



Al-Azhar Al-Sharif
Presidency of Al-Azhar Institutes

A-LEVEL

English

for

Al-Azhar Gen Z

Preparatory Three

Teacher's Guide
"A Comprehensive, Multimodal, and Intersubjective
Guide for Modern Classrooms"

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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A-Level English for Al-Azhar Gen Z-Grade 9

Prefatory Epistle: A Philosophical and Pedagogical Prologue

Preface

This textbook has been carefully designed to guide students in developing strong English language skills while fostering critical thinking, creativity, and ethical awareness. It combines traditional language learning with modern, multimodal approaches, allowing students to interact with text, images, audio, and digital resources.

The course emphasizes active learning, collaboration, and reflection. Students are encouraged to discuss ideas, work together on projects, and reflect on their learning, building both competence and confidence in English.

Each unit focuses on reading, writing, listening, and speaking, with activities designed to strengthen vocabulary, grammar, and comprehension. At the same time, students explore ethical, social, and global issues, learning to express themselves thoughtfully and responsibly.

Assessment in this course goes beyond memorization. It includes portfolios, projects, presentations, and reflective exercises that help students track their progress and develop lifelong learning skills.

This textbook is the result of extensive research in language pedagogy, educational psychology, and digital literacy. It is designed to be both teacher-friendly and student-centered, providing clear guidance while allowing flexibility for adaptation to different classrooms.

We hope this book will inspire students to enjoy learning English, become confident communicators, and grow as thoughtful and responsible individuals.

As General Manager of Al-Azhar's Educational Affairs, I am confident that this course will not only elevate linguistic competence but also instill a profound sense of moral purpose. Together, we prepare our youth to be ambassadors of Al-Azhar's legacy—scholars who think critically, act compassionately, and contribute meaningfully to a world in need of enlightened leadership.

Dear Teachers, as you embark on teaching Gen z for preparatory 3 remember that your role is pivotal in shaping your students' language journey. Through engaging lessons, supportive feedback, and a genuine passion for English, you will help them develop not only linguistic competence but also essential life values such as empathy, respect, and responsibility.

Encourage curiosity, celebrate each student's progress, and create a classroom environment where learners feel safe to explore, make mistakes, and grow. Adapt activities to meet diverse learner needs while maintaining curriculum goals. Balance structured lessons with flexibility. Foster a classroom atmosphere where curiosity, respect, and creativity thrive.

This guide is your ally in shaping confident, articulate, and empathetic learners who are ready to navigate both language and life with enthusiasm and integrity. Let us embark on this journey together!

In the pages that follow, you will find detailed lesson plans, additional activities, and practical tips to bring each unit to life. Use these ideas flexibly—adapt them to your class's needs, add your personal flair, and watch your pupils flourish as they discover the joy of learning English.

Thank you for your dedication and commitment to nurturing the next generation of confident, creative, and compassionate English users.

May Treetops Grade Two be a fulfilling and inspiring journey for both you and your learners..

Dr. Ismail Elshirbini

**General Manager of Al-Azhar
Educational and Technical Affairs**

1 *Vision*

The Gen Z Al-Azhar English Curriculum envisions learners who communicate effectively, think critically, and embody Islamic values while engaging confidently with the modern world. It seeks to nurture spiritually grounded, intellectually active students who use English as a tool for learning, connection, and contribution to humanity.

This vision reflects Al-Azhar's holistic philosophy—integrating language mastery with moral, spiritual, and intellectual development.

2 *Educational Philosophy*

♦ The curriculum is founded on three interconnected principles that shape its design and classroom practice:

1. Language as a means of understanding and serving others

English is not merely a subject to be studied, but a bridge to knowledge, cooperation, and da'wah—the peaceful communication of values and ideas.

2. Balanced development of mind and soul

Learning English enhances critical thinking, curiosity, and creativity while deepening spiritual awareness, humility, and gratitude.

3. Integration of tradition and modernity

Students learn to navigate contemporary global issues—such as technology, environment, and globalization—through the lens of Islamic ethics and Al-Azhar's scholarly heritage.

3 *Learner Profile*

Grade 9 Al-Azhar learners stand at the threshold between adolescence and maturity. They are:

- Cognitively curious, seeking meaning, purpose, and real-world relevance.
- Digitally connected, requiring guidance for ethical and responsible technology use.
- Spiritually sensitive, shaping their personal identities within the framework of faith.

The curriculum supports them in becoming independent, reflective, and values-driven communicators who can use English confidently in both academic and real-life contexts.

4 Curriculum Framework

The curriculum follows a spiral and integrated model, ensuring that knowledge, skills, and values are revisited with increasing depth and complexity.

It aligns with CEFR descriptors (A2–B1) appropriate for Grade 9 learners, focusing on:

- Receptive skills (listening and reading): Understanding familiar and moderately complex texts.
- Productive skills (speaking and writing): Expressing opinions, describing experiences, and constructing arguments.
- Language systems: Grammar, vocabulary, and pronunciation taught through meaningful, context-rich lessons.

Each unit is theme-based, addressing social, environmental, and moral topics relevant to students' lives and the Islamic worldview.

5 Pedagogical Approach

Teaching and learning are grounded in communicative, learner-centered principles that emphasize purposeful interaction and collaboration.

Core methodologies include:

- **Task-Based Learning (TBL):** Learners engage in real-world communication tasks that mirror authentic contexts.
- **Project-Based Learning (PBL):** Students plan, research, and present projects integrating English with science, social studies, and Islamic values.
- **Inquiry-Based Learning:** Students explore meaningful questions that link classroom topics with local and global issues.
- **Differentiation:** Lessons accommodate diverse proficiency levels through flexible grouping, scaffolded activities, and targeted teacher support.

Teachers act as facilitators and mentors, guiding students toward autonomy, responsibility, and self-evaluation.

6 Skills Integration

All four skills are interrelated and developed through thematic units:

<i>Skill</i>	<i>Focus</i>	<i>Classroom Practice</i>
<i>Listening</i>	Understanding main ideas, tone, and purpose in spoken texts	Short dialogues, interviews, listening for key information
<i>Speaking</i>	Expressing opinions, narrating, and discussing	Pair and group conversations, role-plays, oral presentations

Reading	Identifying text structure, distinguishing fact from opinion, and inferring meaning	Guided reading, comprehension tasks, skimming/scanning
Writing	Organizing ideas coherently and accurately	Paragraph writing, process writing, journals, project reports

Grammar and vocabulary are taught functionally, supporting real communication rather than memorization.

7 Assessment Principles

◆ Assessment is continuous, authentic, and reflective, emphasizing progress over perfection.

• **Formative Assessment:** Peer reviews, portfolios, checklists, and teacher feedback for ongoing improvement.

• **Summative Assessment:** End-of-unit tests and integrated tasks to evaluate mastery of skills and concepts.

• **Performance-Based Assessment:** Projects, oral presentations, and written reflections that demonstrate applied learning.

The goal is to help students view language learning as a lifelong journey, not a one-time achievement.

8 Islamic Values and 21st Century Skills

Islamic ethics are embedded across all units, ensuring that moral intelligence develops alongside linguistic competence.

Values such as honesty, cooperation, gratitude, humility, and respect

for creation are explored through stories, discussions, and reflective writing.

At the same time, the curriculum cultivates 21st-century skills—critical thinking, creativity, communication, and collaboration—anchored in an Islamic moral framework.

Technology is used purposefully, enhancing learning while promoting digital responsibility and discernment.

9 *Conclusion*

The Gen Z Al-Azhar English Curriculum is more than a language program—it is a moral, intellectual, and communicative journey. It empowers students to use English with confidence, serve humanity with integrity, and uphold the values of Al-Azhar in an ever-changing global world.

10 *Methodology Overview and Teacher Guidelines*

1. *Teaching Philosophy*

The Gen Z Al-Azhar English Curriculum views the teacher as both a facilitator and moral guide, combining linguistic instruction with ethical formation. Teaching English is not merely about accuracy—it is about nurturing confident communicators who think, feel, and act with purpose.

- ◆ Teachers are encouraged to create classrooms that are:
- **Interactive:** Learning happens through discussion, problem-solving, and collaboration.

- **Inclusive:** Every student's background, ability, and pace are respected.
- **Reflective:** Both teachers and learners engage in self-assessment and continuous improvement.

2. Methodological Foundations

The teaching approach integrates modern pedagogical frameworks with Al-Azhar's moral and intellectual traditions:

- **Communicative Language Teaching (CLT):** Focuses on real-life communication, encouraging learners to use English meaningfully and fluently.
 - **Task-Based Learning (TBL):** Students complete authentic, purposeful tasks—such as interviews, reports, or presentations—where language is used as a tool for achieving goals.
 - **Inquiry-Based Learning:** Lessons begin with a question that stimulates curiosity and invites exploration, helping students construct their own understanding.
 - **Differentiated Instruction:** Teachers adjust content, process, and outcomes to suit varying abilities, ensuring equity and engagement.
 - **Reflective Practice:** Teachers and students regularly analyze their learning process, fostering metacognition and self-directed growth.
- These methodologies empower students to take ownership of their learning journey while aligning academic success with moral development.

3. Teacher's Role in the Classroom

- ◆ Teachers are the architects of the learning environment, responsible for guiding learners academically, emotionally, and spiritually. Their roles include:
 - **Facilitator:** Providing structure while allowing freedom for discovery.

- **Mentor:** Encouraging perseverance, empathy, and respect.
- **Evaluator:** Using formative feedback to help students grow without fear of mistakes.
- **Model:** Demonstrating integrity, curiosity, and humility in both language and conduct.

Effective teachers balance authority and compassion, maintaining classroom discipline while fostering trust and motivation.

4. Planning and Instructional Design

Every lesson should follow a structured yet flexible plan:

- 1. Warm-Up / Engagement:** Connect to students' prior knowledge through short games, visuals, or discussion prompts.
- 2. Presentation:** Introduce new language or concepts clearly, using multimodal inputs (text, audio, images, or digital media).
- 3. Practice:** Allow guided activities where students apply the new skill collaboratively.
- 4. Production:** Encourage independent or creative tasks—role-plays, debates, or writing pieces.
- 5. Reflection:** Close with short reflections, self-assessments, or peer feedback.

This sequence promotes deeper learning and ensures every lesson integrates listening, speaking, reading, and writing.

5. Classroom Environment and Management

A positive classroom atmosphere is vital for Gen Z learners, who value connection, relevance, and voice.

Teachers should:

- Create psychological safety, where making mistakes is seen as part of learning.

- Integrate digital tools meaningfully—interactive slides, polls, videos, and online quizzes.
- Promote collaborative learning through pair and group work.
- Set clear expectations for respectful communication and responsible behavior.

Visual aids, real-life materials, and student-led activities maintain engagement and enhance retention.

6. Supporting Diverse Learners

Al-Azhar classrooms are inclusive spaces where every learner deserves attention and care. Teachers can support diversity by:

- Providing scaffolds (sentence frames, word banks, visuals) for less proficient students.
- Offering extension tasks for advanced learners.
- Using peer mentoring—stronger students guide others, building empathy and teamwork.
- Adjusting pace and content to maintain equity without compromising challenge.

This ensures that every student, regardless of proficiency level, experiences success and growth.

7. Assessment for Learning

Assessment should inform instruction, not merely record grades. Teachers use it to track progress, personalize feedback, and celebrate achievement.

Effective assessment practices include:

- Observation and Anecdotal Notes during classroom activities.
- Exit Tickets and learning journals for daily reflection.

- Peer and Self-Assessment using rubrics that encourage ownership.
- Project-Based Evaluation to measure creativity, collaboration, and communication.

Emphasis should always be on progress, process, and participation, reflecting Al-Azhar's values of sincerity and continuous effort.

8. Professional Reflection and Growth

The Teacher's Guide encourages educators to remain lifelong learners.

Teachers are invited to:

- Collaborate with peers to share best practices.
- Reflect on what worked well and what could improve.
- Attend workshops or online courses to enhance digital and pedagogical skills.
- Keep a teaching portfolio documenting growth, challenges, and insights.

This reflective practice mirrors the Al-Azhar ideal of continuous learning in service of truth, knowledge, and community.

9. Final Note

As educators of the Gen Z generation, Al-Azhar teachers hold a sacred trust—to shape not only minds but hearts.

By combining modern methodology with timeless ethics, you empower students to master English as a language of connection, compassion, and contribution.

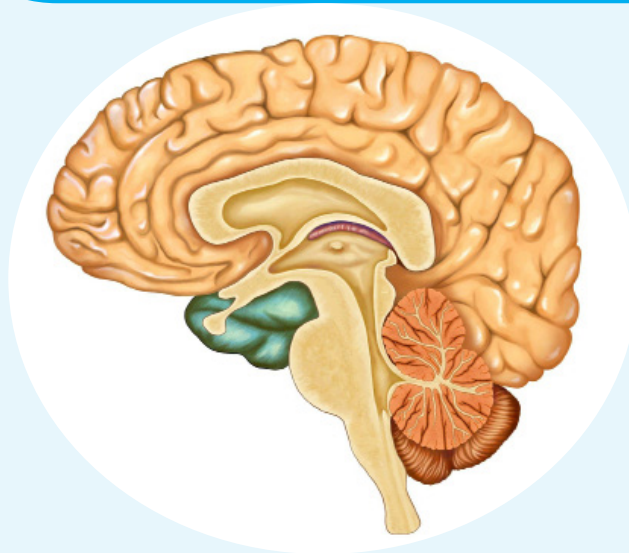
Your dedication transforms classrooms into spaces of light—where knowledge uplifts, values guide, and learning becomes a lifelong act of worship.

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Unit 1

The Human Brain



Featured skills

Reading: Determining the main idea of a paragraph and a text.

Writing: Using personal significance to write a diary entry.

Listening: Listening for specific details in an extended oral text

Speaking: Initiating conversation on general topics with unfamiliar speakers.

Language focus: Noun quantifiers & countable and uncountable nouns

Islamic values project: Interpreting a Quranic verse addressing the brain.

Essential Questions

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

1. How do physical activities and diet affect our brain health and overall well-being?
2. What are the connections between our mental health and leading happy lives?

Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:**• By the end of the lesson, pupils should be able to:**

- ◆ apply the meaning of the new vocabulary.
- ◆ read to determine the main idea and express it in a concise sub-heading or title.
- ◆ initiate conversation on general topics with unfamiliar speakers.
- ◆ use the noun quantifiers of uncountable nouns and their countable units of measurement.
- ◆ brainstorm possible moments of personal significance to write as a diary entry.

● **Vocabulary:**

control, responsible, forelectrical, signals, lobe, skull , fluid

● **Materials:**

Student's Book - Practice Book pages

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word

■ **Objective:**

To practice vocabulary comprehension, pronunciation, and application in context.

① **Read and define the words**

1. Pronounce each vocabulary word clearly (e.g., control).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., con-trol).

② **Complete the definition**

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

Unit 1
Lesson 1
The Wonders of the Human Brain

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ read to determine the main idea and express it in a concise sub-heading or title.
- ★ initiate conversation on general topics with unfamiliar speakers.
- ★ use the noun quantifiers of uncountable nouns and their countable units of measurement.
- ★ use adjective plus noun collocations to demonstrate lexical richness.
- ★ brainstorm possible moments of personal significance to write as a diary entry.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Control (v.)	To guide or something. Can you control your voice when you feel angry?
Responsible for (adj.)	 making sure something happens or is done. Who is responsible for cleaning the class today?
Electrical signals (n.)	Tiny bursts of energy that send in the body or machines. How do electrical signals help your brain send messages?

2

► **Example:** To have power over something or direct how it works is to (missing word: control).

2. After students guess the missing word, confirm the correct answer through a choral response.

3 Draw a picture

1. Ask students to quickly sketch a simple image representing the meaning of the word.

► **Example:** For skull students can draw a simple outline of a human skull.

4 Partner discussion and writing

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.

Example: What is the function of the skull in the human body?

2. Students will write their responses after the discussion.

5 Reinforce pronunciation

1. Review the pronunciation of each word.

2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 Contextual application

1. Discuss how each word is used in context to reinforce its meaning and practical applications.

2. Provide example sentences to deepen understanding.

■ Vocabulary Words, Definitions, and Missing Words:

1. Control – To guide or manage something.

Lobe (n.)	A round part of something, like a of the brain.
	Which lobe of the brain helps you see?
Skull (n.)	The that protects your brain.
	Why is the skull important for protecting your head?
Fluid (n.)	A like water or blood.
	What kind of fluid do you drink when you're thirsty?

Reading Comprehension

Pre-Reading Questions:

Before you read the text, think about the questions below.

Discuss your answers with a partner.

1 What do you think is the most important organ in your body? Why?

2 Name something you recently learned. How did you feel when you learned it?

While-Reading Questions:

As you read the text, stop at the questions below. Write your answers in your notebook or discuss them with a partner.

1 What are the main jobs of the different parts of the brain mentioned in the text?

2 How do neurons communicate with each other?

3 What is neuroplasticity, and why is it important for learning?



2. Responsible for– In charge of making sure something happens or is done.
3. Electrical signals – Tiny bursts of energy that send messages in the body or machines.
4. Lobe – A round part of something, like a section of the brain.
5. Skull– The bone that protects your brain.
6. Fluid– A liquid, like water or blood.

▪ **Tasks for all words:**

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

★ **Answers:** *manage - In charge of - messages - section - bone - liquid*

● **Reading comprehension**

▪ **Objective:**

students will understand the structure and function of the brain, how learning occurs, and the importance of brain protection.

▪ **Pre-Reading Task:**

- ◆ Begin with a class discussion. Ask students to share their thoughts about the most important organ in the body and why they think so. Encourage them to give reasons.
- ◆ Have students work in pairs to discuss something new they

Lesson 1 Unit 1

Lobe (n.)	A round part of something, like a of the brain. Which lobe of the brain helps you see?
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recently learned and how they felt about it.

◆ Write key responses on the board to activate prior knowledge

★ **Answers:**

◆ ***The most important organ in the body is the brain because it controls all bodily functions, thoughts, and emotions.***

◆ ***I recently learned how to cook a new recipe. I felt excited and proud because I was able to make something delicious on my own.***

■ **While-Reading Task:**

◆ Read the text aloud or have students take turns reading in small groups.

◆ Pause at each while-reading question and ask students to write their responses in their notebooks or discuss them with a partner.

◆ Encourage students to underline important information in the text that helps them answer the questions.

★ **Answers:**

◆ ***The frontal lobe helps with decision-making and emotions, the parietal lobe processes touch and temperature, the occipital lobe controls vision, and the temporal lobe helps with hearing and language.***

◆ ***Neurons communicate using electrical signals and neurotransmitters.***

◆ ***Neuroplasticity is the brain's ability to form new connections when learning. It is important because it helps people adapt, improve skills, and recover from brain injuries.***

Unit 1 Lesson 1

Title : _____

The human brain is an amazing organ that controls everything we do. It is like the command center of our body. The brain is responsible for our thoughts, feelings, and actions. Without it, we couldn't think, feel, or move.

The brain is made up of billions of nerve cells called neurons. Neurons communicate with each other using electrical signals and chemicals called neurotransmitters. This helps the brain work together to do many different things. One amazing thing about the brain is its ability to change and learn. This is called neuroplasticity. When we learn something new, like riding a bike or playing music, the brain forms new connections. With practice, these connections become stronger, and the task gets easier.

The brain has different parts, each with a special job. The frontal lobe, at the front of the brain, helps us make decisions and control emotions. The parietal lobe, at the top, helps us feel touch and temperature. The occipital lobe, at the back, is responsible for seeing. The temporal lobe, on the sides, helps us hear and understand language.

The hippocampus is another part of the brain. It is important for memory and learning. When we remember something, the hippocampus helps collect information.

The brain is protected by the skull, a shield, and is surrounded by fluid for protection. Even with this protection, the brain can still get injured. Injuries like concussions affect how we think and act. Scientists are studying the brain to learn more and find ways to treat brain problems.

■ Post-reading Task:

- ◆ Have students summarize the main idea of the text and suggest a suitable title.
- ◆ Conduct a class discussion about the importance of protecting the brain and how brain injuries could affect daily life.
- ◆ Ask students to give examples of how neuroplasticity allows people of different ages to master new skills.

■ Tips for interactive learning:

- ◆ Use visual aids, such as a diagram of the brain, to help students visualize the different parts and their functions.
- ◆ Conduct a role-play activity where students act as different parts of the brain and explain their roles to the class.
- ◆ Organize a “brain challenge” game where students answer quick questions about the text to reinforce learning.

Post-Reading Questions:

Answer the questions below. Share your answers with the class.

- 1 What is the main idea of the text? What would you add for a title for the text?
- 2 Why do you think it is important to protect our brains from injury? How might brain injuries affect our daily lives?
- 3 How does neuroplasticity explain how people of different ages can become experts at something?

Vocabulary Practice

Fill in the gaps in the following sentences with the correct word from the list:

control	responsible for	memory	electrical signals
lobe	skull	fluid	

- 1 The in your brain helps you to think and process information.
- 2 Your protects your brain from injury.
- 3 The brain uses to communicate with the body.
- 4 The heart pumps through the blood vessels.
- 5 She is organizing the school event this year.
- 6 In stressful situations, it can be hard to stay in of your emotions

★ Answers:

- 1 **The main idea of the text: The brain controls everything we do, learns through neuroplasticity, and needs protection. Suitable title: The amazing human brain.**
- 2 **Importance of brain protection: The brain controls all body functions, and injuries can affect memory, thinking, and movement.. Effects of brain injuries: They can cause memory loss, difficulty in speaking, loss of coordination, or mood changes.**
- 3 **Neuroplasticity and expertise: With practice, neural connections become stronger, allowing people of all ages to improve skills over time.**

■ *Extension activities:*

1. Memory experiment: Have students try to memorize a list of words and recall them after a few minutes. Discuss how the hippocampus plays a role in memory. Ask students to reflect on techniques that help them remember better.

2. Neural connections activity: Give students a simple skill to learn, such as balancing on one foot for 30 seconds or drawing with their non-dominant hand. Have them reflect on how practice makes the task easier, demonstrating neuroplasticity.

● *Vocabulary Practice*

■ *Task:. Fill in the gaps :*

1. Introduction

- ◆ Write the words on the board and ask students if they recognize any of them.
- ◆ Provide brief explanations or ask students to guess their meanings based on prior knowledge.

2. Activity

- ◆ Distribute the worksheet or write the sentences on the board.
- ◆ Ask students to work individually or in pairs to fill in the blanks using the correct words from the list.
- ◆ Encourage them to read the sentences aloud to check if the words fit logically.

3. Discussion

- ◆ Review answers as a class by asking volunteers to read their completed sentences.

Post-Reading Questions:

Answer the questions below. Share your answers with the class.

- 1 What is the main idea of the text? What would you add for a title for the text?
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Vocabulary Practice

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- 6 In stressful situations, it can be hard to stay in of your emotions

◆ Discuss any difficult words and provide additional examples to reinforce understanding.

★ **Answers:**

1 memory	4 fluid
2 skull	5 responsible for
3 electrical signals	6 control

● **Grammar**

■ **Objective:**

Students will use noun quantifiers with countable and uncountable nouns in sentences accurately .

■ **Top tip: Noun quantifiers**

● **Instructions:**

◆ Introduce the concept of noun quantifiers by showing real-life examples (e.g., bring a bottle of water, a bag of rice, or a book to class and ask students how they would describe the quantity).

◆ Write different countable and uncountable nouns on the board and ask students to suggest suitable quantifiers for each.

◆ Encourage pair or group discussions to brainstorm additional examples.

◆ Ask students to create their own sentences using different quantifiers and share them with the class.

■ **Task 1: Fill in the blanks**

◆ Read the sentences carefully and think about whether the missing word refers to a countable or uncountable noun.

◆ Choose the correct quantifier from the list to complete each

Unit 1
Lesson 1

Grammar

I can use noun quantifiers of countable and uncountable nouns accurately.

TOP

Noun quantifiers

Noun quantifiers are words that show the amount or quantity of a noun, whether it is countable or uncountable.

1. With countable nouns:
Quantifiers that can be used with nouns that you can count (e.g., apples, books, cars):

- A few: "There are a few apples in the basket."
- Many: "She has many books."
- Several: "We planted several trees."
- A number of: "He invited a number of friends to the party."

