems. When students work on a shared project, their participation usually increases. They also learn adaptability

when their first plan does not succeed. Before presenting their work, a short practice can help them feel more confident and ready.

1. arena	→
2. authentic	→
3. cognitive	→
4. engagement	→
5. flexibility	→
6. rehearsal	→

9 Write an essay of about 150–180 words on the following topic.

“To what extent does social media affect teenagers’ self-image?”

This image shows a full page of a document template designed for handwritten notes or answers. It features approximately 28 evenly spaced horizontal dotted lines across the entire width of the page. A large, light gray watermark is oriented diagonally from the bottom-left towards the top-right, displaying the URL "https://t.me/c". The background is plain white, and there are no other markings, text, or graphics present.

Consolidation Review B

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

1. The Grand Egyptian Museum protects valuable artifacts so that future generations can learn from them. This process helps preserve Egypt's heritage.

What does preserve mean in this context?

- a. To protect something from damage or loss.
- b. To hide something from the public.
- c. To replace something with a modern copy.
- d. To move something to another country.

2. "A website presented the town's history in **chronological** order. Visitors first read about events from the nineteenth century before moving through each later period." Which situation best reflects the idea of '**chronological**'?

- a. A music app groups songs according to whether they are calm, fast, or energetic.
- b. A shop displays clothes according to colour rather than when they were made.
- c. A photo album places family pictures into separate sections for holidays and birthdays.
- d. A documentary tells what happened on the first day of a journey before showing the events of the following days.

3. A misleading viral post can distort people's understanding of a historical event.

What does distort mean in this context?

- a. To explain something in greater detail.
- b. To record something for the first time.
- c. To change something so that it is no longer accurate.
- d. To translate something into another language.

4. "At the tourist centre, visitors from several countries spoke directly with Yasmeen without needing an interpreter because she is **multilingual**." What does "**multilingual**" mean in this context?

- a. able to communicate in more than one language
- b. able to understand every language without studying it
- c. able to speak one language with complete accuracy
- d. able to translate written texts as a professional job

5. Before sharing the old photograph, Salma verified its date and source.

What does verified mean in this context?

- a. Shared it with a large audience.
- b. Checked that it was correct and reliable.
- c. Changed its colour and size.
- d. Added an emotional caption to it.

6. "The papyrus is **fragile** and must be handled carefully." The underlined adjective is closest in meaning to
a. strong b. official c. public d. delicate
7. The tendency to fear losing an opportunity more than gaining something is called
a. belonging b. loss aversion c. awareness d. efficiency
8. To stop yourself from buying something unnecessary is to the temptation.
a. promote b. resist c. consume d. waste
9. Food waste a serious global problem in recent years.
a. has become b. became
c. have become d. is becoming
10. Many supermarkets have not changed their wasteful practices
a. already b. since c. yet d. ever
11., the lower sale price seems attractive; however, it may encourage unnecessary spending.
a. At first glance b. Because of c. Although d. As a result of
12. Consumers have become more aware of food waste;, many families still buy more than they need.
a. therefore b. however c. because of d. owing to
13. What is the purpose of the topic sentence in a discursive paragraph?
a. To introduce the main issue. b. To give a final opinion.
c. To list references. d. To tell a story.
14. What should usually come after the topic sentence?
a. A greeting b. The first viewpoint
c. A signature d. A title
15. Which sentence uses fronting?
a. I will never forget that day. b. That day, I will never forget.
c. I forgot that day completely. d. I will forget that day soon.
16. Which section of a formal report explains why the problem happened?
a. Causes b. Title c. Greeting d. Closing

2 Only one sentence in each group is grammatically correct. Choose the correct answer.

1. a. The statue stands at the entrance to the museum.
b. The statue stands in the entrance of the museum.
c. The statue stands on the entrance to the museum.
d. The statue stands from the entrance of the museum.

2.
 - a. Despite the museum is modern, it preserves ancient history.
 - b. Although the museum is modern, it preserves ancient history.
 - c. Although its modern design, it preserves ancient history.
 - d. In spite the museum is modern, it preserves ancient history.
3.
 - a. The inscriptions were translated by experts.
 - b. The inscriptions was translated by experts.
 - c. The inscriptions were translate by experts.
 - d. The inscriptions have translating by experts.
4.
 - a. At first glance, appears attractive the offer.
 - b. At first glance appears the offer attractive.
 - c. At the first glance, the offer appear attractive.
 - d. At first glance, the offer appears attractive.
5.
 - a. The app sends frequent notifications; therefore, users check it more often.
 - b. The app sends frequent notifications because of users check it more often.
 - c. The app sends frequent notifications; therefore users checks it more often.
 - d. The app sends frequent notifications owing to users check it more often.

3 Read the text, then answer the questions.

When Places Remember

A historical landscape is more than a collection of old buildings, monuments, and ruins. It is a place where events from the past have left visible or invisible traces.

A battlefield, an ancient street, a former factory, or even an ordinary house can become a site of memory when people connect it with important events, experiences, or individuals. Such places help communities remember their past and consider how it continues to influence the present.