2. With uncountable nouns:
Uncountable nouns are nouns that cannot be counted. To quantify these, use units of measurement or container names. Here are some examples:

- Liquids: water, milk, juice, oil.
- Measurement: a glass of, a bottle of, a cup of (e.g., "She drank a glass of water.")
- Materials: rice, sugar, flour, sand
- Measurement: a bag of, a spoonful of, a kilo of (e.g., "I bought a bag of rice.")
- Abstract concepts: advice, information, homework.
- Measurement: a piece of, a bit of (e.g., "He gave me a piece of advice.")

Quantifiers used with uncountable nouns are as follows:

- A little: "There's a little sugar in the bowl." A lot of: "He gave a lot of advice."
- Much: "We don't have much time." A lot of: "He gave a lot of advice."
- Some: "I need some information for my project."

3. With both countable and uncountable nouns:
Some quantifiers can be used with both types:

- Some: "I have some apples." / "I need some water."
- A lot of: "She has a lot of friends." / "There's a lot of traffic today."
- Plenty of: "There are plenty of chairs." / "We have plenty of time."

Task 1 Fill in the blanks with the correct quantifier from the list:

a little	a few	much	many	some	plenty of	a lot of

- 1 There are only apples left in the basket.
- 2 She doesn't have time to finish her homework before class starts.
- 3 We saw interesting places during our trip.
- 4 I have friends who can help us with the project.
- 5 Can you give me water, please?
- 6 He needs money to buy a new computer.
- 7 They have food for the party, so there's no need to bring more.

sentence.

- ◆ Compare your answers with a partner before checking with the class.

■ **Tips for teachers:**

- ◆ make this task interactive by turning it into a game. Write each sentence on a card and give them to different groups. Each group selects the best quantifier and explains their choice.
- ◆ allow students to act out situations where they use the quantifiers in daily conversations.

★ **Answers:**

- ◆ **a few**
- ◆ **some**
- ◆ **much**
- ◆ **a little**
- ◆ **many**
- ◆ **plenty of**
- ◆ **a lot of**

■ **Task 2: Match the uncountable noun to its correct unit of measurement**

- ◆ Look at the uncountable nouns and the units of measurement in the list.
- ◆ Match each noun to the most appropriate unit.
- ◆ Discuss your choices with a partner before checking with the class.

■ **Tips for teachers:**

- ◆ Turn this task into a classroom challenge. Write the units on the board and place the uncountable nouns on slips of paper. Have students come up one by one to match them correctly.
- ◆ Encourage students to create new examples using other uncountable nouns and units of measurement.

Task2 Match the uncountable noun to its correct unit of measurement:

a glass of	a bottle of	a bag of
a piece of	a kilo of	a slice of
Unit of measurement	Uncountable noun	
	rice	
	advice	
	milk	
	sugar	
	cake	

Writing

I can brainstorm ideas to write a diary entry.

Writing a diary entry

- Think about important moments in your life to inspire your diary entry like:
- A memorable achievement: Winning a competition, completing a project, or reaching a goal.
- How did you feel and what did you learn?
- Overcoming a fear: Facing something scary, like public speaking or trying something new. What changed after you did it?
- A day that changed your view: A conversation or event that taught you a valuable lesson. How did it shift your perspective?
- A difficult decision: Making a tough choice. What did you consider, and how do you feel about it now?
- A family tradition or celebration: A special event or tradition that means a lot to you. Why is it meaningful?
- An unexpected friendship: How did it start, and why is it important to you?
- Personal growth: A moment when you discovered something new about yourself or overcame a challenge.
- Helping someone: A time you helped someone. How did it feel, and what impact did it have?
- An adventure: A trip or exploration that was exciting and unforgettable.
- Facing failure: A time you didn't succeed. What did you learn, and how did you move forward?

★ **Answers:**

- ◆ *a kilo of rice*
- ◆ *a piece of advice*
- ◆ *a bottle of milk*
- ◆ *a bag of sugar*
- ◆ *a cup of cake.*

■ **Extension interactive task ideas:****1. Classroom scavenger hunt:**

- ◆ Place different objects or pictures representing countable and uncountable nouns around the classroom.
- ◆ Students walk around and write down suitable quantifiers for each object.
- ◆ They compare their answers with a partner before discussing them with the class.

2. Quantifier role-play:

- ◆ Create real-life shopping scenarios where students role-play as shopkeepers and customers.
- ◆ Students use appropriate quantifiers when asking for or selling items.
- ◆ Encourage peer feedback and discussion on correct usage.

● **Writing**

Task: Brainstorm some ideas for a moment of personal significance by answering the following questions in paragraph form:

Lesson 1
Unit 1**Task2 Match the uncountable noun to its correct unit of measurement:**

a glass of	a bottle of	a bag of
a piece of	a kilo of	a slice of
Unit of measurement	Uncountable noun	
	rice	
	advice	
	milk	
	sugar	
	cake	

Writing

I can brainstorm ideas to write a diary entry.

Writing a diary entry

- Think about important moments in your life to inspire your diary entry like:
- A memorable achievement: Winning a competition, completing a project, or reaching a goal.
- How did you feel and what did you learn?
- Overcoming a fear: Facing something scary, like public speaking or trying something new. What changed after you did it?
- A day that changed your view: A conversation or event that taught you a valuable lesson. How did it shift your perspective?
- A difficult decision: Making a tough choice. What did you consider, and how do you feel about it now?
- A family tradition or celebration: A special event or tradition that means a lot to you. Why is it meaningful?
- An unexpected friendship: How did it start, and why is it important to you?
- Personal growth: A moment when you discovered something new about yourself or overcame a challenge.
- Helping someone: A time you helped someone. How did it feel, and what impact did it have?
- An adventure: A trip or exploration that was exciting and unforgettable.
- Facing failure: A time you didn't succeed. What did you learn, and how did you move forward?

Objective:

Students will brainstorm and organize ideas for writing a diary entry by reflecting on a personal experience that had a significant impact on them.

1. Warm-Up Discussion

- ◆ Begin by asking students:
 - ▶ What is a diary? Why do people write diaries?
 - ▶ Have you ever written a diary entry before?

◆ Discuss how diary entries are personal reflections and often express feelings, thoughts, and experiences.

◆ Explain that today's task is to brainstorm ideas for a diary entry by reflecting on an important moment in their lives.

2. Explain the Task

- ◆ Go over the Top Tip: Writing a Diary Entry section.
- ◆ Encourage students to choose a moment that is meaningful to them.
- ◆ Emphasize that diary entries are written in first person and focus on thoughts and emotions rather than just facts.

3. Model Brainstorming

- ◆ Choose one example prompt from the list (e.g., Overcoming a fear).
- ◆ Think aloud while answering the brainstorming questions on the board:
 - ▶ What happened? – "I had to give a speech in front of my class."
 - ▶ How did you feel? – "I was nervous before, but proud after I finished."
 - ▶ Why was this moment important? – "I realized I was stronger than I thought."

Task2: Match the uncountable noun to its correct unit of measurement.

a glass of	a bottle of	a bag of
a piece of	a kilo of	a slice of
Unit of measurement	Uncountable noun	
	rice	
	advice	
	milk	
	sugar	
	cake	

Writing

I can brainstorm ideas to write a diary entry.

Writing a diary entry

- Think about important moments in your life to inspire your diary entry like:
- A memorable achievement: Winning a competition, completing a project, or reaching a goal.
- How did you feel and what did you learn?
- Overcoming a fear: Facing something scary, like public speaking or trying something new. What changed after you did it?
- A day that changed your view: A conversation or event that taught you a valuable lesson. How did it shift your perspective?
- A difficult decision: Making a tough choice. What did you consider, and how do you feel about it now?
- A family tradition or celebration: A special event or tradition that means a lot to you. Why is it meaningful?
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- Personal growth: A moment when you discovered something new about yourself or overcame a challenge.
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- An adventure: A trip or exploration that was exciting and unforgettable.
- Facing failure: A time you didn't succeed. What did you learn, and how did you move forward?

◆ Encourage students to share ideas before they start writing their own responses.

4. Student Brainstorming Activity

- ◆ Hand out the brainstorming worksheet (containing the reflection questions).
- ◆ Students should write their answers in paragraph form, focusing on details and emotions.
- ◆ Encourage them to use descriptive language to make their writing engaging.

5. Pair and Share (Optional)

- ◆ Have students pair up and share their ideas with a partner.
- ◆ Partners can ask questions to help develop more details.

6. Wrap-Up & Next Steps

- ◆ Ask volunteers to share a brief summary of their ideas.
- ◆ Explain that their brainstorming will help them when they write their full diary entry in the next lesson.
- ◆ Encourage them to think about their experience overnight and add any details they remember later.

■ Differentiation Strategies

For struggling students:

- ◆ Provide a sentence starter (e.g., "I will never forget the day when...")
- ◆ Allow them to verbally explain their ideas before writing.

For advanced students:

- ◆ Encourage them to use sensory details (What did they see, hear, feel?).
- ◆ Challenge them to reflect deeply on how the experience shaped

Unit 1 Lesson 1

Task Brainstorm some ideas for a moment of personal significance by answering the following questions in paragraph form:

- What happened?
 - Describe the event or experience in detail.
 - Who was involved? Where did it happen?
- How did you feel?
 - What emotions did you experience before, during, and after the moment?
 - Were you nervous, excited, happy, or disappointed?
- Why was this moment important to you?
 - Did you learn something new about yourself or someone else?
 - Did this moment change your perspective or your actions in the future?
- What did you take away from this experience?
 - How did it affect you moving forward?
 - What would you do differently next time (if anything)?

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them.

▪ **Extension interactive task ideas:**

1. Role-play interviews:

- ◆ Pair students and assign one as a journalist and the other as the person reflecting on their diary entry.
- ◆ The journalist asks questions to help the writer expand on their ideas before writing.
- ◆ Students switch roles and repeat the activity.

2. Gallery walk:

- ◆ Students write their diary entry ideas on a large sheet of paper.
- ◆ They walk around the room, reading each other's ideas and leaving positive feedback or suggestions for improvement.
- ◆ Students revise their ideas based on peer feedback before starting their final writing draft.

★ **Answers:**

- ◆ **Answers will vary as students provide personal reflections. Encourage them to focus on clear descriptions, emotions, and lessons learned.**

Lesson 1 Practice Book

1 Fill in the gaps in the following sentences with one of the words in the list:

1. Ask students to read the sentences carefully.
2. Have them choose the correct word from the list to complete each sentence.
3. Allow pair discussion before sharing answers.

• Interactive Tips:

- ◆ Use a picture of the brain and skull to help students visualize the terms.
- ◆ Have students create their own sentences using the new words.

★ Answers:

1 skull	4 fluid
2 lobe	5 controlling
3 electrical signals	6 responsible for

2 Choose the correct answer :

1. Read each question aloud and discuss key words in the sentence.
2. Let students choose the best answer individually or in pairs.
3. Review answers together as a class.

• Interactive Tips:

- ◆ Play a quiz-style game where students raise cards with A, B, C, or D for their answers.

Lesson 1 The Wonders of the Human Brain

Task 1

Fill in the gaps in the following sentences with one of the words in the list:

(control, responsible for, electrical signals, lobe, skull, fluid)

- 1 The brain is protected by the
- 2 The doctor explained that a is a part of the brain.
- 3 Nerves use to send messages to the brain.
- 4 Water is an example of a
- 5 The teacher is the classroom.
- 6 He is locking the door before leaving.

Task 2

Choose the correct answer :

- 1 The brain's processes specific functions, such as vision or memory.
A lobe B skull C fluid D signal
- 2 The is a hard structure that protects the brain and gives the head its shape.
A fluid B heart C skull D mouth
- 3 Nerves send electrical through the body to control actions and relay information.
A signals B fluids C needs D emails

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The Wonders of the Human Brain

- 4 A team leader is for managing tasks and ensuring the project is completed on time.
A keen B angry C busy D responsible
- 5 The cerebrospinal cushions the brain, protecting it from impacts.
A signal B fluid C skull D lobe
- 6 The manager has complete over the factory and its activities.
A system B skill C control D fluid

Task 3

Choose the correct answer:

- 1 Which of the following sentences correctly uses a quantifier?
A She has much friends in the city.
B He drinks a lot of water every day.
C They have much children in their family.
D There are less apples in the basket.
- 2 Choose the correct quantifier to complete the sentence:
"There are reasons to be optimistic."
A many B much C a little D less
- 3 Identify the sentence with the incorrect use of a quantifier:
A I have a little ideas for the project.
B There was a great deal of traffic this morning.
C She has much money saved for vacation.
D We need more information before proceeding.

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- ◆ Ask students to explain why the incorrect answers don't fit.

* **Answers:**

1 a) lobe	4 d) responsible
2 c) skull	5 b) fluid
3 a) signals	6 c) control

3 Choose the correct answer:

- ◆ Read each question carefully and analyze the use of quantifiers in the sentence.
- ◆ Select the best answer by considering whether the noun is countable or uncountable.
- ◆ Discuss your answers with a partner before reviewing them as a class.

▪ **Tips for teachers:**

- ◆ Turn this task into a quiz competition where students work in teams to discuss and justify their answers.
- ◆ Encourage students to create their own sentences with quantifiers and challenge their peers to identify correct and incorrect usage.

* **Answers:**

- 1 **B) He drinks a lot of water every day.**
- 2 **A) many**
- 3 **C) She has much money saved for vacation.**
- 4 **C) many**
- 5 **B) We found several interesting places to visit.**
- 6 **C) very little**

The Wonders of the Human Brain

- 1 A team leader is for managing tasks and ensuring the project is completed on time.
A) keen B) angry C) busy D) responsible
- 2 The cerebrospinal cushions the brain, protecting it from impacts.
A) signal B) fluid C) skull D) lobe
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A) many B) much C) a little D) less
- 3 Identify the sentence with the incorrect use of a quantifier:
A) I have a little ideas for the project.
B) There was a great deal of traffic this morning.
C) She has much money saved for vacation.
D) We need more information before proceeding.

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- 4 Which of the following options correctly completes the sentence?
"I have enjoyed of the books you recommended."
A) much B) a little C) many D) less
- 5 Select the answer that uses a quantifier correctly:
A) She gave less examples to illustrate her point.
B) We found several interesting places to visit.
C) He rarely has few time to relax.
D) They bought a lot furniture for their new house.
- 6 She has talent for music.
A) a few B) a lot C) very little D) many

Task 4

Correct the mistakes in the following sentences:

- 1 There are much cars in the parking lot.
- 2 I don't have many milk left in the fridge.
- 3 She gave me a little apples from her basket.
- 4 There are much people waiting in line.
- 5 I need any help with my homework.
- 6 Few of the water spilled on the floor.

8

4 **Correct the mistakes in the following sentences:**

● **Objective:**

Students will identify and correct mistakes related to quantifiers (much, many, few, little, any) to improve their grammar accuracy.

● **Pre-Activity Discussion**

- ◆ Write the quantifiers much, many, few, little, any on the board.
- ◆ Ask students when we use each one (e.g., much for uncountable nouns, many for countable nouns).
- ◆ Provide a few correct examples to illustrate their use.

● **Activity Instructions**

- ◆ Give students the incorrect sentences and ask them to find and correct the mistakes.
- ◆ Have them work individually or in pairs to discuss their answers.
- ◆ After they finish, review the corrections as a class and explain any misunderstandings.

● **Extension Activity**

- ◆ Ask students to write five original sentences using the correct quantifiers.
- ◆ Let them exchange their sentences with a partner for peer correction.

★ **Answers:**

- 1 ***There are many cars in the parking lot.***
- 2 ***I don't have much milk left in the fridge.***
- 3 ***She gave me a few apples from her basket.***
- 4 ***There are many people waiting in line.***
- 5 ***I need some help with my homework.***
- 6 ***A little of the water spilled on the floor.***

The Wonders of the Human Brain

Unit
1

Task 5

Read the following text then answer questions below:

The brain is the control center of the body. It is responsible for regulating many vital functions such as movement, breathing, and heart rate. The brain also processes information and enables us to think, learn, and remember. It works by sending electrical signals through the nervous system to communicate with different parts of the body. These electrical signals help the brain coordinate actions, responses, and even emotions. The brain is made up of billions of neurons that transmit these signals to ensure the body functions smoothly. Without the brain, we would not be able to perform everyday tasks or react to the world around us.

Answer the following questions:

- 1 What is the brain responsible for?
- 2 How does the brain function?
- 3 What is the role of electrical signals?

Choose the correct answers:

- 1 The brain communicates with the body through
 - Ⓐ electrical signals
 - Ⓑ sound waves
 - Ⓒ the heart
 - Ⓓ light signals
- 2 The brain is made up of of neurons.
 - Ⓐ millions
 - Ⓑ billions
 - Ⓒ thousands
 - Ⓓ hundreds

5 Reading comprehension

• Objectives:

- ◆ Improve students' reading comprehension skills.
- ◆ Develop their ability to extract key information from a text.
- ◆ Reinforce understanding of the brain's functions and processes.

• Pre- Activity:

1. Activate prior knowledge: Ask students, "What do you know about the brain?"
2. Introduce key vocabulary: Write and explain these words on the board:
 - ◆ control center (the main part that controls something)
 - ◆ regulating (controlling or managing)
 - ◆ vital functions (important body actions like breathing and moving)
3. Prediction activity: Ask, "What do you think the passage will say about the brain?"

• During- Activity :

- ◆ Silent reading: Have students read the text individually.
- ◆ Guided reading: Read the text aloud while students follow along. Pause to ask simple comprehension questions:
 - ▶ "What is the brain responsible for?"
 - ▶ "What helps the brain send messages?"

• Post-Activity:

1. Allow students to work in pairs before sharing their answers with the class.
2. Use a diagram of the brain to visually explain its functions.
3. Reinforce learning with a quick quiz or a group discussion. Answer the following questions (Students write answers in complete sentences.)

The Wonders of the Human Brain

Unit
1

Task 5

Read the following text then answer questions below:

The brain is the control center of the body. It is responsible for regulating many vital functions such as movement, breathing, and heart rate. The brain also processes information and enables us to think, learn, and remember. It works by sending electrical signals through the nervous system to communicate with different parts of the body. These electrical signals help the brain coordinate actions, responses, and even emotions. The brain is made up of billions of neurons that transmit these signals to ensure the body functions smoothly. Without the brain, we would not be able to perform everyday tasks or react to the world around us.

Answer the following questions:

- 1 What is the brain responsible for?
- 2 How does the brain function?
- 3 What is the role of electrical signals?

Choose the correct answers:

- 4 The brain communicates with the body through
 - (A) electrical signals
 - (B) sound waves
 - (C) the heart
 - (D) light signals
- 5 The brain is made up of of neurons.
 - (A) millions
 - (B) billions
 - (C) thousands
 - (D) hundreds

★ **Answers:**

① *The brain is responsible for regulating vital functions such as movement, breathing, and heart rate.*

② *The brain works by sending electrical signals through the nervous system to communicate with different parts of the body.*

③ *Electrical signals help the brain coordinate actions, responses, and emotions by transmitting messages through neurons.*

④ *electrical signals*

⑤ *billions*

⑥ **Writing:**

Task: Brainstorm some ideas for a moment of happy personal significance by answering the following questions in paragraph form:

● **Objective:**

To help students reflect on a meaningful experience and develop skills in writing descriptive paragraphs using the past tense.

● **Instructions for Teachers:**

1. Introduction to Task: Explain to your students that they will be writing about a moment in their life that brought them happiness. Emphasize that this moment should be significant to them personally, and they should describe it in detail.

2. Pre-writing Activities:

- ◆ Encourage students to think about a happy event they experienced, such as a celebration, a success, or a memorable trip.
- ◆ Ask them to jot down ideas about the event by answering the following questions (writing these in simple bullet points is a good starting point):

Unit
1

The Wonders of the Human Brain

Task 6

Brainstorm some ideas for a moment of happy personal significance by answering the following questions in paragraph form:

- ① **What happened?**
 - ◆ Describe the event or experience in detail.
 - ◆ Who was involved? Where did it happen?
- ② **How did you feel?**
 - ◆ What emotions did you experience before, during, and after the moment?
 - ◆ Were you nervous, excited, happy, or disappointed?
- ③ **Why was this moment important to you?**
 - ◆ Did you learn something new about yourself or someone else?
 - ◆ Did this moment change your perspective or your actions in the future?
- ④ **What did you take away from this experience?**
 - ◆ How did it affect you moving forward?
 - ◆ What would you do differently next time?

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- What happened?
- Who was involved?
- Where did it take place?
- How did you feel during the event? What emotions did you experience?
- Why was this moment important to you?
Did it teach you something new?

3. *Writing the Paragraph:*

- ◆ Once students have their ideas, guide them in turning their bullet points into a cohesive paragraph.
- ◆ Remind students to use past tense verbs when describing the events.
- ◆ Students should focus on providing specific details to create a vivid picture for the reader. They should describe how they felt before, during, and after the event.
- ◆ Encourage them to explain why this moment was important and how it changed them or affected their future actions.

4. Grammar Focus:

- ◆ During the writing process, highlight the use of past tense verbs. Ask students to pay attention to regular and irregular verb forms.
- ◆ After the first draft, review the text as a class and identify areas for improvement, particularly in verb tense consistency.

5. *Peer Review:*

- ◆ Once students have written their paragraphs, have them swap papers with a classmate for peer review.
- ◆ Encourage students to focus on providing feedback on whether the writing is clear, descriptive, and follows the question prompts.

6. *Reflection:*

- ◆ After completing the writing task, have students reflect on the experience by answering the questions:
 - How did this exercise help you think about happy moments in your life?

► What did you learn from sharing your thoughts with a classmate?

● ***Interactive Task Ideas:***

1. Memory Sharing: In small groups, have students share their happy moments with each other before writing. This helps build confidence and allows them to practice speaking while reinforcing the emotional language they might want to use in their paragraphs.
2. Mind Map: Use a mind map to brainstorm different types of happy moments. This visual exercise helps students connect ideas before they start writing.

★ ***Answers:***

◆ ***Since this task involves personal reflection, students' answers will vary.***

Lesson objectives:

- **By the end of the lesson, students will:**
 - ◆ apply the meaning of the new vocabulary.
 - ◆ read poetry and understand figurative language.
 - ◆ initiate conversation on general topics with unfamiliar speakers.
 - ◆ use noun quantifiers, other types of uncountable nouns, and their countable units of measurement.
 - ◆ Write a diary entry with varied sentence types, WH- details (who, what, where, when, why, how), and their mood at the time.

• **Vocabulary:**

Loss, Diabetes, Heal, Boost, Hippocampus

• **Materials:**

Student's Book - Practice Book pages

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

▪ **Objective:**

To practice vocabulary comprehension, pronunciation, and application in context.

Keep your Brain Healthy

Lesson 2

Unit 1

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ read poetry and understand figurative language.
- ★ initiate conversation on general topics with unfamiliar speakers.
- ★ use noun quantifiers, other types of uncountable nouns, and their countable units of measurement.
- ★ write a diary entry with varied sentence types, wh- details (who, what, where, when, why, how), and their mood at the time.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Loss (n.)	When something is gone or
	How do you feel after a loss in a game?
Diabetes (n.)	A condition where the body can't manage well.
	What should someone with diabetes avoid eating too much of?
Heal (v.)	To or get better after being hurt.
	How long does it take for a cut to heal?

■ **Instructions:**

◆ **Step 1:** Read and define the words

1. Pronounce each vocabulary word clearly (e.g., loss).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., hip-po-campus).

◆ **Step 2:** Complete the definition

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

► **Example:** A condition in which the body cannot regulate blood sugar properly is called (missing word: diabetes).

2. After students guess the missing word, confirm the correct answer through a choral response.

◆ **Step 3:** Draw a picture

1. Ask students to quickly sketch a simple image representing the meaning of the word.

► **Example:** For (hippocampus) students can draw a small brain outline highlighting its location.

◆ **Step 4:** Partner discussion and writing

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.

► **Example:** How can regular exercise help prevent diabetes?

2. Students will write their responses after the discussion.

◆ **Step 5:** Reinforce pronunciation

1. Review the pronunciation of each word.
2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

Unit 1
Lesson 2

Boost (v.)	To help something grow or
	What foods can boost your energy?
Hippocampus (n.)	A part of the brain that helps with and learning
	Why is the hippocampus important for learning new things?

Unit 1
Lesson 2

Reading Comprehension

I can identify and explain examples of figurative language in a poem and understand how they enhance its meaning.

Pre-Reading Questions:

- 1 What is the most important thing to keep your brain healthy? Why?
- 2 Have you heard any sayings or phrases about the brain? What do they mean to you?

While-Reading Questions:

- 1 As you read the poem, can you find any words or phrases that describe the brain in a creative way?
- 2 What are some activities mentioned in the poem that help keep your brain healthy?

Take care of your brain

Many don't think of their brain,
Until memory starts to wane.
But caring for it starts today,
In fun and healthy ways to play.
First, keep your heart strong and bright,
With active living, you'll feel just right.



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◆ **Step 6:** Contextual application

1. Discuss how each word is used in context to reinforce its meaning and practical applications.
2. Provide example sentences to deepen understanding.

■ **Vocabulary Words, Definitions, and Missing Words:**

1. Loss – When something is gone or missing.
2. Diabetes– A condition where the body can't manage sugar well.
3. Heal– To fix or get better after being hurt.
4. Boost– To help something grow or improve.
5. Hippocampus– A part of the brain that helps with memory and learning.

■ **Tasks for all words:**

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

★ **Answers:** *missing - sugar - fix - improve - memory*

● **Reading Comprehension**■ **Objective:**

students will develop reading comprehension skills by engaging in pre-reading, while-reading, and post-reading activities focused on understanding the human brain and its functions.

Boost (v.)	To help something grow or
	What foods can boost your energy?
Hippocampus (n.)	A part of the brain that helps with and learning
	Why is the hippocampus important for learning new things?

Reading Comprehension

I can identify and explain examples of figurative language in a poem and understand how they enhance its meaning.

A Pre-Reading Questions:

- 1 What is the most important thing to keep your brain healthy? Why?
- 2 Have you heard any sayings or phrases about the brain? What do they mean to you?

B While-Reading Questions:

- 1 As you read the poem, can you find any words or phrases that describe the brain in a creative way?
- 2 What are some activities mentioned in the poem that help keep your brain healthy?

Take care of your brain

Many don't think of their brain,
Until memory starts to wane.
But caring for it starts today,
In fun and healthy ways to play.
First, keep your heart strong and bright,
With active living, you'll feel just right.



■ *Pre-reading activity:*

1. Ask students to discuss their answers to the pre-reading questions with a partner.
2. Encourage students to explain their reasoning and share personal experiences.
3. Have a few pairs share their answers with the class to build engagement.

■ *Pre-reading answers:*

1. The most important thing to keep your brain healthy is a combination of good nutrition, exercise, sleep, and mental stimulation. These habits support brain function and help prevent memory loss.
2. An example of a saying about the brain is “use it or lose it.” This means that if you don’t challenge your brain with learning and problem-solving, its abilities may decline over time.

■ *While-reading activity:*

1. Instruct students to read the text in pairs or small groups.
2. Pause at each while-reading question and ask students to discuss their answers before writing them down.
3. Monitor discussions and guide students by prompting them to refer to specific parts of the text for evidence.
4. Consider using visual aids, such as a diagram of the brain, to support understanding

■ *While-reading answers:*

1. Creative phrases describing the brain in the poem include “sleep is a treasure” and “exercise keeps your brain on a whim.” These phrases use figurative language to make the text more engaging.

Avoid high blood pressure, smoke, and more,
Let blood flow freely, your brain will soar!
Sleep is a treasure, don't let it slide,
Seven to nine hours, let dreams be your guide.
While you sleep, your brain heals and grows,
A rested mind is how brilliance shows.
Get moving each day, walk or swim,
Exercise keeps your brain on a whim.
It helps the hippocampus grow and thrive,
A healthy brain means you feel alive!
Eat foods that are healthy, make good choices,
Fish, fruits, and veggies, let your body rejoice.
Whole grains and nuts, olive oil too,
Fuel your brain with the best foods for you.
Spend time with friends, have fun and laugh,
Put down your phone, enjoy life's path.
Talking together makes your brain strong,
So cherish these moments, you can't go wrong!
Take care of your brain, it's important, you see,
For a happy, healthy life, just let it be!

© Post-Reading Questions:

- 1 Can you find a line in the poem that uses figurative language, and explain why the author chose to use creative language instead of just stating facts?
- 2 What pictures come to mind when you read the poem? How do these images make you feel about taking care of your brain?
- 3 Did you notice any comparisons (like metaphors or similes) in the poem? For instance, if the poem says, “Exercise is a key,” how does that help you understand why the brain is important?
- 4 After reading the poem, how has your view on brain health changed? Did the figurative language make you think differently?

2. Activities mentioned in the poem that help keep the brain healthy include exercising, eating nutritious foods, sleeping well, and socializing.

■ **Post-reading activity:**

1. Have students summarize the main idea of the text and come up with a suitable title.

2. Encourage a class discussion on why protecting the brain is important and how injuries might affect daily life.

3. Facilitate a discussion on neuroplasticity by asking students to give real-life examples of learning new skills.

4. Ask students to present their ideas in small groups before sharing with the class.

5. Use think-pair-share: students think about their answers, discuss with a partner, then share with the class.

◆ Employ a brain model or diagram to help students visualize different parts and functions of the brain.

◆ Play a “brain parts challenge” where students label different brain sections on a blank diagram.

◆ Use role-play by assigning students different brain parts and having them act out their functions.

■ **post-reading answers:**

◆ A line using figurative language: “sleep is a treasure, don’t let it slide.” the author uses metaphor to emphasize the value of sleep in maintaining brain health.

◆ The poem creates images of people engaging in healthy habits, such as exercising, eating well, and spending time with loved ones. These images encourage positive feelings about brain care.

Figurative language:

Figurative language uses words in a creative way to help us understand ideas better. It makes writing more interesting and colorful. Here are some types of figurative language with examples.

1 Metaphor:

• **Definition:** A direct comparison between two different things without using “like” or “as.”

• **Example:** “The classroom was a zoo.”

• **Meaning:** This means the classroom was very noisy and chaotic, like a zoo.

2 Simile:

• **Definition:** A comparison of two different things using “like” or “as.”

• **Example:** “Her voice is like music to my ears.” “He is as strong as a lion.”

• **Meaning:** This means her voice sounds very pleasant and beautiful and he is very strong.

3 Personification:

• **Definition:** Giving human qualities to animals or objects.

• **Example:** “The sun smiled down on us.”

• **Meaning:** This means the sun shone brightly, making it feel warm and cheerful.

When you read or write, look for phrases that make pictures in your mind or express strong feelings. This will help you understand and enjoy the text more!

Vocabulary Practice

Match the words to their correct definitions:

Word	Definition
1 loss	A chronic condition in which the body cannot properly process blood sugar (glucose).
2 diabetes	To make something stronger or more effective.
3 heal	A structure in the brain associated with memory and learning.
4 boost	The state of no longer having something or someone.
5 hippocampus	To recover from an injury or illness.

◆ An example of comparison is “exercise is a key.” This metaphor suggests that exercise unlocks or improves brain function, helping people understand its importance.

After reading the poem, students may realize the importance of everyday habits in maintaining brain health. figurative language helps make these ideas more memorable and impactful.

▪ **Extension activities:**

● **Brain function role-play:**

◆ assign students different parts of the brain and ask them to act out their functions in a short skit. For example, a student representing the frontal lobe can pretend to make a decision, while the occipital lobe “sees” objects.

◆ have the rest of the class guess which part of the brain is being represented.

● **Memory challenge:**

◆ Give students a list of 10 random words to memorize in 30 seconds.

◆ After time is up, ask them to write as many words as they remember.

◆ Explain how the hippocampus helps with memory and relate the activity to the text.

▪ **Tips for making tasks interactive:**

Top- Tip

figurative language: figurative language uses words in a creative way to help us understand ideas better. It makes writing more interesting and colorful. here are some types of figurative language

Unit
1

Lesson 2

Figurative language:

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with examples:

▪ **Instructions:**

1. introduce figurative language by discussing how it makes writing more vivid and engaging.
2. provide examples and ask students to identify the type of figurative language used.
3. have students create their own sentences using metaphors, similes, and personification.
4. encourage students to share their sentences with the class and explain their meanings.
5. use a matching activity where students pair figurative phrases with their meanings.

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- ◆ meaning: this means the classroom was very noisy and chaotic, like a zoo.

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- ◆ definition: a comparison of two different things using "like" or "as."
- ◆ example: "her voice is like music to my ears."
- ◆ meaning: this means her voice sounds very pleasant and beautiful.

● **Personification:**

- ◆ definition: giving human qualities to animals or objects.
- ◆ example: "the sun smiled down on us."
- ◆ meaning: this means the sun shone brightly, making it feel warm and cheerful.

• Vocabulary Practice

Instructions:

1. Introduction

- ◆ Write the words on the board and ask students if they recognize any of them.
- ◆ Briefly explain each word or ask students to guess their meanings.

2. Activity

- ◆ Provide students with a worksheet or display the words and definitions on the board.
- ◆ Ask students to work individually or in pairs to match each word to its correct definition.
- ◆ Encourage them to discuss their choices before finalizing their answers.

3. Discussion

- ◆ Review the answers as a class by calling on students to share their responses.
- ◆ Explain any difficult words and provide examples to reinforce understanding.

★ Answers:

1 loss – d	4 boost – b
2 diabetes – a	5 hippocampus – c
3 heal – e	

Unit 1 Lesson 2

TOP

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• Grammar

▪ **Task:** Use noun quantifiers with countable and uncountable nouns accurately.

• Objective:

To help students use noun quantifiers accurately with countable and uncountable nouns.

• Instructions for Teachers:

1. Task Introduction:

Explain that students will practice using quantifiers with both countable and uncountable nouns. Emphasize the importance of using the right quantifier based on whether the noun is countable or uncountable.

2. Task 1 - Countable and Uncountable Nouns with Quantifiers:

◆ Before starting: Ask students if they know what countable and uncountable nouns are. Remind them that countable nouns can be counted individually (e.g., books, apples) and uncountable nouns are things we cannot count individually (e.g., water, advice).

◆ **Activity:** Present students with the sentences and ask them to determine whether the underlined noun is countable or uncountable. Have them work in pairs or small groups to discuss their answers.

3. Task 2 - Adding Quantifiers to Uncountable Nouns:

◆ Before starting: Explain that for uncountable nouns, we often use quantifiers like “a little,” “some,” or “a lot of.” Ask students to recall these quantifiers and give examples of when to use each one.

◆ **Activity:** Provide the sentences with uncountable nouns, and ask students to add the correct quantifier. They can work individually or in pairs to complete the task. Afterward, go over the answers as a class.

Grammar

I can use noun quantifiers with countable and uncountable nouns accurately.

Read the following sentences and determine if the underlined noun is countable or uncountable.

- There are many books on the shelf. (Countable / Uncountable)
- Can you give me a little sugar? (Countable / Uncountable)
- She has a lot of friends. (Countable / Uncountable)
- We don't have much time left. (Countable / Uncountable)

Add an appropriate quantifier to the following uncountable nouns and rewrite the sentence.

• Example: I need (water) → “I need a glass of water.”

- ① He gave me (advice) → “He gave me _____.”
- ② They brought (sugar) → “They brought _____.”
- ③ We need (information) → “We need _____.”

Review Lesson 1 Top Tip to remind yourself of how to use quantifiers like some, a lot of, a little, and many with countable and uncountable nouns.

Writing

I can use a variety of sentence types to compose a diary entry.



To write a good diary entry we need to use a variety of sentence types and structures as the following:

- **Simple sentences** give clear details: “I gave my first big presentation.”
- **Compound sentences** connect ideas: “I was nervous, but I felt better once I started.”
- **Complex sentences** show cause-and-effect or contrast: “When I started speaking, I wasn't nervous anymore.”
- **Questions** reflect internal thought and mood: “Why was I so scared?”

4. Top Tips Instructions:

◆ **Before the task:** Review the key quantifiers—"some," "many," "a lot of," "a little"—and explain how they are used with countable and uncountable nouns. For example, "many" and "a lot of" are used with countable nouns, while "much" and "a little" are used with uncountable nouns.

◆ **Tip 1:** "Use 'many' and 'a lot of' with countable nouns (e.g., many books, a lot of apples)."

◆ **Tip 2:** "Use 'much' and 'a little' with uncountable nouns (e.g., much water, a little sugar)."

◆ **Tip 3:** "Remember that some and any can be used for both countable and uncountable nouns in positive or negative sentences (e.g., I have some apples. I don't have any sugar)."

● Interactive Task Ideas:

1. Quantifier Charades:

Write different nouns (both countable and uncountable) on cards and have students pick one at random. They must act out the noun while other students guess it. The group will then discuss if the noun is countable or uncountable and suggest the correct quantifier.

2. Quantifier Dialogue Practice:

Have students work in pairs to create short dialogues using both countable and uncountable nouns with appropriate quantifiers. For example:

- ◆ Student A: "How much milk do we need?"
- ◆ Student B: "We need a little milk."

After practicing the dialogues, students can present them to the class.

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Grammar

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★ **Answers:****Task 1 - Countable and Uncountable Nouns with Quantifiers**

- ◆ There are many books on the shelf. (Countable)
- ◆ Can you give me a little sugar? (Uncountable)
- ◆ She has a lot of friends. (Countable)
- ◆ We don't have much time left. (Uncountable)

Task 2 - Adding Quantifiers to Uncountable Nouns

- 1 He gave me a little advice.
- 2 They brought some sugar.
- 3 We need some information.

● **Writing**

▪ **Task :** Use a variety of sentence types to compose a diary entry.

● **Objective:**

To help students use a variety of sentence types to compose a diary entry and reflect on their experiences.

● **Instructions for Teachers:****1.Task Introduction:**

Explain that students will be writing a diary entry about a personal experience, using a variety of sentence types (simple, compound, complex, exclamatory, and questions). Start by discussing what makes a good diary entry: it should describe the event, reflect on feelings, and include both the facts and emotions of the moment.

Grammar

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- 3 We need (information) → "We need _____."

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Writing

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TOP

To write a good diary entry we need to use a variety of sentence types and structures as the following:

- **Simple sentences** give clear details: "I gave my first big presentation."
- **Compound sentence** connect ideas: "I was nervous, but I felt better once I started!"
- **Complex sentences** show cause-and-effect or contrast: "When I started speaking, I wasn't nervous anymore."
- **Questions** reflect internal thought and mood: "Why was I so scared?"

2. Pre-writing Activity:

Ask students to think about a significant event, such as giving a presentation in class, playing a sport, or achieving something personal. Have them answer the brainstorming questions provided in the task. Students can work individually or in pairs to discuss the answers before starting their writing.

3. Writing the Diary Entry:

After brainstorming, students should write their diary entry, focusing on using different sentence types.

- ◆ Remind them that a simple sentence gives clear, direct details about what happened.
- ◆ A compound sentence connects ideas and can show contrast or a sequence of events using FANBOYS (for, and, nor, but, or, yet, so).
- ◆ A complex sentence explains cause and effect or contrast using A WHITE BUS conjunctions (although, because, if, when, etc.).
- ◆ A question helps express their internal thoughts and mood.
- ◆ An exclamatory sentence shows strong emotion or surprise.

4. Top Tips Instructions:

Review the types of sentences students should use and provide examples:

- ◆ Simple sentences: "I gave my first big presentation."
- ◆ Compound sentences: "I was nervous, but I felt better once I started."
- ◆ Complex sentences: "When I started speaking, I wasn't nervous anymore."
- ◆ Questions: "Why was I so scared?"

Unit 1 Lesson 2

- **Exclamations** emphasize strong emotions: "I can't believe I actually did it!"
- **Phrase:** A phrase is a group of words that work together as a unit but do not have both a subject and a verb. A phrase can add information but doesn't form a complete sentence. Example: "in the park" (This is a prepositional phrase. It adds detail, but it's not a sentence by itself.)
- **Clause:** A clause is a group of words that has both a subject and a verb. There are two types of clauses: independent and dependent.
- **Independent Clause:** An independent clause has a subject and a verb, and it expresses a complete thought. It can stand alone as a sentence. Example: "She went to the store." (This is a complete sentence with a subject and a verb.)
- **Dependent (or Subordinate) Clause:** A dependent clause also has a subject and a verb, but it does not express a complete thought and cannot stand alone as a sentence. It depends on an independent clause to make sense. Example: "Because she was tired." (This clause has a subject and a verb but needs more information to be a complete sentence.)

Key Features:

- **WH- details:**
 - **Who:** The writer and classmates
 - **What:** A class presentation on a favourite book
 - **When:** Today (morning)
 - **Where:** At school, in front of the class
 - **Why:** To conquer the fear of public speaking and complete the assignment
 - **How:** By taking deep breaths and calming down during the speech
- Mood:** Starts anxious and nervous, shifts to confident and proud, ends with relief and excitement.

Task Diary Entry with WH-Details and Mood:

1 Answer the following questions to brainstorm ideas for your diary entry. Be sure to include **who, what, when, where, why, and how** details.

- ◆ **Who** was involved in the event you want to write about?
- ◆ **What** happened?
- ◆ **When** did this event happen?
- ◆ **Where** did it take place?
- ◆ **Why** was this event significant to you?
- ◆ **How** did you feel before, during, and after the event?

- ◆ Exclamations: "I can't believe I actually did it!"
Remind students that these different sentence types will make their diary entry more interesting and expressive.

5. Extension Task Ideas:

- ◆ Pair Share: Have students share their diary entries in pairs, and ask their partner to identify the sentence types used. This reinforces their understanding and helps with peer learning.

- ◆ Sentence Type Challenge: Write different sentence starters on the board and ask students to complete them using the correct sentence type. For example:
 - ▶ "I couldn't believe that..." (Exclamatory)
 - ▶ "When I was speaking, I felt..." (Complex)
 - ▶ "I was nervous, but..." (Compound)
 - ▶ "I gave my first big presentation..." (Simple)

★ **Answers:** *Students' own answers.*

Using the answers to the previous questions, practice writing different types of sentences.

- A Simple Sentence: Write a sentence that answers what happened.
- B Compound Sentence: Write a sentence that connects two ideas using FANBOYS.
- C Complex Sentence: Write a sentence that explains something that happened using A WHITE BUS conjunctions.
- D Question: Write a sentence with a self-reflective or rhetorical question.
- E Exclamatory Sentence: Write a sentence that expresses a strong emotion.

TOP TIP

FANBOYS stands for the coordinating conjunctions for, and, nor, but, or, yet, so. These words are used to connect two independent clauses (complete sentences) in a compound sentence.

Tip: Always use a comma before a FANBOYS conjunction when joining two independent clauses. For example:

"I wanted to go to the park, but it started raining."

"She studied hard for the test, so she got an A."

TOP TIP

A WHITE BUS stands for: after, when, how, if, though, even though, because, unless, since.

Tip: Subordinating conjunctions are used to connect a dependent clause (incomplete thought) to an independent clause (complete sentence). When the dependent clause comes first, use a comma after it. For example:

"After I finish my homework, I can play video games."

"Because it was raining, we stayed indoors."

If the independent clause comes first, no comma is needed:

"I can play video games after I finish my homework."

Lesson 2 Practice Book

① Fill in the blanks:

● Instructions:

1. Have students read the sentences carefully.
2. Ask them to choose the correct words from the list to complete each sentence.
3. Allow pair work before discussing answers as a class.

● Interactive Tips:

- ◆ Show images related to health, brain function, and emotions to reinforce meaning.
- ◆ Let students create their own sentences using the new words

★ Answers:

① health	④ hippocampus
② diabetes	⑤ loss
③ boost	⑥ support

② Choose the correct answer:

1. Read each question aloud and highlight key words.
2. Have students select the best answer individually or in pairs.
3. Discuss answers as a class and encourage explanations.

● Interactive Tips:

- ◆ Use a quiz-style format where students hold up letter cards (A, B, C, or D) for their answers.
- ◆ Have students explain why incorrect options do not fit.

Keep your Brain Healthy

Lesson 2 Unit 1



Task 1

Fill in the blanks with the correct words from the list:
(loss, support, diabetes, health, boost, hippocampus)

Eating a diet rich in fruits and vegetables can improve your overall and reduce the risk of diseases like Studies have shown that exercise can brain function by stimulating the Coping with the of a loved one can be challenging and often

Task 2

Choose the correct answer:

- ① Which of the following refers to the overall well-being of your body?
 (A) Health (B) Motivation (C) Strength (D) Loss
- ② Regular physical activity can help your brain function.
 (A) boost (B) decrease (C) press (D) lessen
- ③ Which part of the brain is involved in memory and learning?
 (A) hippocampus (B) cortex
 (C) medulla (D) cerebellum

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★ **Answers:**

- 1 c) health
- 4 a) diabetes
- 2 a) boost
- 5 a) loss
- 3 d) hippocampus
- 6 c) healthy

③ **Choose the correct answer :**• **Objective:**

To help students practice using correct units of measurement for uncountable nouns and identify and correct mistakes in sentences involving these nouns.

1. Task Introduction:

Explain to the students that uncountable nouns, such as "milk," "rice," and "sugar," do not have a plural form, and we use specific units of measurement to count them. Make sure students understand the difference between countable and uncountable nouns. For uncountable nouns, we typically use units like "liters," "cups," "slices," or "pieces."

2. Task 3 - Choose the Correct Answer:

- ◆ Before starting: Ask students to recall some examples of uncountable nouns and brainstorm possible units of measurement for them.
- ◆ **Activity:** Have students complete the multiple-choice task individually or in pairs. Encourage them to think carefully about the correct unit for each noun based on their previous knowledge and examples they've learned.
- ◆ Afterward, go over the answers as a class, and ask students to explain why each answer is correct.

★ **Answers:**

- 4 is a chronic condition that affects how the body processes sugar.
 (A) Diabetes (B) Stress
 (C) High blood pressure (D) Stroke
- 5 Coping with the of a loved one can be emotionally challenging.
 (A) loss (B) change
 (C) achievement (D) improvement
- 6 Regular exercise keeps your body strong and
 (A) weak (B) tired (C) healthy (D) lazy

Task 3**Choose the correct answer :**

- 1 Which unit of measurement is appropriate for the uncountable noun "milk"?
 (A) Liters (B) Pieces (C) Slices (D) Jars
- 2 Which of the following is a correct match of an uncountable noun and its unit?
 (A) A loaf of water (B) A bottle of juice
 (C) A bag of chairs (D) A slice of flour
- 3 Identify the correct way to measure "rice":
 (A) Bottles (B) Kilo (C) Slices (D) Cups
- 4 What is the appropriate unit of measurement for the uncountable noun "bread"?
 (A) Bars (B) Slices (C) Pieces (D) Both b and c

- 1 a) Liters
- 2 b) A bottle of juice
- 3 d) Cups
- 4 d) Both b and c (Slices, Pieces)
- 5 a) He bought two cups of sugar for the recipe.
- 6 a) A piece

Keep your Brain Healthy

Unit
1

- 1 Which sentence uses the correct unit of measurement for "sugar"?
 - A He bought two cups of sugar for the recipe.
 - B She ordered a slice of sugar from the store.
 - C They measured a loaf of sugar for the cake.
 - D I took a piece of sugar for my coffee.
- 2 Which unit of measurement would you use for "furniture"?
 - A A piece
 - B A grain
 - C A bottle
 - D A slice

Task 4

Correct the mistakes in the following sentences:

- 1 She bought three breads from the bakery.
- 2 I need a few advices about my career.
- 3 Could you pass me a glass of rice?
- 4 There are many furnitures in the room.
- 5 He ordered two waters from the waiter.
- 6 The recipe calls for five sugars and some salt.

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4 Correct the Mistakes:

• Interactive Ideas:

- ◆ Unit Matching Game: Write various uncountable nouns and their potential units of measurement on cards. Have students match the noun with the correct unit. This can be done as a class competition or in small groups for more interaction.
- ◆ Sentence Correction Race: Write incorrect sentences on the board and divide students into teams. Have them race to correct the sentences, explaining their choices as they go.

★ Answers:

- 1 She bought three loaves of bread from the bakery.
- 2 I need a few pieces of advice about my career.
- 3 Could you pass me a cup of rice?
- 4 There are many pieces of furniture in the room.
- 5 He ordered two bottles of water from the waiter.
- 6 The recipe calls for five cubes of sugar and some salt.

5 Reading Comprehension :

• Objectives:

- ◆ Enhance students' reading comprehension skills.
- ◆ Improve their ability to extract key information from a text.
- ◆ Reinforce awareness of brain health and its importance in daily life.

• Pre-Activity:

1. Activate prior knowledge: Ask students, “What do you think is important for a healthy brain?”

2. Introduce key vocabulary: Write and explain these words on the board:

- ◆ well-being (being healthy and happy)
- ◆ cognitive abilities (thinking, learning, and memory skills)
- ◆ hippocampus (a part of the brain that helps with memory and learning)
- ◆ diabetes (a disease that affects blood sugar levels)
- ◆ stress (feeling worried or anxious)
- ◆ focus (ability to concentrate)

3. Prediction activity: Ask, “What do you think the passage will say about brain health?”

• During-Activity:

- ◆ Silent reading: Have students read the text individually.
- ◆ Guided reading: Read the text aloud while students follow along. Stop at key points to ask simple comprehension questions like:
 - ▶ “Why is the brain important?”
 - ▶ “What happens if we don’t take care of our brain?”