However, sites of memory do not tell their stories automatically. The meaning of a place often depends on how it is preserved and presented. A ruined building, for example, may appear meaningless to a visitor who knows nothing about its history. Signs, photographs, recorded memories, and personal objects can provide context and transform a visit to an unfamiliar place into a powerful historical experience. In this way, interpretation becomes as important as preservation.

This means that museums act as storytellers, but storytelling also involves responsibility. Museums must decide whose experiences to include and which voices may have been ignored in the past. Traditional exhibitions often focused on powerful leaders and major political events. Today, many museums also include the experiences of workers, women, children, minority communities, and ordinary families. By presenting different perspectives, museums can offer a more complex understanding of history.

Technology has also changed how historical stories are communicated. Interactive screens, digital reconstructions, audio recordings, and virtual reality can help visitors

imagine places that no longer exist or events that no longer occur. Nevertheless, technology should support the historical story rather than distract from it. Impressive digital effects are of little value if visitors leave without understanding why a place or object matters.

Ultimately, historical landscapes and museums connect memory with the present. They remind us that history is not simply a list of dates and events. It consists of human experiences that can be remembered, interpreted, and sometimes debated. By preserving significant places and telling their stories carefully, societies can help future generations understand both where they came from and how the past continues to shape their world.

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

1. A place may become a site of memory when people
 - a. protect it mainly because of its unusual architectural and artistic qualities
 - b. rebuild it completely so that it appears exactly as it once did
 - c. transform it into a modern museum containing valuable historical objects
 - d. associate it with meaningful events, experiences, or individuals from the past
2. According to the text, preserving a historical site may not be enough because
 - a. visitors may need information and context to understand its significance
 - b. old buildings usually lose their historical value after many years
 - c. most visitors prefer interactive technology to original historical locations
 - d. historical sites can only communicate meaning when objects are displayed there
3. The word “**interpretation**” in paragraph 2 is closest in meaning to
 - a. protecting an old place from physical damage
 - b. explaining and understanding the meaning of something
 - c. rebuilding a place exactly as it was
 - d. collecting objects from different historical periods
4. The writer mainly aims to
 - a. explain how historical places and museums preserve and interpret collective memory
 - b. argue that digital technology should replace traditional museum exhibitions entirely
 - c. persuade governments to turn every important historical building into a museum
 - d. demonstrate that personal stories are more reliable than official historical records

B. Find evidence from the text:

5. Find a sentence from paragraph 3 that shows museums can present history from different perspectives importance because of its personal story.

.....

C. Answer the following questions.

6. To what extent do museums successfully balance the need to present multiple perspectives with the responsibility of telling an accurate historical story? Justify your position with evidence from the text.

.....

7. Why does the writer believe that museums have a responsibility when telling historical stories? Use evidence to support your analysis.

.....

8. How does the writer connect the role of museums to the idea of preserving historical memory? Use evidence from the text.

.....

4 Read the information, then decide whether the statement is True or False. Justify your answer.

1. Historical sites can preserve shared memories and connect people with the achievements and values of earlier generations.

- Sites of memory can help communities understand their identity and heritage.

True	
False	
Justification	

2. Museums cannot display every object from the past. Curators choose, organize and explain particular artifacts to create a clear historical narrative.

- Museums present every surviving artifact without making any choices.

True	
False	
Justification	

3. A chronological display arranges objects according to the order in which historical events or periods occurred.

- A chronological display presents objects in a random order.

True	
False	
Justification	

4. Food is often wasted because people buy more than they need, store it badly or misunderstand date labels.

- Poor planning and storage can increase food waste.

True	
False	
Justification	

5 Read the personal profile, then answer the questions.

At the Grand Egyptian Museum in Giza, I joined a small-group tour featuring objects used in everyday ancient life. Although the gallery was crowded, our guide gave each visitor time to examine the tools and jewellery closely. I was surprised by how familiar some objects seemed, especially a wooden comb and a bread mould. The visit made history feel less distant and helped me imagine people's routines long ago.

1. Identify two objects that made an impression on the writer.

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2. How did the guide help the writer gain a better understanding of the objects despite the crowded gallery? Use evidence from the profile.

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6 Complete the sentences using the correct form of the word in brackets.

1. Museums play an important role in the (preserve) of national heritage.

2. Visitors should examine the (accurate) of online historical claims before sharing them.

3. The new signs have made the exhibition more (access) to international visitors.

7 Complete the following text with the appropriate structure.

Recently, food waste (1) (become) a major concern in many countries. Researchers (2) (already/show) that families often buy more food than they use. Some schools (3) (start) food-awareness campaigns, and several supermarkets (4) (introduce) donation programs. However, many businesses (5) (not/change) their practices yet.

8 Find the word or phrase in the text that could meaningfully replace the words below.

Every year, thousands of visitors arrive at the museum eager to explore its remarkable collection of ancient relics and treasures. The keeper of the collection makes careful

decisions about which objects to display and how to arrange them. Time-ordered displays help visitors trace the rise and fall of successive ruling families. Captions appear in many languages so the experience is welcoming and easy to use for everyone. Thanks to years of careful safeguarding, these national treasures will survive for future generations.