• Post-Activity:

- ◆ Encourage students to highlight key information in the text before answering questions.
- ◆ Allow students to work in pairs before sharing their answers with the class.
- ◆ Use a simple brain diagram to explain the role of the hippocampus.

Task 5

Read the following text then answer the questions:

A healthy brain is essential for overall well-being and good mental function. The brain controls our thoughts, movements, and emotions. To keep it healthy, it's important to manage stress, eat healthy food, and exercise regularly. Poor health habits, like lack of sleep or high sugar intake, can lead to brain problems, such as memory loss or even conditions like diabetes, which can affect brain function. The hippocampus, an important part of the brain, plays a key role in memory and learning. Regular exercise and a healthy diet can boost brain health and improve cognitive abilities, helping prevent brain-related issues and supporting better memory and focus.

Answer the questions:

- 1 How can we keep our brain healthy?
- 2 Why is the hippocampus important for memory and learning?
- 3 What is the effect of the poor health habits on the brain?

Choose the correct answers:

- 4 can affect brain function badly if it is not managed well.
A Diabetes B Asthma C Cold D Fever
- 5 is responsible for memory and learning.
A Hippocampus B Cerebellum C Medulla D Cortex

◆ Reinforce learning with a short discussion or a matching activity with brain functions and their corresponding parts.

★ **Answers:**

- 1 ***We can keep our brain healthy by managing stress, eating healthy food, and exercising regularly.***
- 2 ***The hippocampus is important for memory and learning because it plays a key role in storing and processing information.***
- 3 ***Poor health habits, like lack of sleep or high sugar intake, can cause memory loss and brain problems. They can also lead to conditions like diabetes, which affect brain function.***
- 4 ***a) diabetes***
- 5 ***a) hippocampus***

6 **Writing:**

● **Task:** Answer the following questions to brainstorm ideas for your visit to a new place that was mentioned in your diary entry.

● **Objective:**

Students will brainstorm ideas and practice sentence construction by reflecting on a visit to a new place, improving their ability to write with variety and depth.

1. **Warm-Up Discussion**

- ◆ Begin by asking students:
- ◆ Have you ever visited a place for the first time?
- ◆ What made that experience special or memorable?

Keep your Brain Healthy

Unit
1

Task 6

◆ Answer the following questions to brainstorm ideas for your visit to a new place that was mentioned in your diary entry.

1- Be sure to include who, what, when, where, why, and how details.

- 1 Who was involved in the event you want to write about?
- 2 What happened?
- 3 When did this event happen?
- 4 Where did it take place?
- 5 Why was this event significant to you?
- 6 How did you feel before, during, and after the event?

2- Using the answers to the previous questions, practice writing different types of sentences.

- 1 Simple Sentence: Write a sentence that answers what happened.
.....
- 2 Compound Sentence: Write a sentence that connects two ideas using FANBOYS.
.....
- 3 Complex Sentence: Write a sentence that explains something that happened using A WHITE BUS conjunctions.
.....
- 4 Question: Write a sentence with a self-reflective or rhetorical question.
.....
- 5 Exclamatory Sentence: Write a sentence that expresses a strong emotion.
.....

- ◆ Explain that today, they will brainstorm details about a visit to a new place and practice writing different sentence types.

2. Guided Brainstorming

- ◆ Go through the brainstorming questions one by one, asking students to share their ideas:
- ◆ Encourage students to write full answers to these questions in their worksheets.

3. Sentence Construction Practice

- ◆ Explain the importance of sentence variety in writing.
- ◆ Model each sentence type on the board using a sample visit (e.g., visiting a historical site or a new city).
- ◆ Ask students to use their brainstormed details to practice writing different types of sentences.
- ◆ Allow students time to write their own sentences using their own experiences.

4. Peer Review & Sharing :

- ◆ Have students exchange their work with a partner and provide constructive feedback.
- ◆ Ask for a few volunteers to read their best sentence aloud.

5. Wrap-Up & Reflection

- ◆ Discuss how sentence variety makes writing more interesting.
- ◆ Ask students: Which sentence type was easiest? Which was the most challenging?
- ◆ Encourage them to apply sentence variety when writing diary entries and personal reflections.

Differentiation Strategies

● For struggling students:

- ◆ Provide sentence starters for each sentence type.

Keep your Brain Healthy

Unit
1

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- 4 Question: Write a sentence with a self-reflective or rhetorical question.
- 5 Exclamatory Sentence: Write a sentence that expresses a strong emotion.

- ◆ Allow verbal brainstorming before writing.
- ***For advanced students:***
 - ◆ Challenge them to write a short paragraph instead of separate sentences.
 - ◆ Ask them to add figurative language (e.g., similes, metaphors).

Lesson objectives:

- **By the end of the lesson, students will:**
 - ◆ apply the meaning of the new vocabulary.
 - ◆ listen for specific details in an extended oral text..
 - ◆ use the correct word in the correct context.
 - ◆ edit diary entry to improve the voice, organization, word choice, and ideas of the text..
 - ◆ carry out a project about a Quranic verse addressing the human brain.

● **Vocabulary:**

Sound , Physical, Mental, Anxiety, Confident

● **Materials:**

- ◆ Student's Book
- ◆ Practice Book pages
- ◆ Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word

■ **Objective:**

To practice vocabulary comprehension, pronunciation, and application in context.

Unit 1 Lesson 3 A Sound Mind in a Sound Body

- ILOs** By the end of the lesson, students will be able to:
- ★ apply the meaning of the new vocabulary.
 - ★ listen for specific details in an extended oral text.
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Target Vocabulary

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2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Sound (adj)	Healthy, ..., or in good condition
	How can you keep your body sound and healthy?
Physical (adj)	Related to, not the mind.
	What physical activities do you enjoy doing?
Mental (adj)	Related to, feelings, or the mind. believing you can do something well.
	How can you improve your mental health?
Anxiety (n.)	Feeling worried of
	What helps you calm down when you have anxiety?

■ Instructions:

① Read and define the words :

1. Pronounce each vocabulary word clearly (e.g., sound).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., con-fi-dent).

② Complete the definition:

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.
 - **Example:** Feeling sure about one's abilities is called being.....(missing word: confident).
2. After students guess the missing word, confirm the correct answer through a choral response.

③ Draw a picture:

1. Ask students to quickly sketch a simple image representing the meaning of the word.
 - Example: For (anxiety) students can draw a worried face.

④ Partner discussion and writing:

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.
 - **Example:** How does physical health affect mental well-being?
2. Students will write their responses after the discussion.

⑤ Reinforce pronunciation:

1. Review the pronunciation of each word.

Unit
1

Lesson 3

A Sound Mind in a Sound Body

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- ★ apply the meaning of the new vocabulary.
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- ★ Carry out a project about a Quranic verse addressing the human brain.

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	How can you improve your mental health?
Anxiety (n.)	Feeling worried of
	What helps you calm down when you have anxiety?

2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 Contextual application:

1. Discuss how each word is used in context to reinforce its meaning and practical applications.
2. Provide example sentences to deepen understanding.

▪ Vocabulary Words, Definitions, and Missing Words:

1. Sound (adj)– Healthy, strong, or in good condition.
2. Physical – Related to the body, not the mind.
3. Mental – Related to thinking, feelings, or the mind.
4. Anxiety– Feeling worried or nervous.
5. Confident – Sure of yourself or believing you can do something well.

▪ Tasks for all words:

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

★ **Answers:** *strong - the body - thinking - nervous - Sure of yourself*

Confident (adj)	_____ or believing you can do something well.
	What makes you feel confident before a big test?

Listening

A Pre-Listening Questions:

Before listening to the text, match each term with its correct meaning. Discuss your answers with your partner.

Terms	Meaning
1 sound mind	A A state of being physically healthy
2 physical health	B A state of emotional and mental well-being
3 endorphins	C Chemicals that make you feel good
4 stress	D Pressure that can affect your feelings

B While-Listening Questions:

Listen carefully to the text. Answer the following questions based on what you hear.

- 1 What are some types of exercise mentioned in the text?
- 2 What chemical is released in our bodies when we exercise?
- 3 Why is mental health important according to the text?

C Post-Listening Questions:

Write the missing words in the spaces provided.

- 1 Regular exercise, like jogging or swimming, helps keep our bodies _____ and makes us feel happy.
- 2 When we exercise, our bodies release _____ which are chemicals that make us feel good.
- 3 Activities like reading and spending time with friends help us manage our _____.

• Listening

▪ Objectives:

Students will develop listening comprehension skills by engaging in pre-listening, while-listening, and post-listening activities focused on understanding the connection between physical and mental health.

▪ Pre-listening activity:

1. Ask students to match each term with its correct meaning individually, then compare their answers with a partner.
2. Encourage students to discuss why they matched each term with its meaning.
3. Have a few pairs share their answers with the class to ensure understanding before listening.

▪ Pre-listening answers:

<i>Terms</i>	<i>meaning</i>
sound mind	a state of emotional and mental well-being
physical health	a state of being physically healthy
endorphins	chemicals that make you feel good
stress	pressure that can affect your feelings

▪ While-listening activity:

1. Instruct students to listen carefully to the text.
2. Pause after key sections to allow students to discuss and answer while-listening questions in pairs or small groups.

Lesson 3

Unit
1

Confident (adj)	 or believing you can do something well.
	What makes you feel confident before a big test?

Listening

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- ② When we exercise, our bodies release which are chemicals that make us feel good.
- ③ Activities like reading and spending time with friends help us manage our

3. Encourage students to take brief notes while listening to help them recall details.
4. Guide discussions by prompting students to connect information from the text to their own experiences.

★ **Answers:**

- 1 ***Jogging, swimming, playing sports***
- 2 ***Endorphins***
- 3 ***Mental health helps us manage feelings, reduce stress, and make better choices for our bodies.***

▪ **Post-listening activity:**

1. Have students complete the fill-in-the-blank exercise to check their understanding of key details from the text.
2. Ask students to discuss the comprehension questions in small groups before writing their answers.
3. Facilitate a whole-class discussion on the importance of balancing physical and mental health.
4. Conduct the "healthy living conversation" activity, guiding students to use follow-up questions to deepen discussions.
5. Encourage students to share one interesting thing they learned from their conversations with the class.

★ **Answers:**

A- Fill in the blanks in the sentences below.

- 1 ***Regular exercise, like jogging or swimming, helps keep our bodies healthy and makes us feel happy.***
- 2 ***When we exercise, our bodies release endorphins, which are chemicals that make us feel good.***

Answer these questions. Use complete sentences to explain your answers.

- 1 Why is it important to take care of both our physical and mental health?
- 2 How does exercise help our brains work better?
- 3 Can you give an example of a hobby that can help improve mental health?

Healthy living conversation

Pick two questions from the list below to ask a classmate:

- ◆ What is your favorite way to stay active?
- ◆ How do you relax after a long day?
- ◆ What healthy foods do you like?

Find a partner:

- ◆ Choose a classmate to talk to.

Start the conversation:

- ◆ Ask your questions and listen to their answers. Feel free to ask follow-up questions.

Switch partners:

- ◆ After 5 minutes, find a new partner and use different questions.

Share:

- ◆ Tell the class one interesting thing you learned from your conversations.

- 3 **Activities like reading and spending time with friends help us manage our stress.**

B- Answer these questions. Use complete sentences to explain your answers.

- 1 **Importance of both physical and mental health: both are necessary for a happy and successful life.**
- 2 **Exercise improves brain function by increasing blood flow and releasing endorphins.**
- 3 **Example of a hobby: reading, drawing, playing a musical instrument, etc.**

▪ **Tips for making tasks interactive:**

- ◆ use think-pair-share: students think about their answers, discuss with a partner, then share with the class.
- ◆ employ role-play by assigning students different daily routines and asking them to discuss their impact on physical and mental health.
- ◆ play a "health match" game where students match activities with their benefits for physical or mental health.
- ◆ use a movement-based activity where students act out different forms of exercise while classmates guess the activity.

▪ **Extension interactive activities:**

Wellness debate:

- ◆ divide the class into two groups. One group argues that physical health is more important, while the other argues that mental health is more important.
- ◆ have students use information from the text to support their arguments.
- ◆ conclude with a discussion on why both are equally important.

Lesson 3 Unit 1

Asking follow-up questions

When you're talking to someone, it's important to ask good follow-up questions. This keeps the conversation going and helps you learn more. Here's how to do it:

- **Ask about how often (frequency):** If someone says they do something, ask how often they do it.
Example: "I like playing soccer."
Follow-up: "How many times a week do you play?"
- **Ask about details (manner):** If they mention doing something, ask how they do it.
Example: "I like drawing."
Follow-up: "What kind of things do you like to draw?"
- **Ask why:** Ask for the reason behind what they said.
Example: "I love reading books."
Follow-up: "Why do you enjoy reading?"
- **Ask about difficulties (challenges):** If someone talks about learning or trying something, ask if it's hard.
Example: "I'm learning how to swim."
Follow-up: "What's the hardest part of swimming for you?"
- **Ask how they feel (attitude):** If they talk about something they do, ask how they feel about it.
Example: "I just started playing the piano."
Follow-up: "How do you feel about learning piano so far?"

Remember to listen carefully and use their answers to come up with your next question!

Vocabulary Practice

A. Read the statements and decide if they are true or false.

- 1 If you feel confident, you are unsure about your abilities. (.....)
- 2 Mental health only refers to physical conditions. (.....)
- 3 Anxiety is a feeling of calm and peace. (.....)
- 4 Sound can mean healthy or logical. (.....)
- 5 Physical activities involve both the mind and body. (.....)

Healthy habit journal:

- ◆ Ask students to keep a journal for one week, recording one activity they did each day to improve their physical or mental health.
- ◆ At the end of the week, have students share their experiences in small groups.

■ Top Tip: Asking Follow-up Questions

- ◆ Encourage students to listen attentively to their partner's answers before asking follow-up questions.
- ◆ Model how to ask good follow-up questions during class discussions and role-plays.
- ◆ Help students practice follow-up questions in pairs or small groups by giving them prompts.
- ◆ Guide them on how to build on each other's answers with thoughtful questions.
- ◆ Emphasize the importance of showing interest and curiosity through follow-ups.

Listening script**A Sound Mind in a Sound Body**

Today, we will talk about the saying "a sound mind in a sound body." This means that being healthy in our bodies helps us feel good in our minds, and being mentally healthy helps our bodies too. Both physical and mental health are important for a happy life.

First, let's discuss physical health. Taking care of our bodies is very important for having a healthy mind. Regular exercise, like jogging, swimming, or playing sports, keeps us fit and makes us feel happy. When we exercise, our bodies release endorphins. These are chemicals that make us feel good. Exercise also helps blood flow to our brains, making them work better. A healthy body gets sick less often, which means we can focus on our feelings and thoughts without being tired or unwell.

Now, let's talk about mental health. Nurturing a sound mind is just as important. Mental health means managing our feelings, reducing stress, and finding ways to feel calm. Activities like reading, writing, and spending time with friends can help us feel better and reduce anxiety. Hobbies we enjoy are also good for our minds.

Remember, physical and mental health help each other. When we take care of our bodies, we feel more confident, and this helps our minds stay positive. When we focus on our mental health, we make better choices for our bodies.

In conclusion, the saying "a sound mind in a sound body" reminds us to care for both our physical and mental health to live a happy and successful life.

• Vocabulary Practice

A. True or False:

1. Introduction

- ◆ Write the key words (confident, mental health, anxiety, sound, physical activities) on the board.
- ◆ Ask students if they know their meanings and discuss briefly.

2. Activity

- ◆ Distribute the worksheet or write the statements on the board.
- ◆ Have students work individually or in pairs to decide if each statement is true or false.
- ◆ Encourage them to justify their answers using prior knowledge or logical reasoning.

Lesson 3 Unit 1

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- 4 Sound can mean healthy or logical. (.....)
- 5 Physical activities involve both the mind and body. (.....)

3. Discussion:

- ◆ Review answers as a class, asking students to explain their choices.
- ◆ Clarify any misconceptions and provide real-life examples where needed.

■ Tips for Making the Task Interactive**● Four Corners:**

- ◆ Label four corners of the classroom ("True" and "False"). Read each statement aloud, and students move to the corner they think is correct.

● Team Challenge:

- ◆ Divide students into two teams. Teams take turns deciding whether a statement is true or false and explaining their reasoning.

★ Answers:

- 1 False** – *If you feel confident, you are sure about your abilities.*
- 2 False** – *Mental health includes emotional, psychological, and social well-being, not just physical conditions.*
- 3 False** – *Anxiety is a feeling of worry or nervousness, not calm and peace.*
- 4 True** – *"Sound" can mean healthy (e.g., a sound mind) or logical (e.g., a sound argument).*
- 5 True** – *Physical activities, such as sports, involve both the mind and body.*

B. Match the word with the correct synonyms:**1. Introduction**

- ◆ Write the words (sound, physical, mental, anxiety, confident) on the board.

Unit
1 Lesson 3**B. Match each word with its synonym / synonyms.**

words	Synonyms
1 Sound (adj)	A Nervous
2 Physical	B Calm
3 Mental	C Strong
4 Anxious	D Intellectual
5 Confident	E Tangible/ material

Writing

I can revise my diary entry for improvement.

Revising your diary entry

To improve your diary entry, focus on:

- 1. Voice and flow:**
 - Read aloud to check if it sounds natural.
 - Add personal feelings and remove awkward parts.
 - Group related ideas and adjust the order for better flow.
- 2. Organization:**
 - Ensure a clear beginning, middle, and end.
 - Use transitions like "then" and "finally" to connect ideas.
- 3. Word choice:**
 - Replace weak or repetitive words with descriptive ones.
 - Add sensory details and remove unnecessary words.
- 4. Expand and clarify ideas:**
 - Reflect on why the event mattered.
 - Clarify unclear parts and remove irrelevant details.
- 5. Proofread:**
 - Check for capitalization, punctuation, spelling, and consistent tenses.
- 6. Key revisions:**
 - Voice: Added personal phrases.
 - Organization: Used transitions for emotional changes.
 - Word Choice: Used stronger, more specific words.
 - Ideas: Explained the event's importance.

These revisions will make your diary entry clearer and more engaging!

◆ Ask students to share any prior knowledge of these words and discuss possible meanings.

2. Activity

- ◆ Provide students with a worksheet or write the matching task on the board.
- ◆ Have students work individually or in pairs to match each word to its correct synonym(s).
- ◆ Encourage them to justify their choices based on word meanings.

3. Discussion

- ◆ Review answers as a class by having students share their matches.
- ◆ Discuss any challenging words and provide examples to clarify meanings.

■ Tips for Making the Task Interactive

- ◆ Synonym Race: Write words and synonyms on separate cards. Students race to match them correctly.
- ◆ Peer Teaching: Assign each student a word and have them explain its meaning before matching it with the synonym(s).

★ Answers:

- 1 **Sound (adj)** – C, B (Strong, Calm)
- 2 **Physical** – E (Tangible/Material)
- 3 **Mental** – D (Intellectual)
- 4 **Anxiety** – A (Nervous)
- 5 **Confident** – C, B (Strong, Calm)

Unit 1 Lesson 3

B- Match each word with its synonym / synonyms.

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• Writing :

Task: Revise your diary entry:

▪ **Objective:**

To help students revise their diary entries by focusing on improving voice, flow, organization, word choice, and clarity.

1. Task Introduction:

Start by explaining that revising their writing helps make it clearer, more engaging, and more polished. Remind students that revisions are not just about correcting grammar but improving the overall quality of the text. You can tell them that everyone revises their work—writers do it to make their words stronger and their ideas clearer.

2. Review the Top Tip:

Read through the “Top Tip” with the class, discussing each point:

- ◆ **Voice and Flow:** This means the diary entry should sound like the writer is speaking to a friend or reader, with natural phrasing and good rhythm.
- ◆ **Organization:** A diary should have a beginning (introduction), middle (event details), and end (conclusion or reflection).
- ◆ **Word Choice:** Encourage students to choose stronger, more specific words instead of weak or repetitive ones. This can include sensory details or more emotional language.
- ◆ **Ideas:** Students should reflect on why the event mattered to them and remove any irrelevant details.
- ◆ **Proofreading:** This final check ensures the diary is clear, correct, and consistent in tense and punctuation.

Lesson 3 Unit 1

Task

Review your diary entry draft from Lesson 2. Notice what needs to improve. Choose two of the five ways to revise a text. Revise your own diary entry according to the ways you have chosen.

◆ I chose _____ and _____ to revise my diary entry.

Final diary version

21

3. Interactive Ideas:

◆ **Peer Review:** Have students pair up and exchange their drafts. Each student will read their partner's diary entry aloud to check the flow and voice. Afterward, they can give each other suggestions for revisions.

◆ **Sentence Challenge:** Ask students to pick a weak sentence from their draft and work with a partner to rewrite it using stronger words or more sensory details. Have them share the revised sentences with the class to showcase improvements.

4. Task: Ask students to focus on revising two specific aspects from the revision guide. They will:

- ◆ Choose two revision strategies (voice and flow, organization, word choice, ideas, or proofreading).
- ◆ Apply those revisions to their diary entry from Lesson 2.
- ◆ After revising, students will rewrite their final version in the space provided.

Task

- Review your diary entry draft from Lesson 2. Notice what needs to improve. Choose two of the five ways to revise a text. Revise your own diary entry according to the ways you have chosen.
- ◆ I chose _____ and _____ to revise my diary entry.

Final diary version

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★ Answers:

There are no specific answers for this task as it is a personal revision activity. However, teachers should look for the following during revision:

- ◆ **Voice and Flow:** Look for more natural language, clearer transitions between ideas, and personal feelings added to the entry.
- ◆ **Organization:** Ensure the diary has a clear structure (beginning, middle, and end) with logical transitions.
- ◆ **Word Choice:** Watch for stronger, more specific vocabulary and the inclusion of sensory details.

◆ **Ideas:** Check for reflection on the event's significance and clarity of meaning.

◆ **Proofreading:** Verify correct capitalization, punctuation, and consistent verb tense.

● *Islamic Values Project:*

1. Introduction

- ◆ Write the Quranic verse on the board and read it aloud in Arabic and English.
- ◆ Ask students what they understand from the verse and how it relates to human abilities.
- ◆ Explain that this verse encourages reflection on the signs of Allah within ourselves, particularly the brain as a unique and powerful organ.

2. Discussion & Analysis

- ◆ Divide students into small groups and provide them with discussion points:
 - ◆ How is the brain regarded as a gift from Allah?
 - ◆ In what ways does Allah show preference for humans?
 - ◆ How can we use the brain to demonstrate that Allah has favored humans?
- ◆ Encourage students to use examples from daily life and scientific knowledge to support their ideas.

3. Creating the Poster

- ◆ Instruct groups to design a poster that includes:
 - ◆ The various components of the brain (e.g., cerebrum, cerebellum, brainstem).
 - ◆ Their respective functions.

Islamic Values Project

I can carry out a project about a Quranic verse addressing the human brain.

"The Gift of the Brain."

Instructions:

- 1 In small groups, read and discuss the following Quranic verse.

﴿وَفِي أَنْفُسِكُمْ أَفَلَا تُبْصِرُونَ﴾ (النَّازِعَات: ٢١)

"And in yourselves. Then will you not see?"

- 2 Analyze the meaning of the verse and provide a clear explanation to your group.
- 3 Discuss the following points:
 - ◆ How is the brain regarded as a gift from Allah?
 - ◆ In what ways does Allah show preference for humans?
 - ◆ How can we use the brain to demonstrate that Allah has favored humans?
- 4 Create a poster that includes:
 - ◆ The various components of the brain.
 - ◆ Their respective functions.
 - ◆ Illustrations to make your poster engaging.
- 5 Present your poster to the class, explaining your findings and the importance of the brain.



- ◆ Illustrations or diagrams to make the poster visually engaging.
- ◆ Provide materials like colored paper, markers, and printed images if available.

4. Presentation

- ◆ Each group presents their poster, explaining their findings.
- ◆ Encourage students to ask questions and provide constructive feedback.

5. Assessment Criteria:

Students will be assessed based on the following criteria:

1. Understanding of the Quranic Verse & Reflection (5 points)

- ◆ Demonstrates a clear understanding of the verse's meaning.
- ◆ Explains how the verse relates to human abilities and the brain.
- ◆ Connects the verse to both spiritual and scientific perspectives.

2. Discussion & Critical Thinking (5 points)

- ◆ Engages actively in group discussions and contributes thoughtful responses.
- ◆ Uses relevant examples from daily life and scientific knowledge.
- ◆ Shows an ability to analyze and explain the significance of the brain as a divine gift.

3. Poster Creativity & Content (5 points)

- ◆ Includes accurate information about brain components and their functions.
- ◆ Uses illustrations, diagrams, or other visuals effectively.
- ◆ Maintains clarity, organization, and creativity in poster design.

4. Presentation & Engagement (5 points)

- ◆ Communicates findings clearly and confidently.
- ◆ Engages with the audience by answering questions and discussing key points.

- ◆ Demonstrates teamwork and cooperation during the presentation.

Lesson 3 Practice Book

① Match the words with their correct definitions:

1. Have students read the words and definitions carefully.
2. Ask them to match each word with the correct letter.
3. Let students compare answers in pairs before reviewing as a class.

Lesson 3 A Sound Mind in a Sound Body

Task 1

Match the words with their correct definitions:

Word	Definition
① Confident	a) Healthy or in good condition.
② Physical	b) A feeling of worry or nervousness.
③ Sound (adj)	c) Help or encouragement given to someone
④ Mental	d) Relating to the body and movement.
⑤ Anxiety	e) The part of a person that thinks, feels, and remembers
⑥ Mind	f) Relating to thoughts, feelings, or the brain.
	g) Feeling sure about yourself and your abilities.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

● Interactive Tips:

- ◆ Use a matching game where students draw lines between words and definitions.
- ◆ Have students act out or give examples of the words in context.

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★ Answers:

- ① **Confident** → (g) **Feeling sure about yourself and your abilities.**
- ② **Physical** → (d) **Relating to the body and movement.**
- ③ **Sound (adj)** → (a) **Healthy or in good condition.**
- ④ **Mental** → (f) **Relating to thoughts, feelings, or the brain.**
- ⑤ **Anxiety** → (b) **A feeling of worry or nervousness.**
- ⑥ **Mind** → (e) **The part of a person that thinks, feels, and remembers.**

2 Fill in gaps :

1. Have students read the sentences carefully and identify the missing word's meaning.
2. Ask them to choose the correct word from the list to complete each sentence.
3. Allow pair work before reviewing answers as a class.

★ Answers:

1 physical	4 mental
2 anxiety	5 confident
3 sound	6 mind

3 Language functions.

● Objectives:

- ◆ Develop students' ability to complete and participate in a dialogue.
- ◆ Improve their understanding of brain functions and health.
- ◆ Encourage students to use proper sentence structures in conversation.

● Pre-Activity:

1. Activate prior knowledge: Ask students, "What do you know about the brain?" and "Why is it important?"
2. Introduce key vocabulary: Write and explain these words on the board:
 - ◆ nerve cells (tiny parts of the body that send messages)
 - ◆ neurons (another word for nerve cells)
 - ◆ healthy brain (a brain that works well and helps us think clearly)
3. Model a simple conversation: Ask a student to role-play with you.

A Sound Mind in a Sound Body

Unit
1

Task 2

Fill in the gaps in the following sentences with one of the words in the list:

(feelings, confident, mind, physical, sound (adj), mental, anxiety)

- 1 Regular exercise improves both your and emotional health.
- 2 She felt a great before the exam, but she tried to stay calm.
- 3 A mind helps you solve complex problems easily.
- 4 Solving puzzles is a good way to keep your abilities sharp.
- 5 After preparing well, she felt about passing the interview.
- 6 A healthy leads to better decisions.

Task 3

Supply the missing parts in the following dialogue:

Ali and Mohamed are talking about the brain.

- Ali: (1).....?
- Mohamed: The brain controls everything we do.
- Ali: (2).....?
- Mohamed: The brain is made up of billions of nerve cells called neurons.
- Ali: How can we keep our brain healthy?
- Mohamed: (3).....

Example:

- ◆ Teacher: "What does the brain do?"
- ◆ Student: "The brain controls everything we do."

● **During the Activity:**

- ◆ Explain the task: Tell students they will complete a dialogue between Ali and Mohamed.
- ◆ Pair work: Have students work in pairs to discuss possible missing parts before writing.
- ◆ Whole-class discussion: Ask different pairs to share their answers. Write correct responses on the board.

● **Post-Activity:**

- ◆ Role-play practice: Have students practice the dialogue in pairs.
- ◆ Expand the dialogue: Ask students to add two more exchanges.
- ◆ Listening and speaking focus: Encourage correct pronunciation and intonation.
- ◆ Writing extension: Ask students to write a short paragraph about how they keep their brain healthy.

★ **Answers:**

- 1 **What does the brain do (1) ?**
- 2 **What is the brain made of (2) ?**
- 3 **We can keep our brain healthy by eating healthy food, exercising, and managing stress (3) .**

A Sound Mind in a Sound Body

Unit
1

Task 2

Fill in the gaps in the following sentences with one of the words in the list:

(feelings, confident, mind, physical, sound (adj), mental, anxiety)

- 1 Regular exercise improves both your and emotional health.
- 2 She felt a great before the exam, but she tried to stay calm.
- 3 A mind helps you solve complex problems easily.
- 4 Solving puzzles is a good way to keep your abilities sharp.
- 5 After preparing well, she felt about passing the interview.
- 6 A healthy leads to better decisions.

Task 3

Supply the missing parts in the following dialogue:

Ali and Mohamed are talking about the brain.

A: (1)

B: The brain controls everything we do.

A: (2)

B: The brain is made up of billions of nerve cells called neurons

A: How can we keep our brain healthy?

B: (3)

4 *Review your complete diary entry draft from Lesson 2.*

- **Objective:** To help students revise their diary entry draft by applying two revision strategies and improving the overall quality of their writing.

1. Task Introduction:

Begin by explaining to students that revision is an important step in the writing process. It's not just about fixing mistakes but improving how the writing sounds and communicates. Emphasize that this task will help them make their diary entries more engaging, clear, and well-organized.

1

Unit

A Sound Mind in a Sound Body

Task 4

Review your complete diary entry draft from Lesson 2.

Notice what needs to be improved. Choose two of the five ways to revise a text mentioned in your students' book lesson 3. Revise your diary entry according to the ways you have chosen.

I chose _____ and _____ to revise my diary entry.

Final diary version

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2. Review the Top Tip:

Go through the "Top Tip" with the class to highlight the key ways to revise:

- ◆ **Voice and Flow:** Ensure that the entry feels personal, with smooth transitions between ideas.
- ◆ **Organization:** Make sure the entry has a clear beginning, middle, and end.
- ◆ **Word Choice:** Encourage students to use descriptive and specific language rather than vague or repetitive words.
- ◆ **Ideas:** Students should add reflections on why the event was significant and remove irrelevant details.
- ◆ **Proofreading:** Review for capitalization, punctuation, and consistent tense.

3. Interactive Ideas:

- ◆ **Peer Feedback:** Have students exchange diary entries with a classmate. They can provide feedback on each other's work, specifically focusing on the areas they are revising (voice,

organization, word choice, etc.).

- ◆ **Revision Partners:** Pair up students and have them work together to revise one another's work using the strategies chosen. Each partner should suggest at least one way to improve the flow and one way to improve word choice.

4. Task:

- ◆ Ask students to choose two revision strategies from the list provided in the lesson (voice and flow, organization, word choice, ideas, or proofreading).

- ◆ Then, students should revise their diary entry based on the strategies they selected. This can include adding personal details, improving transitions, replacing weak words with stronger ones, adding reflections, or checking for consistency in punctuation and tense.

- ◆ Students will write the final version of their revised diary entry in the space provided.

★ **Answers:**

There are no specific answers to this task, as it is based on the students' personal revision choices. However, teachers should look for the following:

- ◆ **Voice and Flow:** The diary entry should read more smoothly and feel more personal, with ideas connecting naturally.
- ◆ **Organization:** There should be a clear beginning, middle, and end,

Review your complete diary entry draft from Lesson 2.

Notice what needs to be improved. Choose two of the five ways to revise a text mentioned in your students' book lesson 3. Revise your diary entry according to the ways you have chosen.

I chose and to revise my diary entry.

Final diary version

with logical transitions like “Then,” “Next,” “Finally,” etc.

- ◆ **Word Choice:** Stronger, more specific words should replace weak or repetitive ones. Sensory details should be added where appropriate.
- ◆ **Ideas:** The diary entry should explain why the event was significant and clarify any unclear parts. Irrelevant details should be removed.
- ◆ **Proofreading:** The final draft should be free of spelling and punctuation mistakes, with correct capitalization and consistent tenses.



Unit 2

The Holy Mosque



Featured skills

Reading: Analyzing texts about the Holy Mosque

Writing: Writing a well-organized report about the history and significance of the Holy Mosque.

Listening: Listening for key details in a passage about Al-Masjid an-Nabawi.

Speaking: Improve speaking abilities by discussing the significance of mosques and Islamic practices.

Language focus: Passive progressive, causative verbs, and personal vs. impersonal passive voice

Pronunciation: Focusing on syllable division and correct stress patterns to improve fluency and clarity.

Islamic values project: Exploring the importance of Hajj by studying and reflecting on a Quranic verse..

Essential Questions

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

- (EQ)** 1. How do religious experiences change the way people feel and act?
2. What do mosques represent in Muslim's life?
3. What are the services that mosques serve?

◆ Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:

By the end of this lesson, students will :

- ◆ demonstrate an understanding of the content related to the Holy Mosque and its significance in Islam.
- ◆ identify key details about the Holy Mosque and Hajj, and explain their significance in Islam.
- ◆ create sentences using collocations and complete the provided table using an e-dictionary.
- ◆ demonstrate the ability to use passive progressive forms accurately.
- ◆ engage in critical discussions and reflect on the significance of the Holy Mosque and the impact of key Islamic rituals.
- ◆ improve knowledge of target vocabulary through context-rich sentences.

• Vocabulary:

destination, journey, holiest, devotion, worship, inspire, sacred, unity

• Materials:

Student's Book - Practice book pages

♦ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

▪ Objective:

To practice vocabulary comprehension, pronunciation, and application in context.

Unit 2
Lesson 1
The Holy Mosque

ILOs By the end of the lesson, students will be able to:

- ★ demonstrate an understanding of the content related to the Holy Mosque and its significance in Islam.
- ★ identify key details about the Holy Mosque and Hajj, and explain their significance in Islam.
- ★ create sentences using collocations and complete the provided table using an adverb.
- ★ demonstrate the ability to use passive progressive forms accurately.
- ★ Engage in critical discussions and reflect on the significance of the Holy mosque and the impact of key Islamic rituals.
- ★ improve knowledge of target vocabulary through context-rich sentences.
- ★ write a clear and organized report about a visit to a place of religious significance.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Destination (n.)	The you are to.
	If you want to go on a trip, what would your destination be?
Journey (n.)	The act of from one place to
	What was your best journey?
Holiest (adj.)	Most sacred or
	Name three of the holiest places.

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① Read and define the words

1. Pronounce each vocabulary word clearly (e.g., devotion).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., des-ti-na-tion).

② Complete the definition

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

► **Example:** A strong feeling of love, loyalty, or dedication is called..... (missing word: devotion).

2. After students guess the missing word, confirm the correct answer through a choral response.

3 Draw a picture

1. Ask students to quickly sketch a simple image representing the meaning of the word.

Example: For (worship) students can draw a person praying.

4 Partner discussion and writing

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.

► **Example:** Why is unity important in a community?

2. Students will write their responses after the discussion.

5 Reinforce pronunciation

1. Review the pronunciation of each word.

2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 Contextual application

1. Discuss how each word is used in context to reinforce its meaning and practical applications.

2. Provide example sentences to deepen understanding.

■ Vocabulary Words, Definitions, and Missing Words:

1. Destination: (N) The place you are going to.

2. Journey: (N.) The act of travelling from one place to another.

3. Holiest: (adj.) Most sacred or blessed.

Lesson 1 Unit 2

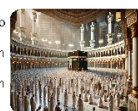
Devotion (n.)	Strong or loyalty
	How do people show devotion?
Inspire (v.)	To make someone's like doing something.
	Who can inspire you in life? Why?
Sacred (adj.)	Very special and
	Tell me about the sacred place you want to visit one day.
Unity (n.)	Unity is the state of being together to form a group.
	Give an example of a successful unity you belong to.

Reading Comprehension

I can read and identify important information about the Holy Mosque and Hajj, and explain why they are significant in Islam.

Pre-Reading Tasks:

1. Mention some religious sites related to Islamic history.
2. What are the three mosques which Muslims should travel to?
3. Which mosque was the first one built in the history of humanity?



4. Devotion: (N.) Strong love or loyalty.
5. Worship (V.) : To deeply respect and honour a god.
6. Inspire(V.) To make someone feel like doing something.
7. Sacred(Adj.) : Very special and holy.
8. Unity: (N.) The state of being joined together to form a single group.

■ Tasks for all words:

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

★ **Answers:** place/ going - travelling/another - blessed - love - respect - feel-holy- joined / single.

● Reading comprehension

■ Objective:

Help students read and identify important information about the Holy Mosque and Hajj, and explain their significance in Islam.

■ Pre-Reading Activity

1. Activate prior knowledge:

- ◆ Ask students, "What do you know about the Holy Mosque?" and "Why is Hajj important in Islam?"
- ◆ Let students share their thoughts with a partner before discussing as a class.

2. Vocabulary introduction:

- ◆ Write these words on the board and explain them:

Lesson 1 Unit 2

Devotion (n.)	Strong or loyalty
	How do people show devotion?
Inspire (v.)	To make someone's like doing something.
	Who can inspire you in life? Why?
Sacred (adj.)	Very special and
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I can read and identify important information about the Holy Mosque and Hajj, and explain why they are significant in Islam.

⚠ **Pre-Reading Tasks:**

- 1 Mention some religious sites related to Islamic history.
- 2 What are the three mosques which Muslims should travel to?
- 3 Which mosque was the first one built in the history of humanity?



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- ▶ Kaaba (the cube-shaped building at the center of the Holy Mosque)
- ▶ circumambulate (to walk around something in a circle)
- ▶ pilgrimage (a religious journey)
- ▶ Tashreeq (the days after Eid during Hajj)
- ▶ devotion (strong religious commitment)

★ **Answers:**

- 1 ***The Holy Mosque, Al-Aqsa Mosque, Prophet's Mosque, Quba Mosque, Cave of Hira, Cave of Thawr.***
- 2 ***The Holy Mosque in Mecca, the Prophet's Mosque in Medina, and Al-Aqsa Mosque in Jerusalem.***
- 3 ***The Kaaba, built by Prophet Ibrahim and his son Ismail.***

■ **While- Reading Task:**

● **Silent reading:**

- ◆ Ask students to read the passage individually and highlight key information about the importance of the Holy Mosque and Hajj.

● **Guided reading:**

- ◆ Read the passage aloud. Pause at important points to ask comprehension questions, such as:

- ▶ Why do Muslims visit the Holy Mosque?
- ▶ What does Hajj symbolize for Muslims?
- ▶ Discuss their answers briefly before

continuing.

● **Pair discussion:**

- ◆ Have students compare the sentences they highlighted.
- ▶ Let them discuss: "What did you find most important in the text?"

■ **While-Reading Questions:**

As you read, highlight or underline key sentences that describe the importance of the Holy Mosque and the Hajj pilgrimage.

The Holy Mosque

The Holy Mosque, also known as al-Masjid al-Haram, is the holiest site in Islam. It houses the Kaaba which was built by the Prophet Ibrahim (Abraham) and his son Ismail (Ishmael) as a house of worship for One God. The Kaaba is considered the first house of worship on Earth and is the most sacred site in Islam.

The Holy Mosque, which is located in Mecca, Saudi Arabia, is the destination for millions of Muslims every year. Many Muslims visit it during the Hajj, which is one of the five pillars of Islam. All healthy Muslims must make this journey at least once in their lifetime, if they can afford it. During the Hajj, pilgrims circumambulate the Kaaba seven times, walk between the hills of Safa and Marwa, pray on the plain of Arafat, and stay in Mina on the days of Tashreeq.

For Muslims worldwide, the Holy Mosque represents unity. It is a place where Muslims from different backgrounds come together in worship. The mosque also highlights the importance of the five pillars of Islam, which are the important parts of the Muslim faith.

The sight of the Kaaba, the Hajj journey, and the mosque's atmosphere have a deep effect on Muslims and inspire modesty and devotion among them.

In summary, the Holy Mosque is more than just a building. It is a spiritual guide for Muslims. It reminds them of the five pillars of Islam and helps Muslims feel grateful and devoted.

● **Post-reading activity:**

- ◆ Fill in the gaps exercise:
 - ▶ Students complete the sentences individually, then check with a partner.
 - ▶ Review the answers as a class.

● **Pair discussion:**

- ◆ Assign students different discussion questions.
- ◆ Have them discuss and write short notes in pairs.
- ◆ Ask some pairs to share their answers with the class.

★ **Answers:**

1. ***The Holy Mosque is located in Mecca, Saudi Arabia.***
- 2. Pilgrims circle the Kaaba seven times during Hajj.***
- 3. The Kaaba is the first house of worship on Earth, and it is significant in Islam because it was built by Prophet Ibrahim and his son Ismail as a place of worship for one God.***
- 4. The main activities performed during the Hajj pilgrimage include circumambulating the Kaaba, walking between Safa and Marwa, praying on the plain of Arafat, and staying in Mina on the days of Tashreeq.***
2. ***1. It strengthens unity, devotion, humility, and submission, inspiring faith and self-reflection.***
- 2. Hajj purifies the soul, reinforces faith, teaches patience, and fulfills religious duty.***
- 3. Prayers, rituals, and community worship deepen faith, promote discipline, and inspire transformation.***

■ **Tips for making the tasks interactive:**

1. **Think-Pair-Share:**

- ◆ After reading, ask students to think of one reason why the Holy Mosque is important.

● **Post-Reading Questions:**

● **Fill in the gaps:**

- 1 The Holy Mosque is located in _____.
- 2 Pilgrims circle the Kaaba _____ times during Hajj.
- 3 The Kaaba is _____ and it is significant in Islam because _____.
- 4 The main activities performed during the Hajj pilgrimage include _____.

● **Discuss the following questions in pairs and write short notes:**

- 1 How does the Holy Mosque impact Muslims spiritually?
- 2 Why is it important for Muslims to visit the Holy Mosque at least once in their lifetime?
- 3 In what ways do the activities and atmosphere of the Holy Mosque influence a Muslim's spiritual experience?

● **Vocabulary Practice**

● **A: Fill in the gaps using words from the box:**

devotion unity sacred worship inspire destination

- 1 The teacher's story will _____ the students to work hard and achieve their dreams.
- 2 Every Friday, they go to the mosque to _____ together.
- 3 Her _____ to her family is seen in everything she does for them.
- 4 The Quran is the _____ book of Islam.
- 5 The team showed great _____ by working together to win the game.

- ◆ Have them pair up and share their reason with a partner.
- ◆ Then, let some students share their answers with the whole class.

2. Role-play activity:

- ◆ Assign students roles as a teacher and a student.
- ◆ The “teacher” asks questions about the Holy Mosque and Hajj, and the “student” answers using information from the passage.

▪ Extension activities:

1. Create a travel guide:

- ◆ Ask students to imagine they are tour guides explaining the Holy Mosque and Hajj to visitors.
- ◆ In pairs, they create a short script and present it to the class.

2. Draw and label:

- ◆ Have students draw a simple map of the Holy Mosque and label key locations such as the Kaaba, Safa and Marwa, and Mina.
- ◆ They present their drawings and explain what happens at each location during Hajj.

● Vocabulary Practice

Task: A- Fill in the gaps:

1. Introduction

- ◆ Write the words on the board and ask students if they recognize any of them.
- ◆ Provide brief explanations or ask students to guess their meanings based on prior knowledge.

2. Activity

- ◆ Distribute the worksheet or write the sentences on the board.
- ◆ Ask students to work individually or in pairs to fill in the blanks using the correct words from the list.

Lesson 1 Unit 2

Post-Reading Questions:

Fill in the gaps:

- 1 The Holy Mosque is located in
- 2 Pilgrims circle the Kaaba times during Hajj.
- 3 The Kaaba is and it is significant in Islam because
- 4 The main activities performed during the Hajj pilgrimage include

Discuss the following questions in pairs and write short notes:

- 1 How does the Holy Mosque impact Muslims spiritually?
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Vocabulary Practice

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devotion unity sacred worship inspire destination

- 1 The teacher's story will the students to work hard and achieve their dreams.
- 2 Every Friday, they go to the mosque to together.
- 3 Her to her family is seen in everything she does for them.
- 4 The Quran is the book of Islam.
- 5 The team showed great by working together to win the game.

- ◆ Encourage them to read the sentences aloud to check if the words fit logically.

3. Discussion

- ◆ Review answers as a class by asking volunteers to read their completed sentences.
- ◆ Discuss any difficult words and provide additional examples to reinforce understanding.

★ Answers:

1 <i>inspire</i>	4 <i>sacred</i>
2 <i>worship</i>	5 <i>unity</i>
3 <i>devotion</i>	

Task. B. Stressed Syllables

1. Introduction

- ◆ Write the words on the board and ask students to pronounce them.
- ◆ Explain that words are divided into syllables and that one syllable is usually stressed more than the others.

2. Activity

- ◆ Have students break each word into syllables.
- ◆ Pronounce each word clearly, emphasizing the stressed syllable.
- ◆ Ask students to listen carefully and circle the stressed syllable.
- ◆ Allow students to compare answers in pairs before reviewing as a class.

3. Discussion

- ◆ Go over the correct syllable division and stress placement.
- ◆ Ask students to repeat each word after you, focusing on correct pronunciation.

B. Syllable Division and Stress Identification

Instructions:

- ◆ Divide each word into syllables.
- ◆ Listen carefully to the pronunciation and circle the syllable that is stressed. The stressed syllable is the one you hear more clearly or loudly.

1 devotion	
2 destination	
3 unity	
4 worship	
5 inspire	

C. Collocation

Collocation

Collocations refer to the way certain words are commonly used together or specific combinations of words.

- To master collocations, focus on frequently paired words and phrases, such as "a cup of coffee," "final destination," and "make an effort."
- To improve your language skills, pay attention to these natural word pairings, as using them correctly will make your speech and writing sound more fluent and authentic.

Use your e-dictionary to complete the following table:

Word	Collocation	Example sentence
destination	Final destination	The train arrived at its final destination.
journey		
holiest		
worship		
inspire		
sacred		
devotion		

★ Answers:

- 1 *de-vo-tion* ("vo" is stressed)
- 2 *des-ti-na-tion* ("na" is stressed)
- 3 *u-ni-ty* ("u" is stressed)
- 4 *wor-ship* ("wor" is stressed)
- 4 *in-spire* ("spire" is stressed)

Task C: Collocation

1. Introduction

- ◆ Write the word destination on the board and ask students what words commonly go with it (e.g., final destination).
- ◆ Explain that collocations are words that often appear together naturally in English.

2. Activity

- ◆ Provide students with the words and ask them to brainstorm possible collocations.
- ◆ Have them work in pairs to complete the table by matching each word with a suitable collocation.
- ◆ Ask them to create sentences using the collocations.

3. Discussion

- ◆ Review the correct collocations and have students share their sentences.
- ◆ Provide corrections or alternative collocations where needed.

★ Answers:

- 1 *Destination - Final destination:*

Example sentence: The train arrived at its final destination.

Unit
2

Lesson 1

The Holy Mosque

B: Syllable Division and Stress Identification

Instructions:

- ◆ Divide each word into syllables.
 - ◆ Listen carefully to the pronunciation and circle the syllable that is stressed. The stressed syllable is the one you hear more clearly or loudly.
- 1 devotion
 - 2 destination
 - 3 unity
 - 4 worship
 - 5 inspire

C: Collocation

Collocation

Collocations refer to the way certain words are commonly used together or specific combinations of words.

- To master collocations, focus on frequently paired words and phrases, such as "a cup of coffee," "final destination," and "make an effort."
- To improve your language skills, pay attention to these natural word pairings, as using them correctly will make your speech and writing sound more fluent and authentic.

TOP
TIP

Use your e-dictionary to complete the following table:

Word	Collocation	Example sentence
destination	Final destination	The train arrived at its final destination
journey		
holiest		
worship		
inspire		
sacred		
devotion		

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2 Journey - Spiritual journey:

Example sentence: Many people go on a spiritual journey to find inner peace.