1. artifacts	→
2. curator	→
3. dynasties	→
4. conservation	→
5. accessible	→
6. chronological	→

Writing Task

9 Write an essay of about 150–180 words on ONE of the following topics.

1. Can viral history be trusted?
2. Protecting a site of memory
3. Reducing food waste at school

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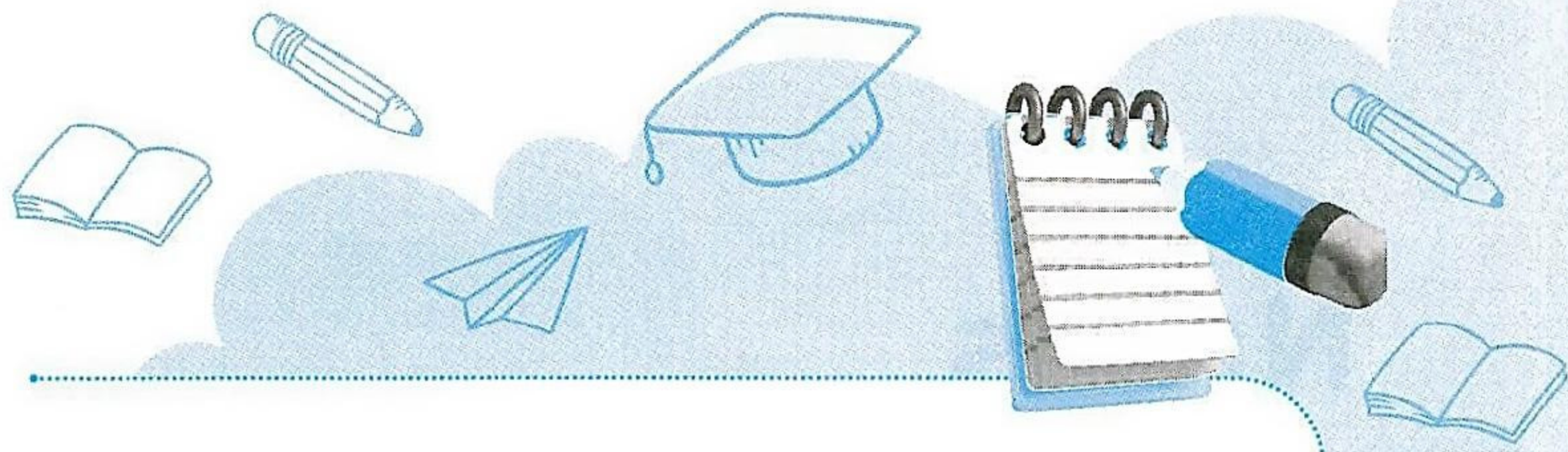
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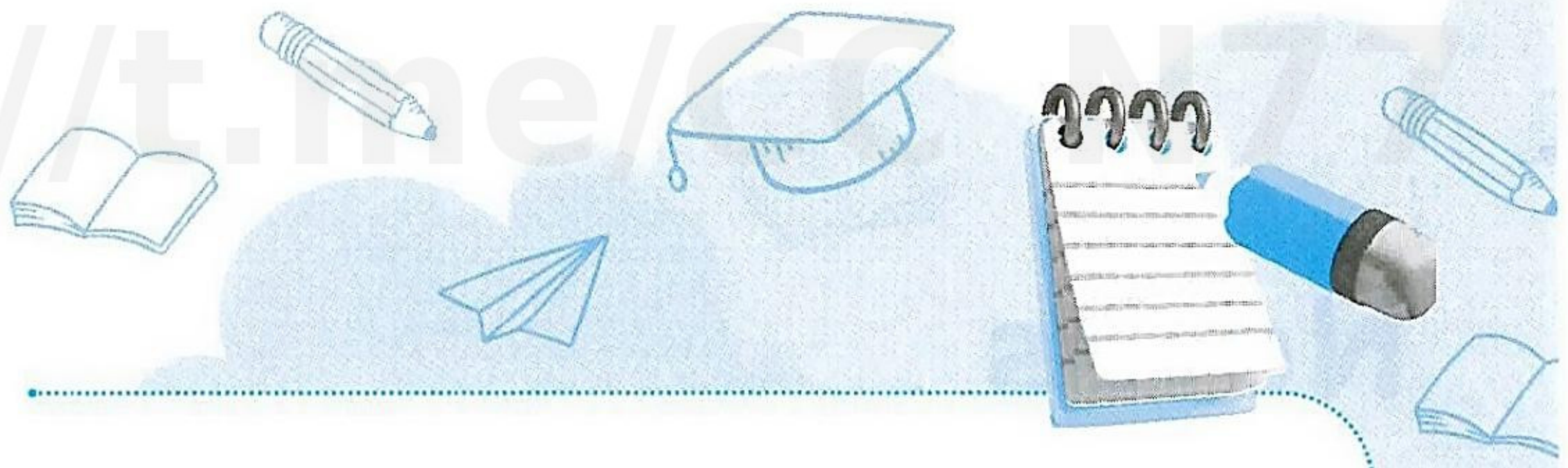
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Notes



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<https://t.me/CCNotes>



Notes

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