3 Holiest - Holiest sites:

Example sentence: Makkah and Madinah are among the holiest sites in Islam.

4 Worship - Place of worship:

Example sentence: The mosque is a sacred place of worship for Muslims.

5 Inspire - Inspire others:

Example sentence: His kindness and patience inspire others to do good.

6 Sacred - Sacred text:

Example sentence: The Quran is the sacred text of Islam.

7 Devotion - Deep devotion:

Example sentence: She showed deep devotion to her faith and community.

● Grammar

Task: Use the passive progressive forms accurately to make meaningful sentences.
Objective: To help students understand and apply passive progressive forms in sentences, improving their ability to use passive voice in different tenses.

▪ **Objective:** To help students understand and apply passive progressive forms in sentences, improving their ability to use passive voice in different tenses.

Lesson 1 Unit 2

Grammar

I can use the passive progressive forms accurately to make meaningful sentences.

Passive progressive

We often use the passive voice when

- » the doer of the action is unknown or not important.
- » the process or results are more important than the doer.

♦ **Examples:**

- The mechanic is fixing my car.	- The mechanic was fixing my car.
- My car is being fixed.	- My car was being fixed.
- The mechanic will be fixing my car.	
- My car will be fixed.	

1 **Present continuous passive**
They are doing the school project.
The school project is being done.

2 **Future continuous passive**
They will be building the house this time next year.
The house will be built this time next year.

3 **Past continuous passive**
She was preparing dinner.
Dinner was being prepared.

Task: 1

Choose the correct answer to complete the following sentences:

1 The boats now.

a is being cleaned	b are being cleaned
c are cleaned	d clean

2 The boys are to the soccer match

a driving	b being driven
c drive	d is being driven

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1. Task Introduction:

Explain to the students that the passive progressive form emphasizes the action and process, rather than who is performing the action. It's important to use the passive when the doer is unknown or irrelevant and the focus is on the action or result.

2. Review the Top Tip:

• Go through the "Top Tip" with students:

♦ **Present Continuous Passive:** Used when the action is happening right now. Example: My car is being washed.

♦ **Past Continuous Passive:** Describes an ongoing action that was happening in the past. Example: The car was being washed when I arrived.

♦ **Future Continuous Passive:** Refers to an action that will be happening at a specific time in the future. Example: The car will be washed at 3 pm tomorrow.

3. Interactive Ideas:

♦ **Interactive Quiz:** Write a list of active sentences on the board and have students convert them into the passive voice. Afterward, the class can check answers together, discussing why each tense is used.

♦ **Pair Work:** Have students work in pairs to write passive sentences about what's happening around them. One student describes an activity in their day, and the other must rewrite it in the passive voice. For example, "I am reading a book" → "A book is being read by me."

Unit
2

Lesson 1

The Holy Mosque

1 The ruins will tomorrow.

a be removed
b remove

c be removing
d removing

4 The meeting was yesterday from 5 to 7 pm.

a holding
b hold

c being hold
d being held

1 The lecture at 10 am tomorrow.

a will be given
b will give

c is given
d gives

1 Dinner on the patio when we arrived.

a was being served
b being served

c is served
d was serving

Task: 2

♦ Rewrite the following sentences in the passive voice

1 She was painting the living room when we arrived.

2 Someone is cleaning the house at the moment.

3 He will be writing the report this time tomorrow.

4 The mechanic was repairing my car when I arrived at the shop.

5 She will be revising for the exam this evening.

6 Many historians all over the world are widely discussing his subject.

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4. Task:

♦ **Task 1:** Students will choose the correct passive form to complete each sentence.

♦ **Task 2:** Students will rewrite each active sentence in the passive voice.

★ **Answers:**• **Task 1:**

- 1 B - are being cleaned
- 2 C - being driven
- 3 A - be removed
- 4 D - being held
- 5 A - will be given
- 6 A - was being served

• **Task 2:**

- 1 The living room was being painted when we arrived.
- 2 The house is being cleaned at the moment.
- 3 The report will be being written this time tomorrow.
- 4 My car was being repaired when I arrived at the shop.
- 5 The exam will be revised for this evening.
- 6 His subject is widely being discussed by many historians all over the world.

• **Writing**

Task: Write a short report about a visit to a place of religious significance.

Objective: To guide students in writing a short report on a visit to a place of religious significance, focusing on structure, content, and reflection.

1. Task Introduction:**Writing**

I can write a short report about a visit to a place of religious significance.

Write a report on a visit to a place of religious significance**Instructions:**

- 1 Think about a time when you visited a place of religious significance.
- 2 Write a short report about your visit. Your report should include a clear beginning, middle, and end, and describe your experiences and reflections.

Writing a report on a visit to a religious site• **Introduction (Beginning):**

- 1 Introduce the place. Name the religious site you visited and briefly explain its significance.
- 2 Reason for the visit: Share why you went there—was it for a school trip, family vacation, or a special event?

• **Body (Middle):**1 **Describe the experience**

- » What it looked like: Describe the site's architecture, surroundings, and unique features.
- » Activities: Detail the activities or rituals you observed or took part in, such as prayers, ceremonies, or tours.
- » Interactions: Mention any conversations or interactions with people there and what you learned.
- » Feelings and thoughts: Reflect on how the visit made you feel—was it peaceful, inspiring, or enlightening?

• **Conclusion (End):**

1. Summary: Recap your visit and what you learned.
2. Personal impact: Explain how the visit influenced you and if it changed your understanding of the religion or culture.

- ◆ Explain that writing a report helps organize thoughts and details in a clear and structured way. In this task, students will practice reporting on their experiences while focusing on the beginning, middle, and end of the visit.
- ◆ Emphasize that their report should reflect both the factual and personal aspects of the visit.

2. Review the Top Tip:

Go over the "Top Tip" to show students how to structure their report:

- ◆ **Introduction (Beginning):** Introduce the place and mention why they visited.
- ◆ **Body (Middle):** Describe the location, the activities, any interactions, and their feelings during the visit.
- ◆ **Conclusion (End):** Summarize the visit and reflect on its personal impact.

3. Interactive Ideas:

- ◆ **Peer Review:** After writing the report, have students share with a peer and give feedback on how well the beginning, middle, and end are organized. They should also check if the student's reflection feels personal and meaningful.
- ◆ **Class Presentation:** Let students present their reports to the class, focusing on the cultural and emotional aspects of their visit. This will allow for further discussions and connections among different experiences.

4. Task:

Students should write their report, ensuring it follows the structure of beginning, middle, and end. Encourage them to be descriptive in the middle section and reflective in the conclusion.

★ **Answers:** *Students' own answers*

Lesson 1 Practice Book

① Complete the sentences below using the words in the list:

1. Have students read the sentences carefully and predict the missing words.
2. Ask them to fill in the blanks with the correct words from the list.
3. Allow students to work in pairs before reviewing answers as a class.

▪ Interactive Tips:

- ◆ Show pictures of mosques and discuss their significance
- ◆ Have students create their own sentences using the new words.

★ Answers:

① worship	④ inspire
② devotion	⑤ unity
③ sacred	⑥ destination

② Match the following words to their definitions :

1. Ask students to read the words and definitions carefully.
2. Have them match each word with the correct definition.
3. Let students compare answers in pairs before reviewing as a class.

▪ Interactive Tips:

- ◆ Use real-life examples or short stories to illustrate the meanings.
- ◆ Organize a discussion where students share experiences related to devotion, unity, and inspiration.

Unit
2 Lesson 1

The Holy Mosque

Task 1

Complete the sentences below using the words in the list:

(devotion, unity, sacred, destination, worship, inspire - holiest)

The mosque is a place of People show their to their faith there. Many people visit this place. Mosques people to stay strong in their faith. They also bring people together in For many, it is an important to visit.

Task 2

Match the following words to their definitions :

Word	Definition
① Devotion	(A) To encourage or motivate someone.
② Unity	(B) Working together as one for a common purpose.
③ Sacred	(C) Something treated as holy or with great respect.
④ Worship	(D) Strong love or dedication to something or someone.
⑤ Inspire	(E) Showing reverence or adoration for a deity.

Task 3

Choose the correct answer:

- ① Which sentence is in the passive progressive form?
 - (A) They are discussing the issue.
 - (B) The issue is being discussed.
 - (C) The issue was discussed.
 - (D) They have been discussing the issue.
- ② The bridge for over a year now.
 - (A) is constructing
 - (B) has been constructing
 - (C) is being constructed
 - (D) is constructed

★ **Answers:**

- 1 **Devotion** → (D) 4 **Worship** → (E).
 2 **Unity** → (B) 5 **Inspire** → (A) .
 3 **Sacred** → (C) .

③ **Choose the correct answer:**▪ **Objective:**

To help students identify the correct passive progressive form in different contexts.

Task introduction:

Begin by reminding students that the passive progressive is used when the focus is on the action rather than the doer, and the action is ongoing.

Form: am/is/are/was/were + being + past participle

◆ **Example:**

- ▶ Active: They are painting the house.
- ▶ Passive: The house is being painted.

▪ **Interactive idea:**

◆ **Group Practice:** Give each group a list of active sentences and ask them to change them into the passive progressive form.

◆ **Role Play:** Students can pretend they are on a factory tour, describing what is happening using passive progressive sentences.

▪ **Task:**

Students read each question and choose the correct form of the verb.

▪ **Top Tip:**

Look for “to be” + being + past participle. If the sentence describes an ongoing action and the focus is on the action, it’s likely passive progressive.

Unit 2 Lesson 1 The Holy Mosque

Task 1

Complete the sentences below using the words in the list: (devotion, unity, sacred, destination, worship, inspire - holiest)

The mosque is a place of People show their to their faith there. Many people visit this place. Mosques people to stay strong in their faith. They also bring people together in For many, it is an important to visit.

Task 2

Match the following words to their definitions:

Word	Definition
① Devotion	④ To encourage or motivate someone.
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④ Worship	⑦ Strong love or dedication to something or someone.
⑤ Inspire	⑧ Showing reverence or adoration for a deity.

Task 3

Choose the correct answer:

- ① Which sentence is in the passive progressive form?
 Ⓐ They are discussing the issue.
 Ⓑ The issue is being discussed.
 Ⓒ The issue was discussed.
 Ⓓ They have been discussing the issue.
- ② The bridge for over a year now.
 Ⓐ is constructing Ⓑ has been constructing
 Ⓒ is being constructed Ⓓ is constructed

★ **Answers:**

- 1 **B) The issue is being discussed.**
- 2 **C) is being constructed**
- 3 **A) is being**
- 4 **D) The homework is done.**
- 5 **B) are being made**
- 6 **B) The dishes are being washed.**

4 **Correct the mistakes**▪ **Objective:**

To help students recognize and correct errors in passive progressive sentences.

Task introduction:

Explain that students will read sentences with possible mistakes in the use of the passive progressive form. They must rewrite each sentence correctly.

▪ **Task:**

Students identify and correct any mistakes related to the passive progressive structure.

▪ **Example reminder:**

Active: The workers are fixing the road.

Passive: The road is being fixed by the workers.

★ **Answers:**

- 1 **The new policy is being discussed by the team at this moment.**
- 2 **The report is being prepared for the meeting by the manager.**
- 3 **The documents were being reviewed when the system crashed.**
- 4 **A new system is being developed to improve the process.**
- 5 **The conference papers are being submitted by the authors this week.**
- 6 **The data was being analyzed when the power went out.**

The Holy Mosque

Unit
2

- 1 The crime investigated now.
 A) is being B) has been
 C) was D) will be
- 2 Which of the following is NOT in the passive progressive form?
 A) The report is being prepared.
 B) The house is being painted.
 C) The homework was being done.
 D) The homework is done.
- 3 Important changes to the policy right now.
 A) are making B) are being made
 C) have been making D) will be making
- 4 Choose the sentence in the passive progressive form:
 A) The room has been cleaned.
 B) The dishes are being washed.
 C) They are washing the dishes.
 D) They will clean the room.

Task 4

Correct the underlined mistakes in the following sentences:

- 1 The new policy being discussed by the team at this moment.

- 2 The report is being preparing for the meeting by the manager.

- 3 The documents are being reviewed when the system crashed.

- 4 A new system is being develop to improve the process.

5 Reading comprehension:

▪ Objective:

Students will read a text about a person's experience performing Hajj and answer comprehension questions to demonstrate their understanding of the main ideas, vocabulary, and themes.

1. Pre-reading:

- ◆ Begin by briefly discussing the concept of Hajj and its significance in Islam.
- ◆ You can ask students if they know what Hajj is and why it is an important journey for Muslims.

2. While reading:

- ◆ Have students read the text silently.
- ◆ Encourage them to underline or highlight key details that answer the questions.

3. Post-reading:

- ◆ Ask students to answer the questions.
- ◆ For the WH questions, allow students to share their answers in pairs before discussing as a class.
- ◆ For the multiple-choice questions, go over each answer option and explain why the correct answer is appropriate.

▪ Extension Activities:

1. Role-play:

- ◆ Ask students to role-play a visit to Makkah, acting out the key rituals of Hajj and sharing their reflections.

2. Creative Writing:

- ◆ Have students write a short story or diary entry imagining what it would feel like to go on Hajj, reflecting on their emotions and experiences during the journey.

Unit
2

The Holy Mosque

- 3 The conference papers are being **submit** by the authors this week.
- 1 The data is being **analyzing** when the power went out.

Task 5

Read the following text then answer questions below:

Ali had always dreamed of going to Makkah to perform Hajj. This year, he was finally able to make the journey. He left his home with a heart full of excitement and gratitude. When he arrived in Makkah, he was amazed by the number of people gathered from all over the world, all united in their faith. The first thing he did was performing Tawaf, walking around the Kaaba seven times. Then, he prayed and reflected on his life. Ali also performed Sa'i, walking between the hills of Safa and Marwa, just as Hajar, the wife of Prophet Ibrahim, had done. He felt a deep sense of peace and connection to his faith. Throughout the journey, Ali prayed for forgiveness, strength, and guidance. The experience was life-changing, and he felt closer to Allah than ever before.

A Answer the following questions:

- 1 Where did Ali go to perform Hajj?
- 1 What did Ali do first when he arrived in Makkah?
- 1 What did Ali pray for during his journey?

★ **Answers:**

- 1 *Ali went to Makkah.*
- 2 *The first thing Ali did was perform Tawaf, walking around the Kaaba seven times*
- 3 *Ali prayed for forgiveness, strength, and guidance.*
- 4 *c) Perform Tawaf*
- 5 *b) Felt a connection to his faith*

6 **Writing:**

Task: Write a report to a friend on a visit to a place of religious significance telling him/her more about that place.

▪ **Objective:** To guide students in writing a report about a visit to a place of religious significance, encouraging clear structure, personal reflection, and description.

1. **Introduction to the Task:**

- ◆ Begin by explaining the task: students will write a report about a visit to a religious place they have been to. This could be a mosque, church, temple, or any other place of religious importance.
- ◆ Discuss the features of a good report: introduction, description of the visit, personal reflections, and conclusion.

2. **Brainstorming:**

- ◆ Encourage students to think about their visit and what they found most interesting. What made the place significant? What activities did they take part in? How did they feel during the visit?
- ◆ You could show examples of reports about a visit to a religious place to model the structure and language used.

The Holy Mosque

Unit
2

8 Choose the correct answers:

- 4 What was the first thing Ali did in Makkah?
 - A) Performing Sa'i
 - B) Praying
 - C) Performing Tawaf
 - D) Arafat
- 4 Ali felt a deep sense of peace during Hajj, because he.....
 - A) made many friends
 - B) felt a connection to his faith
 - C) saw beautiful buildings
 - D) ate a lot of food

Task 6

Write a report to a friend on a visit to a place of religious significance telling him/her more about that place.

.....

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3. Interactive Task:

- ◆ **Group Discussion:** Before writing, have students discuss with a partner or in small groups the religious places they've visited. They can share their experiences and decide together what key elements to include in their reports.
- ◆ **Peer Review:** Once students complete their drafts, pair them up for peer review. Encourage them to give each other feedback on clarity, detail, and organization.

4. Writing Guidelines:

- ◆ **Introduction:** Briefly introduce the place, its significance, and why you visited.
- ◆ **Body:** Describe the experience. Include details about the place itself, any rituals or activities observed, and your thoughts or feelings during the visit.
- ◆ **Conclusion:** Summarize the visit and reflect on how it impacted you. Did it change your view of the place or religion?

5. Teacher's Role:

- ◆ Guide students on how to use descriptive language.
- ◆ Ensure that students are organizing their ideas logically with a clear introduction, body, and conclusion.
- ◆ Monitor grammar usage, especially in past tenses, and ensure students are using sequence words where appropriate.

★ **Answers:** *Students' own answers*

Lesson objectives:***By the end of this lesson, students will:***

- ① understand and define key vocabulary related to Hajj and Islamic rituals.
- ② discuss and explain the importance of Hajj and its rituals within Islam.
- ③ apply causative verbs in writing and speaking exercises.
- ④ compare and contrast significant mosques in Islam and their historical and spiritual importance.
- ⑤ develop reading comprehension skills through guided reading and vocabulary tasks.
- ⑥ engage in collaborative learning by discussing and sharing ideas in pairs or small groups.
- ⑦ improve a report by using sequence words and revising sentences into the passive voice.

● Vocabulary:

Focal points, Circumambulate, Reverence, Tradition, Ritual, Supplication

● Materials:

Student's Book - Practice book pages

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

▪ Objective

To practice vocabulary comprehension, pronunciation, and application in context.

1 Read and define the words:

1. Pronounce each vocabulary word clearly (e.g., focal points).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., cir-cum-am-bu-late).

2 Complete the definition:

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

Example: A central place or element that draws attention is called a (missing word: focal point).

2. After students guess the missing word, confirm the correct answer through a choral response.

3 Draw a picture:

1. Ask students to quickly sketch a simple image representing the meaning of the word.

Example: For (circumambulate) students can draw people walking around a sacred site.

4 Partner discussion and writing:

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.

Example: Why do people circumambulate religious sites?

2. Students will write their responses after the discussion.

Unit
2

Lesson 2

Pilgrimage (Hajj)

ILOs By the end of the lesson, students will be able to:

- ★ understand and define key vocabulary related to Hajj and Islamic rituals.
- ★ discuss and explain the importance of Hajj and its rituals within Islam.
- ★ apply causative verbs in writing and speaking exercises.
- ★ compare and contrast significant mosques in Islam and their historical and spiritual importance.
- ★ develop reading comprehension skills through guided reading and vocabulary tasks.
- ★ engage in collaborative learning by discussing and sharing ideas in pairs or small groups.
- ★ improve a report by using sequence words and revising sentences into the passive voice.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Focal points (n.)	A Focal Point means the main or most important of attention.
	What are the focal points in your daily routine?
Circumambulate (v.)	Circumambulate means to in on foot.
	How many times should pilgrims circumambulate Al Kaa-ba?
Reverence (n.)	Reverence means deep or admiration.
	How can you show reverence to your parents?

5 Reinforce pronunciation:

1. Review the pronunciation of each word.
2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 Contextual application:

1. Discuss how each word is used in context to reinforce its meaning and practical applications.
2. Provide example sentences to deepen understanding.

▪ Vocabulary Words, Definitions, and Missing Words:

1. A Focal Point means the main or most important center of attention.
2. Unity: (N.) The state of being joined together to form a single group.
3. Circumambulate : (V.) To move in circles on foot.
4. Reverence:(N.) Deep respect or admiration.
5. Tradition:(N.) an old action or belief passed down through generations.
6. Ritual (n)means a set of actions or words performed in a regular way, often as part of a religious ceremony.
7. Supplication: (N.) A prayer to Allah or respectful request for help.

▪ Tasks for all words

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

Tradition (n.)	Tradition is an old action or belief through generations.
	Tell two special traditions in your family.
Ritual (n.)	A set of or words performed in a way, often as part of a religious ceremony.
	What are Ramadan rituals in your town?
Supplication (n.)	A to Allah or respectful request for
	How does supplication differ from prayer?

Reading comprehension

I can read and identify important information about the Holy Mosque and Hajj, and explain why they are significant in Islam

Pre-Reading Tasks:

Discuss the following questions in pairs. Then share your ideas as a class.

- 1- What do you know about Hajj?
- 2- What should Pilgrims wear during Hajj?



★ **Answers:** center - joined / single - move /foot - respect - passed down - actions/regular - prayer /help

• Reading Comprehension

▪ Objective:

To help students read and understand the importance of Hajj, its rituals, and its spiritual impact on Muslims.

▪ Pre-reading activity:

1. Activate prior knowledge:

- ◆ Ask students, "What do you know about Hajj?" and "Why do Muslims perform it?"
- ◆ Let them share their ideas in pairs before discussing it as a class.

2. Vocabulary introduction:

- ◆ Write these words on the board and explain their meanings:
 - ▶ pilgrimage (a religious journey)
 - ▶ circumambulate (to walk around something in a circle)
 - ▶ Ihram (special clothing worn during Hajj)
 - ▶ supplication (prayer and asking for help from Allah)
 - ▶ rituals (religious actions performed during worship)

▪ While-reading task:

◆ Silent reading:

- ▶ Ask students to read the passage and underline the names of places.

◆ Timeline activity:

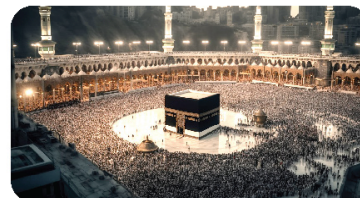
- ▶ Have students create a timeline of the Hajj rituals and match them with the locations.

Unit
2

Lesson 2

8 While-Reading Questions:

- ▶ Read the following text underline the names of places and create a timeline of the events in the text that happen at those locations.



Pilgrimage, or Hajj, is a special journey for Muslims. Every year, millions travel to Mecca, Saudi Arabia. This journey is very important and is one of the five pillars of Islam. It shows unity and devotion.

Hajj helps Muslims remember that everyone is equal. It also helps them ask for forgiveness and get closer to Allah.

The Kaaba, a special building in Mecca, is the focal point of Hajj. Muslims circumambulate it seven times in reverence to show their respect for Allah. Before starting Hajj, Muslims wear special clothes called Ihram. Men wear two white pieces of cloth, and women wear modest clothing. This tradition reminds them that everyone is equal before Allah.



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◆ **Pair discussion:**

- ▶ Ask students to compare their timelines and discuss any differences.

■ **Post-reading activity :**◆ **Multiple-choice exercise:**

- ▶ Students choose the correct answers individually, then check with a partner.
- ▶ Review answers as a class.

◆ **Answering questions in pairs:**

- ▶ Assign each pair a different question.
- ▶ Have them discuss and write short notes before sharing with the class.

★ **Answers:**① **Choose the correct answers:**

1. (b) formal clothing
2. (c) Arafat

② **Answer the following questions:**

1. *It brings Muslims from different backgrounds together, all wearing the same clothing and performing the same rituals.)*
2. *Answer: It removes social differences and reminds Muslims that they are equal before Allah.)*
3. *Answer: Tawaf (circumambulating the Kaaba), Sa'i (walking between Safa and Marwa), Arafat (praying), Stoning of the Devil (rejecting evil), and Eid al-Adha (sacrifice). Each ritual follows the footsteps of prophets and symbolizes faith, devotion, and self-discipline.)*
4. *Answer: It teaches patience, gratitude, and humility, encouraging Muslims to live a more faithful and righteous life.)*

■ **Tips for making the tasks interactive:**1. **Group timeline activity:**

- ◆ Have students draw a timeline of Hajj rituals on a large poster.

Hajj has several main rituals over five to six days:

- 1 Tawaf: Circumambulating the Kaaba seven times.
- 2 Sa'i: Walking between the hills of Safa and Marwa seven times, following the steps of Hajar, the wife of Prophet Abraham.
- 3 Arafat: Praying and reflecting on their lives at the plain of Arafat on the ninth day. This is a time for supplication and self-reflection.
- 4 Stoning of the Devil: Throwing pebbles at three pillars representing Satan to reject bad things.
- 5 Eid al-Adha: Celebrating the Festival of Sacrifice, remembering Prophet Abraham's act of obedience.

B **While-Reading Questions:**A **Choose the correct option from a, b and c**

- 1 What do Muslims wear before starting the Hajj pilgrimage?
 - a casual clothes
 - b formal clothing
 - c special clothes
- 2 Which ritual takes place on the ninth day of Dhul-Hijja?
 - a Tawaf
 - b Sa'i
 - c Arafat

B **Answer the following questions:**

- 1 How does Hajj show the unity of Muslims?
- 2 Why is wearing the Ihram clothing important during Hajj?
- 3 What are the main rituals of Hajj, and why do Muslims perform them?
- 4 How do you think going on Hajj might change a Muslim's everyday life?



- ◆ Each group presents and explains the rituals to the class.

2. Role-play:

- ◆ Assign students different roles (pilgrims, tour guides, historians).
- ◆ Let them act out different stages of Hajj and explain their significance.

▪ Extension activities:

1. Reflection journal:

- ◆ Ask students to imagine they have completed Hajj.
- ◆ Have them write a short personal reflection on how it changed them spiritually.

2. Hajj travel brochure:

- ◆ Students design an informational brochure about Hajj, explaining its importance and rituals.
- ◆ They can present their brochures to the class.

● Vocabulary Practice

A- Fill in the gaps

1. Introduction

- ◆ Introduce the words to students, providing definitions and example sentences.
- ◆ Explain that these words are often used in discussions of rituals, traditions, and practices.

2. Activity

- ◆ Distribute the worksheet with the sentences.
- ◆ Have students fill in the gaps with the correct words from the box.
- ◆ Allow them to work individually or in pairs.

Unit 2 Lesson 2

Vocabulary Practice

A- Fill in the gaps with words from the box:

circumambulate	focal points	unity	supplication	rituals	tradition	reverence

- During the lesson, the main _____ were highlighted to make sure that everyone understood the meaning.
- Pilgrims often _____ around the sacred monument as a part of their religious practice.
- The students showed great _____ for their teacher, always listening carefully to his _____ words.
- It is a _____ in our family to gather for a big breakfast every Friday.
- The morning _____ includes praying and a cup of coffee before starting the day.
- She kept, in _____, asking Allah _____ to help her with her tests.

B- Divide the following words into syllables, then listen and circle the stressed one:

1 supplication	2 circumambulate
3 tradition	4 ritual
5 reverence	

Grammar

I can use causative verbs properly in writing.

TOP TIP

Causative verbs
Definition: Causative verbs indicate that someone causes another action to happen.

◆ When to use causatives:

- Delegation: Instructing someone. Example: "She had the mechanic fix her car."
- Persuade: Persuading someone. Example: "He made his brother clean the room."
- Permission: Allowing someone. Example: "They let their children stay up late."
- Arranging: Organizing. Example: "I got my hair cut yesterday."

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3. Discussion

- ◆ Review the answers together, asking students to read their completed sentences aloud.
- ◆ Discuss any unfamiliar words or concepts as a class.

★ Answers:

1 focal points	4 tradition
2 circumambulate	5 rituals
3 reverence	6 supplication

B. Syllables

● Instructions :

1. Introduction

- ◆ Explain the concept of syllables and stress in words.
- ◆ Discuss how some syllables are stressed (louder or clearer), which helps in pronunciation and meaning.

2. Activity

- ◆ Write the target words on the board (e.g., supplication, tradition).
- ◆ Ask students to divide each word into syllables.
- ◆ Have them listen to the pronunciation of each word and circle the stressed syllable.
- ◆ Encourage students to practice saying the words aloud, focusing on the stressed syllable.

3. Discussion

- ◆ Review the answers with the class, asking students to share how they divided the syllables and identified the stressed ones.
- ◆ If needed, model the correct pronunciation for difficult words and emphasize the stressed syllables.

Unit 2 Lesson 2

Vocabulary Practice

A- Fill in the gaps with words from the box:

circumambulate	focal points	unity	supplication	rituals	tradition	reverence
1						
2						
3						
4						
5						
6						

B- Divide the following words into syllables, then listen and circle the stressed one:

1 supplication	3 circumambulate
2 tradition	4 ritual
5 reverence	

Grammar

I can use causative verbs properly in writing.

TOP TIP

Causative verbs

Definition: Causative verbs indicate that someone causes another action to happen.

When to use causatives:

- » **Delegation:** Instructing someone. Example: "She had the mechanic fix her car."
- » **Force:** Persuading someone. Example: "He made his brother clean the room."
- » **Permission:** Allowing someone. Example: "They let their children stay up late."
- » **Arranging:** Organizing. Example: "I got my hair cut yesterday."

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★ **Answers:**

- ① supplication - sup-**pli**-ca-tion (ca is stressed)
- ② tradition - tra-di-**tion** (di is stressed)
- ③ circumambulate - cir-cu-am-bu-**late** (am is stressed)
- ④ ritual - ri-tu-**al** (ri is stressed)
- ⑤ reverence - rev-er-**ence** (rev is stressed)

● **Grammar**■ **Objective:**

- ◆ Use causative verbs correctly in sentences.
- ◆ Identify and correct mistakes in causative verb usage.
- ◆ Differentiate between personal and impersonal passive voice.
- ◆ Rewrite sentences using personal and impersonal passive structures.

1. Warm-up Activity

- ◆ Start by asking students:
"Have you ever had someone do something for you? What was it?"
- ◆ Write responses on the board and highlight causative verb structures.
- ◆ Introduce causative verbs with examples (e.g., She had the mechanic fix her car).

2. Explanation & Guided Practice**A. Causative Verbs****1. Definition & Uses**

- ◆ Explain causative verbs using the "Top Tip" section.
- ◆ Give real-life examples of causative verbs in action.

2. Grammar Rule (Write on the board):

- ◆ have / let / make □ use bare infinitive (e.g., She made him clean the room).

Unit 2 Lesson 2

Vocabulary Practice

A- Fill in the gaps with words from the box:

circumambulate	focal points	unity	supplication	rituals	tradition	reverence

- ① During the lesson, the main were highlighted to make sure that everyone understood the meaning.
- ② Pilgrims often around the sacred monument as a part of their religious practice.
- ③ The students showed great for their teacher, always listening carefully to his words.
- ④ It is a in our family to gather for a big breakfast every Friday.
- ⑤ The morning includes praying and a cup of coffee before starting the day.
- ⑥ She kept, in, asking Allah to help her with her tests.

B- Divide the following words into syllables, then listen and circle the stressed one:

① supplication	④ circumambulate
② tradition	⑤ ritual
③ reverence	

Grammar

I can use causative verbs properly in writing.

TOP TIP

Causative verbs

Definition: Causative verbs indicate that someone causes another action to happen.

When to use causatives:

- » Delegation: Instructing someone. Example: "She had the mechanic fix her car."
- » Force: Persuading someone. Example: "He made his brother clean the room."
- » Permission: Allowing someone. Example: "They let their children stay up late."
- » Arranging: Organizing. Example: "I got my hair cut yesterday."

◆ get / convince / allow □ use to-infinitive (e.g., She got him to clean the room).

3. Guided Exercise (A: Multiple Choice)

◆ Have students complete Exercise A individually, then review answers as a class.

4. Error Correction Practice (B: Find & Correct Mistakes)

◆ Ask students to identify and correct the mistakes in pairs.

◆ Discuss answers and clarify misunderstandings.

B. Personal vs. Impersonal Passive Voice

1. Introduction & Explanation

◆ Define personal and impersonal passive voice using the “Top Tip” section.

◆ Provide examples and compare the two forms.

◆ Explain why news reports often use these structures.

2. Class Activity: Identifying Passive Voice (Exercise C)

◆ Read each sentence aloud and ask students to identify the type of passive voice.

3. Transformation Practice (Exercise D)

◆ Model the first example by rewriting one sentence together.

◆ Have students rewrite the remaining sentences individually or in pairs.

◆ Review and discuss answers.

3. Application & Wrap-up

◆ Pair Activity:

- ▶ Ask students to write 2 sentences using causative verbs.
- ▶ Have them exchange sentences with a partner to check for accuracy.

Why use causatives?

► **Efficiency:** Shows someone else performs the action for you.

► **Clarity:** Indicates who initiated and performed the action.

► **Form:** Highlights who *caused* the action.

Tip: Use bare infinitives with “have,” “let,” and “make” (e.g., “She had him fix the car”), and to-infinitives with “get,” “convince,” and “allow” (e.g., “He got her to call the repair service”).

A- Choose the correct answer:

- 1 Maher had a man the bedroom.
 a cleaned b to clean
 c cleaning d clean
- 2 Malika will have you her homework.
 a prepared b to prepare
 c prepare d preparing
- 3 He always has his work
 a did b done
 c does d to do
- 4 She got Amira the bedroom.
 a cleaning b cleaned
 c have cleaned d to clean
- 5 This machine will help you faster.
 a work b working
 c to be worked d worked

B- Find and correct the mistakes in the following sentences:

- 1 He always has me to do his work.
- 2 Nada will make me preparing her homework.

- ◆ Exit Ticket:
 - Each student writes one personal and one impersonal passive sentence before leaving class.

★ **Answers:**

Task A: Choose the correct answer

- 1 D) clean
- 2 C) prepare
- 3 B) done
- 4 B) cleaned
- 5 A) work

Task B: Find and correct the mistakes

- 1 He always has me do his work.
- 2 Nada will make me prepare her homework.
- 3 He makes me laugh whenever I am down.
- 4 The teacher let the students discuss among themselves.
- 5 Amin allowed him to drive his car.

Task C: Identify the type of passive voice used in the sentence

- 1 B) Impersonal passive
- 2 B) She is said to have won the race.
- 3 B) John is thought to be a great teacher.

★ **Answers:**

Task D: Rewrite the following sentences

- 1 It is believed that Al-Masjid an-Nabawi is the second most important mosque.
Al-Masjid an-Nabawi is believed to be the second most important mosque.
- 2 It is understood that Al-Masjid an-Nabawi holds deep historical and spiritual significance.

Al-Masjid an-Nabawi is understood to hold deep historical and spiritual significance.

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- 1 He makes me to laugh whenever I am down.
- 2 The teacher let the students to discuss among themselves.
- 3 Amin allowed him to driving his car.

Personal vs. impersonal passive voice

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- ◆ **Impersonal passive voice:** Focuses on the action without specifying who performs it.
Example: "It is said that the movie is good." Here, the focus is on the information, not the speaker/doer of the action.
- ◆ **Personal passive voice:** Highlights the person or thing affected by the action.
Example: "Ali is said to be fine." The focus is on Ali, not the speaker/doer of the action.
Tip: We use these passive forms to avoid mentioning the doer of the action. These forms are found in many news reports.

C Identify the type of passive voice used in the sentence:

- 1 "It is believed that the Earth is round."
a Personal passive
b Impersonal passive
- 2 Which sentence is in the personal passive voice?
a It is said that she won the race
b She is said to have won the race
- 3 Choose the correct personal passive form of the sentence: "People think John is a great teacher."
a It is thought John is a great teacher
b John is thought to be a great teacher

- 3 It is known that the two Mosques are places of tranquility and spiritual solace.

The two Mosques are known to be places of tranquility and spiritual solace.

• Writing

Task : Use sequence words and change active sentences to passive voice in my writing.

Objective: To help students use sequence words and transform active sentences into the passive voice for improved clarity and writing style.

1. Task Introduction:

◆ **Sequence Words:** Explain to students that sequence words help to organize their writing and show the order of events. Words like first, then, next, and finally help readers follow the flow of ideas clearly.

◆ **Active to Passive:** Discuss how active sentences focus on who does the action, while passive sentences emphasize the action itself or the recipient of the action. Provide examples to demonstrate how sentences change from active to passive.

2. Interactive Ideas:

◆ **Sequence Word Sorting:** Prepare a list of events and have students work in pairs to arrange them in the correct sequence using sequence words. Then, ask students to explain why they used certain sequence words.

D- Rewrite the following sentences as follows;

- 1 Muslims believe that Al-Masjid an-Nabawi is the second most important mosque.
- ◆ It is believed
- ◆ Al-Masjid an-Nabawi is believed
- 2 Muslims understand that Al-Masjid an-Nabawi holds deep historical and spiritual significance.
- ◆ It is understood
- ◆ Al-Masjid an-Nabawi is
- 3 All Muslims know that the two Mosques are places of tranquillity and spiritual solace.
- ◆ It is known
- ◆ The two Mosques are known

Writing

I can use sequence words and change active sentences to passive voice in my writing.

Instructions:

- 1 Review the paragraph you wrote in Lesson 1.
- 2 Identify points in your text where you can add sequence words (e.g., "first," "then," "next," "finally") to clarify the order of events.
- 3 Choose a sentence from your report and revise it into the passive voice.

For example, change "I observed the prayer every day" to "The prayer was observed every day."

◆ Active/Passive Transformation: Give students active voice sentences from their previous writing and challenge them to transform them into passive voice. Students can work in pairs or small groups to discuss the changes they made and why.

★ **Answers:**

Task 1: Add sequence words

- ◆ **First, I entered the mosque, and then I took a tour around the area.**
- ◆ **After the tour, next I participated in the prayer ceremony, and finally I reflected on the experience.**

Task 2: Change a sentence to passive voice

- ◆ **Active: I observed the prayer every day.**
Passive: The prayer was observed every day.

Lesson 2 Practice Book

① **Choose the correct answer:**

1. Read each sentence aloud and discuss key words.
2. Have students choose the best answer individually or in pairs.
3. Review answers together as a class, encouraging explanations.

▪ **Interactive Tips:**

- ◆ Use images or videos of the Kaaba and Hajj rituals to enhance understanding.
- ◆ Have students explain why the incorrect answers do not fit

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Lesson 2

Pilgrimage (Hajj)



Task 1

Choose the correct answer :

- ① The Kaaba in Mecca is one of the for Muslims during their pilgrimage.
 Ⓐ distractions Ⓢ decorations
 Ⓒ focal points Ⓣ deviations
- ② During Hajj, pilgrims the Kaaba seven times.
 Ⓐ climb Ⓢ circumambulate
 Ⓒ avoid Ⓣ ignore
- ③ Muslims show deep for the Quran, treating it with great respect.
 Ⓐ disregard Ⓢ curiosity
 Ⓒ irreverence Ⓣ reverence
- ④ It is a for families to gather together for Iftar during Ramadan.
 Ⓐ coincidence Ⓢ tradition
 Ⓒ misunderstanding Ⓣ superstition

★ **Answers:**

1 c) focal points	4 b) tradition
2 b) circumambulate	5 a) rituals
3 d) reverence	6 b) supplication

2 Complete the crossword puzzle with words from unit 2 using the following clues:

1. Have students read the clues carefully.
2. Encourage them to recall vocabulary from Unit 2 that matches the definitions.
3. Allow them to work individually or in pairs.
4. If needed, provide hints or use contextual examples.
5. Review the answers together as a class.

▪ **Interactive Extensions:**

- ◆ Team Challenge: Divide students into teams and have them create additional clues for other vocabulary words.
- ◆ Act It Out: Students act out a word while others guess it.

★ **Answers:**

- 1 Supplication – A respectful prayer or plea.
- 2 Tradition – A practice or custom handed down through generations.
- 3 Ritual – An action or series of actions performed according to a prescribed order.
- 4 Focuses – Centers of interest or activity.
- 5 Circumambulate – To walk around something, especially a sacred object.
- 6 Reverence – Deep respect or admiration for something.

Pilgrimage (Hajj)

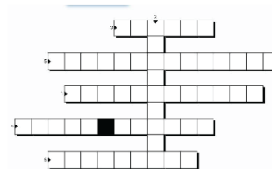
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- 1 The five daily prayers are an important in Islam.
 (A) rituals (B) exception
 (C) accident (D) leisure
- 2 After prayer, Muslims often make a to ask for Allah's guidance.
 (A) prediction (B) supplication
 (C) statement (D) complaint

Task 2

Complete the crossword puzzle with words from lesson 2 using the following clues:

- 1 A respectful prayer or plea.
- 2 A practice or custom handed down through generations.
- 3 An action or series of actions performed according to a prescribed order.
- 4 Centers of interest or activity.
- 5 To walk around something, especially a sacred object.
- 6 Deep respect or admiration for something.



3 Choose the correct answer

▪ Objective:

To help students identify and correctly use the passive causative and future progressive forms in context.

Task introduction:

Begin by reviewing the passive causative form and the future progressive tense with students.

♦ The passive causative focuses on the action done for someone, not on who performs it.

♦ **Form:** have/get + object + past participle

♦ **Example:** She had her car washed yesterday.

♦ The future progressive tense describes actions that will be in progress at a certain time in the future.

♦ **Form:** will be + verb-ing

♦ **Example:** She will be studying for her exams tomorrow.

▪ Interactive ideas:

♦ **Group Practice:** Divide the class into small groups. Each group writes one sentence using the passive causative and another using the future progressive tense. Then, groups exchange their sentences and identify which structure is used and why.

♦ **Class Discussion:** Read each multiple-choice question aloud. Have students explain why the correct answer fits the rule before revealing it.

▪ Teacher's role:

♦ Provide examples and highlight keywords that indicate each structure (e.g., by someone, will be + verb-ing).

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Pilgrimage (Hajj)

Task 3

Choose the correct answer:

- 1 Which of the following sentences is an example of the passive causative?
 - (A) The house is painted by professionals.
 - (B) She had her car washed yesterday.
 - (C) He is painting the house.
 - (D) They will be painting the house tomorrow.
- 2 The students their homework completed by the teacher before the deadline.
 - (A) will have
 - (B) are having
 - (C) are being had
 - (D) have
- 3 Which sentence is in the future progressive tense?
 - (A) She will be studying for her exams.
 - (B) He has been studying for his exams.
 - (C) They were studying for their exams.
 - (D) She studies every day for her exams.
- 4 The mechanic checked my car yesterday. This means
 - (A) I had my car repaired yesterday.
 - (B) I repaired my car yesterday.
 - (C) I am repairing my car right now.
 - (D) I will repair my car tomorrow.

- ## ★ Answers:

- 1 B)**
- 2 B)**
- 3 A)**
- 4 A)**
- 5 C)**
- 6 D)**

4 *Correct the mistakes*

To help students identify and correct grammatical mistakes in sentences using passive causative and future progressive forms.

Explain to students that each sentence below contains an error in form or structure. Their task is to find the mistake and write the correct sentence. Encourage them to think about verb form, auxiliary verbs, and correct word order.

- ◆ Peer Editing: After students complete the task, have them exchange notebooks with a partner to check and discuss corrections.

- ◆ **Sentence Race:** Write the incorrect sentences on the board. Divide the class into teams and let them race to write the correct version first.

- The office tomorrow.
 (A) will clean (B) will have cleaned.
 (C) will be had cleaned. (D) will be cleaned.

Correct the mistakes in the following sentences:

- 1 The car will be repaired by the mechanic tomorrow.
- 2 He will be working on the project every day next week.
- 3 I am having my phone fixed right now.
- 4 The office will be cleaned by the workers tomorrow.
- 5 She will be helping me with my homework this evening.
- 6 I am having my car repaired tomorrow.

♦ **Reflection:** Ask students to explain why their correction is right. This reinforces understanding of both structures.

▪ **Teacher's role:**

- ♦ Guide students to notice being and past participle patterns in the passive, and will be + -ing in future progressive forms.
- ♦ Offer hints instead of direct answers to promote self-correction.

★ **Answers:**

- 1 The car will be repaired by the mechanic tomorrow.
- 2 He will be working on the project every day next week.
- 3 I am having my phone fixed right now.
- 4 The office will be cleaned by the workers tomorrow.
- 5 She will be helping me with my homework this evening.
- 6 I am having my car repaired tomorrow.

5 Reading comprehension :

▪ **Objective:**

Students will read a text about the fifth pillar of Islam, Hajj, and answer comprehension questions to demonstrate their understanding of the key rituals, significance, and timing of Hajj.

1. Pre-reading:

- ♦ Introduce the topic of Hajj by asking students if they know what the five pillars of Islam are and if they can name any of them.
- ♦ Briefly explain that the lesson will focus on the fifth pillar, Hajj.

2. While reading:

- ♦ Have students read the text silently, encouraging them to underline or highlight key points that answer the questions.

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Pilgrimage (Hajj)

Task 5

Read the following text then answer questions below:

The fifth pillar of Islam is Hajj, the pilgrimage to Mecca that every Muslim must perform at least once in their lifetime, if they are able. Hajj takes place annually during the Islamic month of Dhu al-Hijjah. Muslims travel to Mecca to perform various rituals, such as circumambulating around the Kaaba seven times and standing at Arafat, Walking between the hills of Safa and Marwa seven times, seeking forgiveness and guidance from Allah. Hajj is a journey of spiritual renewal, humility, and unity, as millions of Muslims from all over the world gather to worship together.

Answer the following questions:

- 1 What do Muslims seek during Hajj?
- 2 How many times must pilgrims circumambulate around Kaaba?
- 3 How is unity accomplished during Hajj?
- 4 Choose the correct answers:
 - 4 Pilgrimage is the pillar of Islam.
 A) fourth B) third C) fifth
 - 5 When is Hajj performed?
 A) During Ramadan
 B) During Dhu al-Hijjah
 C) During Muharram

3. Post-reading:

- ◆ After reading, instruct students to answer the questions individually.
- ◆ Then, invite them to share their answers in pairs or small groups before discussing it as a class.

- ◆ For the multiple-choice questions, explain each option before the students choose the correct answer. Afterward, review the answers together as a class.

▪ **Extension Activities:**

1. Cultural Exploration: Ask students to research the significance of other religious pilgrimages around the world and compare them with Hajj.
2. Reflection Writing: Have students write a reflective piece on how they imagine they would feel if they had the chance to perform Hajj, focusing on the spiritual and emotional aspects of the journey.

★ **Answers:**

- 1 Muslims seek forgiveness and guidance from Allah.
- 2 Pilgrims must circumambulate around the Kaaba seven times.
- 3 Unity is accomplished during Hajj as millions of Muslims from all over the world gather to worship together.
- 4 c) Fifth
- 5 b) During Dhu al-Hijjah

Task 5

Read the following text then answer questions below:

The fifth pillar of Islam is Hajj, the pilgrimage to Mecca that every Muslim must perform at least once in their lifetime, if they are able. Hajj takes place annually during the Islamic month of Dhu al-Hijjah. Muslims travel to Mecca to perform various rituals, such as circumambulating around the Kaaba seven times and standing at Arafat, walking between the hills of Safa and Marwa seven times, seeking forgiveness and guidance from Allah. Hajj is a journey of spiritual renewal, humility, and unity, as millions of Muslims from all over the world gather to worship together.

A Answer the following questions:

- 1 What do Muslims seek during Hajj?
.....
- 2 How many times must pilgrims circumambulate around Kaaba?
.....
- 3 How is unity accomplished during Hajj?
.....

B Choose the correct answers:

- 4 Pilgrimage is the pillar of Islam.
A fourth B third C fifth
- 5 When is Hajj performed?
A During Ramadan
B During Dhu al-Hijjah
C During Muharram

6 Writing:

▪ **Objective:** To help students use sequence words and convert active sentences to passive voice in their writing.

1. Introduction to the Task:

- ◆ Begin by reviewing the concept of sequence words (e.g., first, then, next, finally) with your students. Explain that these words are useful for organizing events or actions in chronological order.
- ◆ Also, review passive voice with the students, emphasizing how the focus shifts from the doer of the action to the receiver of the action (e.g., The car was repaired by the mechanic).
- ◆ Encourage students to identify areas in their reports where adding sequence words can improve clarity and where sentences could be converted to passive voice for variety and focus.

Pilgrimage (Hajj)

Unit
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Task 6

Use sequence words and change active sentences to passive voice in the report you wrote in Lesson 1.

◆ Follow these instructions:

- 1 Review the report you wrote in Lesson 1.
- 2 Identify points in your text where you can add sequence words (e.g., "first," "then," "next," "finally") to clarify the order of events.
- 3 Choose a sentence from your report and change it into the passive voice.

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2. Interactive Task:

- ◆ Partner Work: Have students work with a partner to review each other's reports. They should identify places where sequence words can be added and where sentences can be changed to the passive voice.
- ◆ Group Sharing: Ask students to share some examples of sentences they converted to passive voice with the class. Discuss why they chose to make the changes and how it affects the tone of the report.

3. Teacher's Role:

- ◆ Guide students in recognizing opportunities to use sequence words effectively.

- ◆ Provide assistance for students who may struggle with understanding when and how to apply passive voice.
- ◆ Encourage students to ensure that their revisions make the report flow better and provide clearer information.

4. Extension Ideas:

- ◆ Group Writing: After individual revisions, students can collaborate in small groups to create a joint report about a visit to a place of religious significance. Each group member should add sequence words and include at least one passive sentence.
- ◆ Peer Review: Have students exchange their reports with a peer for review, checking for proper use of sequence words and passive voice. They can provide feedback and suggest improvements.

*** Answers:**

Revised Report with Sequence Words & Passive Voice:

First, we arrived at the mosque and our shoes were taken off at the entrance. Then, we walked to the prayer hall where the prayer was joined by us. Finally, a tour of the mosque was given to us and its history was explained by the guide.

Lesson Objectives:

- **By the end of this lesson, students will:**

- 1 understand and define key vocabulary related to Al-Masjid an-Nabawi
- 2 discuss and explain the importance of Al-Masjid an-Nabawi for Muslims.
- 3 develop listening skills through guided vocabulary tasks.
- 4 develop speaking skills by discussing and sharing ideas about the two mosques.
- 5 use causative verbs and passive progressive forms to adjust emphasis in the report.
- 6 develop spelling knowledge by completing a crossword puzzle.
- 7 analyze and interpret a Quranic verse to comprehend its significance in the context of Hajj.

- **Vocabulary:**

Evolved, Worshippers, Spiritual, Buried, Headquarters

- **Materials:**

Student's Book - Practice Book pages - Audio File.

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

- **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

◆ Here is a vocabulary practice activity using the given words:

▪ **Objective:**

◆ To enhance vocabulary comprehension, pronunciation, and application in context.

1 **Pronunciation Practice:**

◆ Read each word aloud and have students repeat after you.

◆ Break words into syllables for better pronunciation (e.g., *ac-cu-rate-ly*).

2 **Fill in the Blanks:**

◆ Read the definitions below and ask students to guess the missing word.

◆ Provide hints if necessary.

3 **Discussion & Writing Task:**

- Pair students and have them create sentences using the words.

- Ask discussion questions related to each term.

4 **Visual Representation:**

◆ Have students draw a quick sketch to represent each word.

5 **Contextual Application**

◆ Discuss real-life applications of each word to reinforce understanding.

▪ **Vocabulary Words & Definitions**

1. Industry: A type of business or work, like technology or farming.

Unit 2
Lesson 3
Al-Masjid An-Nabawi

ILOs By the end of the lesson, students will be able to:

- ★ understand and define key vocabulary related to Al-Masjid an-Nabawi
- ★ discuss and explain the importance of Al-Masjid an-Nabawi for Muslims.
- ★ develop listening skills through guided vocabulary tasks.
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Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

evolve (v.)	gradually or changed over time
	How have your skills in using English evolved over the preparatory stage?
worshippers (n.)	are people who engage in acts of or prayer often as part of a practice.
	When do the Muslim worshippers go for their weekly prayer?
spiritual (adj.)	means to be related to the soul or religious matters
	What spiritual beliefs are central to your community?

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2. Operate: To run or control something.
3. Health care: Services to help people stay healthy, like doctors and hospitals.
4. Accurately: Doing something exactly right, without mistakes.
5. Space: An area or room, or the big area outside Earth (the universe).

■ Practice Questions

1. Why is important in hospitals? *(health care)*
2. What skills are needed to heavy machinery? *(operate)*
3. Can you name a fast-growing in your country? *(industry)*
4. Why is it important to answer exam questions? *(accurately)*
5. If you could travel to, which planet would you visit? *(space)*

■ Application Task

- ◆ Have students write a short paragraph using all five words correctly.
- ◆ Discuss the importance of accuracy in industries like health care and space exploration.

Would you like additional exercises for reinforcement?

★ **Answers:** business - run - Services - exactly - area

Lesson 3

Unit
2

buried (v.)	means placed in the after
	Why do you think the ancient kings were buried with so many treasures?
headquarters (n.)	is the main office or of operations
	Which city is the headquarters of your country?

Listening

A Pre-Listening Questions:

■ Discuss the following questions:

- 1 What makes a place special to people of a religion?
- 2 Why are mosques important in Islam?
- 3 Have you ever been to Al-Masjid an-Nabawi?
- 4 What are the three sacred mosques?

B Listen to the text and take notes on the important features of the mosque

C Post-Listening Questions:

■ 1- Choose the correct answer.

- 1 Why is Al-Masjid an-Nabawi considered the second-holiest mosque in Islam?
 - a It is located in Mecca
 - b It was built by the Prophet Muhammad
 - c It is the largest mosque in the world
 - d It has a golden dome

• Listening

▪ Objective:

Students will practice listening comprehension by identifying key points in a talk about Industry 4.0, technology in health care, and space exploration, while also practicing speaking and listening skills.

1. Pre-Listening Tasks:

- ◆ Ask students to look at the title of the talk and predict what it will be about. Discuss their ideas.
- ◆ Have students write down what they think "Industry 4.0" means and share their ideas with a partner.
- ◆ Lead a brief discussion on why technology is important in our lives and let students share their thoughts with a partner.

◆ Pre-listening questions:

1. What do you think "Industry 4.0" means? Write down your ideas.

Answer: Industry 4.0 refers to the latest revolution in the manufacturing and production industries.

2. Why do you think technology is important in our lives? Share your thoughts with a partner.

Answer: Technology is important because it helps us communicate faster, access information easily, automate tasks, and improve various aspects of our lives .

2. While-Listening Tasks:

- ◆ As the students listen to the talk, ask them to write down three key points about Industry 4.0.

buried (v.)	means placed in the after
	Why do you think the ancient kings were buried with so many treasures?
headquarters (n.)	is the main office or of operations
	Which city is the headquarters of your country?

Listening

A Pre-Listening Questions:

• Discuss the following questions:

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 - d It has a golden dome

◆ Ask students to listen for two ways technology helps doctors care for patients.

★ **Answers:**

- 1 **Industry 4.0 involves using smart tools like artificial intelligence, robots, and big data in factories and businesses.**
- 3 **Technology helps doctors answer questions quickly and accurately.**

3. **Post-Listening Tasks:**

- ◆ Ask students to choose the correct answers to the multiple-choice questions.
- ◆ Have students write a few sentences about the main idea of the talk.
- ◆ Ask students to summarize what they learned about technology in health care.
- ◆ Pair students to discuss why technology is important for space exploration.
- ◆ Have students imagine they are doctors using new technology to help patients. In pairs, practice a role-play scenario where one student is the doctor and the other is the patient. Encourage the use of phrases like "How can I help you today?" or "Is there anything else you need?"

● **Triphthongs Practice:**

- ◆ Ask students to listen for words with triphthongs (like "fire," "player," or "our") in the talk.
- ◆ Have students choose two words, draw a picture that represents each word, and share their pictures with the class. Practice saying the words together as a group.

Unit
2

Lesson 3

1 What is special about the Green Dome in Al-Masjid an-Nabawi?

- a It is the mosque's main entrance
- b It covers the tomb of the Prophet Muhammad
- c It is used for daily prayers
- d It is the tallest part of the mosque

2 Answer the following questions in pairs

- 1 How does Al-Masjid an-Nabawi serve the Muslim community besides being a place for daily prayers?
- 2 How has Al-Masjid an-Nabawi evolved from its original structure to what it is today?



3 Speaking task:

Instructions:

Read the following questions and discuss them in pairs. Use the sentence frames to help express your ideas.

- 1 Why do these two mosques have big significance for Muslims worldwide?
- 2 Why do you think Prophet Muhammad built the mosque immediately after moving to Medina?
- 3 What are some similarities and differences between the two mosques?

● **Extension tasks:**

● **Interactive Activities:**

◆ Encourage students to share their predictions and ideas during the pre-listening tasks. You can ask them to discuss their answers with a partner before sharing with the class.

◆ For the speaking task, assign roles and let students practice the doctor-patient scenario. They can then perform their role-plays for the class to improve confidence and speaking fluency.

● **Extension Activity:**

◆ After the listening activity, have students research a specific example of how technology is used in health care or space exploration. They can present their findings to the class.

Al-Masjid An-Nabawi

Lesson 3 Unit 2

- Al-Masjid al-Haram and Al-Masjid an-Nabawi are highly significant for Muslims worldwide because - One reason these mosques are important is that - These mosques hold great importance because	- The Prophet Muhammad built the mosque right after moving to Medina because - One reason the Prophet might have built the mosque so soon is - Building the mosque immediately could have been important because - The mosque was built quickly to	- We call Al-Masjid al-Haram with that name because - Al-Masjid al-Haram is located at ... while Al-Masjid an-Nabawi is located at - The special status of these mosques comes from - In my opinion, they are important because

Vocabulary Practice

A. Choose the correct word:

- The main office is the company's
a store b headquarters
c parking d cafe
- Animals have over a long time.
a slept b evolved
c rested d stopped
- Many people find peace in their beliefs.
a physical b spiritual
c financial d emotional
- A prays at a Mosque.
a visitor b worshipper
c teacher d driver

★ **Answers:**

A- Choose the correct answers:

- 1 B) Telemedicine
- 2 B) To search for signs of past life on Mars
- 3 C) By enhancing efficiency and flexibility

B- Answer the following questions:

- 4 The main idea of the talk is that technology, including Industry 4.0, is having a positive impact on various fields.
- 5 Technology has improved health care by allowing doctors to make faster and more accurate diagnoses.
- 6 Technology is important for space exploration because it enables us to learn more about other planets, like Mars.

The Listening Script

Exploring Industry 4.0 and Technology's Impact

Hello, everyone! Today, we're going to explore some exciting topics: Industry 4.0, technology in health care, and how technology helps us explore space.

Let's start with Industry 4.0. This term refers to the fourth industrial revolution, which is changing how factories and businesses operate. With Industry 4.0, we use smart tools like artificial intelligence, robots, big data, and the Internet of Things. These tools help make production faster and smarter, improving how we create products.

Now, why is Industry 4.0 important for our future? It helps our world move forward quickly. There are nine key parts to it, including robotics, 3D printing, augmented reality, and cloud computing. Each of these parts helps make our lives better.

Next, let's talk about technology in health care. Technology has changed how doctors take care of patients. They can now answer questions quickly and accurately. With new medicines and advanced medical devices, doctors can keep people healthy and improve their care. These tools help doctors find diseases early, making treatments more effective.

Finally, let's explore space! When Neil Armstrong walked on the moon in 1969, he showed us how amazing space travel can be. Today, technology plays a huge role in space exploration. For example, the Mars 2020 mission used artificial intelligence to help us learn more about Mars.

Thank you for listening!

• Vocabulary Practice:

Task - Fill in the gaps

1. Warm-up :

Begin by asking students what they know about the medical field and how technology helps in health care. Write key words like "health care," "industry," and "technology" on the board and briefly discuss their meanings.

2. Task :

◆ Provide students with the text. Have them read the passage carefully and choose the correct words from the list. They can work individually or in pairs.

3. Review :

◆ Go over the answers as a class. Ask students to explain why they selected each word. Provide clarification as needed.

▪ Tips to Make the Task Interactive:

Word Swap:

- ◆ Write each missing word on a card and randomly distribute them to students. As you read the text aloud, students must identify where their word fits and stand up to insert it correctly.
- ◆ Think-Pair-Share:
- ◆ Have students first choose their answers individually, then compare with a partner before discussing as a whole class.

Al-Masjid An-Nabawi
Lesson 3
Unit 2

• Al-Masjid al-Haram and Al-Masjid an-Nabawi are highly significant for Muslims worldwide because • One reason these mosques are important is that • These mosques hold great importance because	• The Prophet Muhammad built the mosque right after moving to Medina because • One reason the Prophet might have built the mosque so soon is • Building the mosque immediately could have been important because • The mosque was built quickly to	• We call Al-Masjid al-Haram with that name because • Al-Masjid al-Haram is located at While Al-Masjid an-Nabawi is located at • The special status of these mosques comes from • In my opinion, they are important because

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- 1. The main office is the company's
☐ a store ☐ b headquarters
☐ c parking ☐ d cafe
- 2. Animals have over a long time.
☐ a slept ☐ b evolved
☐ c rested ☐ d stopped
- 3. Many people find peace in their beliefs.
☐ a physical ☐ b spiritual
☐ c financial ☐ d emotional
- 4. A prays at a Mosque.
☐ a visitor ☐ b worshipper
☐ c teacher ☐ d driver

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★ **Answers:**

1 health care	4 industry
2 operate	5 space
3 accurately	

● **Writing :**■ **Objective:**

To help students improve their writing by revising paragraphs for proper punctuation and precise word choice.

● **Introduction to the task:****1. Introduce the importance of revision:**

- ◆ Explain that revision is about refining ideas, improving clarity, and ensuring writing is engaging and clear.

2. Focus on punctuation:

- ◆ Review the common punctuation rules (periods, commas, quotation marks, apostrophes, colons, semicolons) that will be covered in this revision task.
- ◆ Give examples of correct and incorrect usage for each punctuation mark.

3. Focus on precise word choice:

- ◆ Discuss how to choose strong verbs and avoid redundancies.
- ◆ Emphasize the importance of specific language to convey ideas clearly and accurately.

4. Model the revision process:

- ◆ Read aloud a paragraph (either from the previous lesson or an example) and demonstrate how to revise for punctuation and word choice.

- ◆ **Task:** Revising the Draft Paragraph

Unit
2

Lesson 3

- 1 The treasure was under the ground.
 a buried b lost
 c found d seen

B. syllable division and stress identification

Divide the following words into syllables, then listen to your teacher and circle the stressed syllable in each word:

- 1 headquarters 1 evolved
 2 spiritual 2 warshipper
 3 buried

Writing

I can use causative verbs and passive progressive forms to focus on the action in my writing.

Emphasizing the action

Instructions:

- ★ Review your revised composition from Lesson.
- ★ Select a sentence where you want to de-emphasize who was doing the action.
- ★ Replace the main verb with one of the following causative verbs: get, make, help, or have.

Example:

Change "The teacher corrected the essays" to "The teacher had the essays corrected."

- 1 Transform the chosen sentence to emphasize the action being performed by using the passive progressive verb form.

Example:

Change "The essays were corrected" to "The essays were being corrected."

■ **Top Tip: How to Revise for Precision**

1. **Check punctuation:**

- ◆ Ensure sentences are properly separated with periods and commas.
- ◆ Use quotation marks correctly for direct quotes.
- ◆ Remember that apostrophes are used for possessives (e.g., Sarah's book) and contractions (e.g., don't).
- ◆ Use semicolons to connect closely related independent clauses when needed.

2. **Enhance clarity:**

- ◆ Replace redundant phrases with concise words.
- ◆ Choose specific, powerful verbs to make your writing stronger.
- ◆ Use descriptive language to paint a clear picture of your ideas.

■ **Extension Interactive Ideas:**

1. **Peer Review Activity:**

- ◆ Students pair up and exchange their revised paragraphs. They provide constructive feedback on each other's punctuation and word choices, then make any additional revisions.
- ◆ Afterward, they discuss the changes made and explain why they were necessary.

2. **Punctuation Race:**

- ◆ Write several sentences with intentional punctuation errors on the board. Divide the class into teams.
- ◆ Each team must race to identify and correct the punctuation mistakes. The team with the most correct answers wins.

Unit
2

Lesson 3

1 The treasure was under the ground.

a buried

b lost

c found

d seen

2 B-syllable division and stress identification

Divide the following words into syllables, then listen to your teacher and circle the stressed syllable in each word:

1 headquarters

2 evolved

3 spiritual

4 worshipper

5 buried

Writing

I can use causative verbs and passive progressive forms to focus on the action in my writing.

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Example:

Change "The essays were corrected" to "The essays were being corrected."

* **Answers:**

No specific answers are provided for this task as it is focused on individual revision. The students' revisions will vary based on the specific issues they identify in their own writing. However, teachers can guide students by pointing out common mistakes in punctuation and word choice during the revision process.

• **Islamic Values Project:**

1. **Warm-up :**

- ◆ Write the Quranic verse (Quran 55:33) on the board and ask students to read it aloud.
- ◆ Ask: What do you think this verse refers to? How does it relate to modern space exploration?

2. **Brainstorming :**

- ◆ In pairs, students brainstorm new scientific achievements, such as space travel, medical discoveries, or AI.
- ◆ Write key ideas on the board for reference.

3. **Discussion :**

- ◆ Have students answer questions about modern scientific achievements and whether humans can pass beyond the heavens today.
- ◆ Encourage them to support their answers with reasoning.

4. **Negotiation Role-play :**

- ◆ Each group decides who will take on different tasks for their project (research, creating a presentation, designing visuals, etc.).

Lesson 3
Unit 2

Islamic Values Project Understanding Hajj

I can analyze a Quranic verse about Hajj, reflect on its lessons, and create a visual chart of Hajj rituals.

Project outline:

Verse analysis:

- Task: Write the Quranic verse in its traditional form as it appears in the Quran.

وَأَذِّنْ لِلْعَذْرَاءِ ح 2 أَتُؤَيِّجُ لَوَاعِلَهُمْ 2 أَتَنْمُوذِل 2
ف ج ع م ق ك ل ح ١٧

"And proclaim to the people the Hajj [Pilgrimage]; they will come to you on foot and on every lean camel; they will come from every distant pass"

Discussion:

In the context of the verse, discuss how its interpretation connects to the topic of the unit. Consider:

- 1 What does Hajj represent for Muslims?
 - Hajj is the fifth
 - Muslims come on foot and on camels for a long distance to Hajj because it
- 2 Why do Muslims endure long journeys, on foot and by camel, to perform Hajj?
 - Muslims bear the challenges to come to Hajj as it



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- ◆ Students use negotiation phrases to divide tasks fairly.

5. Group Discussion :

- ◆ Groups discuss how scientific discoveries align with Quranic teachings.
- ◆ Guide students to think critically about how religion and science complement each other.

6. Presentation Preparation :

- ◆ Students create a PowerPoint presentation outlining how modern advancements confirm Quranic insights.
- ◆ They include suggestions on how to use this knowledge responsibly.

Unit
2

Lesson 3

Concepts and Inspiration:

- **Task:** Reflect on the key concepts from the verse.
- **Discussion:** What lessons or values can you draw from the verse?
- One lesson/value is that
- How can these be applied to achieve your goals?
- To reach/achieve what you want, it is important to keep in mind that

Rituals sequence:

- ◆ **Task:** Design a wall chart that illustrates the sequence of the rituals performed during Hajj.
- ◆ **Activity:**
 - Outline each step of the Hajj pilgrimage, using visuals to enhance understanding.
 - Ensure the chart is clear and informative, suitable for classroom display.

Presentation Guidelines:

- ◆ **Group work:** Collaborate effectively within your group to divide tasks and create a cohesive presentation.
- ◆ **Content :** Ensure your presentation covers the interpretation of the verse, the significance of Hajj, the lessons learned, and the visual sequence of Hajj rituals.
- ◆ **Creativity :** Use visuals, charts, and other creative elements to make your presentation engaging.

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7. Presentations:

- ◆ Each group presents their findings, followed by a short Q&A session.

■ Tips to Make the Task Interactive:

- ◆ **Debate:** Divide the class into two teams. One argues that the Quran predicted space travel, and the other discusses how science led to these discoveries independently.
- ◆ **Expert Panel:** Assign roles (scientist, historian, religious scholar) and have students role-play a discussion on the relationship between science and the Quran.

8. Assessment Criteria:

Students will be assessed based on the following criteria:

1. Understanding of the Quranic Verse & Reflection (5 points)

- ◆ Demonstrates a clear understanding of Quran 55:33.

- ◆ Explains how the verse relates to modern scientific advancements.
- ◆ Connects the verse to both spiritual and scientific perspectives.

2. Discussion & Critical Thinking (5 points)

- ◆ Engages actively in group discussions and contributes thoughtful responses.
- ◆ Uses relevant examples from space travel, medical discoveries, or AI.
- ◆ Shows an ability to analyze and explain the relationship between science and religion.

3. Research & Content Accuracy (5 points))

- ◆ Includes accurate information about modern scientific achievements.
- ◆ Provides logical reasoning and references to support ideas.
- ◆ Demonstrates a balanced perspective on Quranic insights and science.

4. Presentation & Creativity (5 points)

- ◆ Communicates findings clearly and confidently.
- ◆ Uses engaging visuals, such as PowerPoint slides or diagrams.
- ◆ Demonstrates originality in presenting key ideas.

5. Teamwork & Collaboration (5 points)

- ◆ Works effectively with peers to divide tasks and complete the project.
- ◆ Participates in role-play and negotiation activities.
- ◆ Shows responsibility in contributing to group success.

Unit
2

Lesson 3

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Lesson 3 Practice

1 Match the words with their definitions:

1. Have students read each word and definition carefully.
2. Ask them to match the word with the correct definition.
3. After completing the task, review the answers and discuss the meaning of each word.

▪ Interactive Extensions:

- ◆ Pair Work: Have students work in pairs to use each word in a new sentence.
- ◆ Discussion: Ask students to explain how each term is relevant to their daily lives or future careers.

★ Answers:

- ◆ c. Industry ◆ b. Operate ◆ d. Health care ◆ e. Accurately
- ◆ a. Space

2 Choose the correct answer:

▪ Instructions:

1. Have students read each sentence carefully.
2. Ask them to select the word that best completes the sentence.
3. After completing the task, go over the answers and ask students to explain why they chose their answers.

Unit
2

Lesson 3

Al-Masjid an-Nabawi

Task 1

Choose the correct answer:

- 1 The company's is located in the city center.
(A) building (B) headquarters (C) office (D) location
- 2 Over time, the internet has to become faster and more reliable.
(A) grown (B) proved (C) evolved (D) transformed
- 3 The experience helped her feel more connected to her faith.
(A) spiritual (B) physical (C) emotional (D) mental
- 4 The prayed quietly during the service.
(A) visitor (B) worshipper (C) leader (D) attendee
- 5 The treasure was under an old tree.
(A) remembered (B) buried
(C) honored (D) celebrated
- 6 She takes a few minutes each morning for to start her day peacefully.
(A) work (B) conversation
(C) prayer (D) exercise

▪ **Interactive Extensions:**

◆ **Role Play:** Have students role-play a scenario where they work in an industry or factory and must discuss how to operate machinery safely.

◆ **Group Activity:** Ask students to create a short presentation on how advances in technology or health care have impacted their lives.

★ **Answers:**

1 a. industry	4 b. accurately
2 b. operate	5 c. space
3 b. health care	6 b. factory

3 **Language functions:**

▪ **Objective:**

By the end of this task, students will practice their listening and speaking skills while completing a dialogue on the importance of technology in the classroom. They will gain a better understanding of the benefits and challenges associated with using technology in education.

▪ **Pre-Task Activities:**

1. **Activate Prior Knowledge:**

- ◆ Ask students to share their experiences about using technology in school.
- ◆ What types of technology do they use most often? (e.g., tablets, smartboards, online learning platforms)
- ◆ This helps connect the topic to their own experiences and prepares them for the dialogue.

Al-Masjid an-Nabawi

Unit
2

Task 2

Fill in the gaps with the correct word:

(headquarters - evolved - prayer - spiritual - worshipper - buried)

- 1 A prays regularly and follows the teachings of their faith.
- 2 The company's is located in New York City, where all major decisions are made.
- 3 Many people turn to practices for comfort during difficult times.
- 4 The treasure was deep in the sand, waiting to be discovered.
- 5 Overtime, species to adapt to their environment.
- 6 He started his day with a peaceful at sunrise.

Task 3

Supply the missing parts in the following dialogue:

Shaikh: Welcome, dear pilgrims. Hajj is a journey of faith.
 Pilgrims: How should we prepare for this journey?
 Shaikh:(1).....
 Pilgrims:(2).....?
 Shaikh: You should circumambulate around Kaaba seven times.
 Pilgrims:(3).....?
 Shaikh: Don't forget the reward of the journey.

2. Vocabulary Preview:

- ◆ Introduce the word “drawbacks” and ensure students understand it means problems or disadvantages.
- ◆ Discuss what might be the potential advantages and challenges of using technology in education.

▪ During-Task Activities:**1. Complete the Dialogue:**

- ◆ Have students read the incomplete dialogue and guess what the missing parts might be.
- ◆ Ask them to use context clues from the conversation to fill in the gaps.
- ◆ Instruct students to discuss their answers with a partner before finalizing them.

▪ Post-Task Activities:**1. Pair or Group Discussion:**

- ◆ After completing the dialogue, students can discuss with a partner or in groups how they feel about using technology in education. What are some potential benefits and drawbacks?

2. Class Feedback:

- ◆ Ask students to share their answers and explain why they chose the missing parts. Discuss the importance of technology in education and how to balance its use.

▪ Extension Tasks:**1. Create a Classroom Technology Plan:**

- ◆ Have students work in groups to create a plan for how technology can be best used in their classroom. They should

Al-Masjid an-NabawiUnit
2**Task 2**

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- 2 The company's is located in New York City, where all major decisions are made.
- 3 Many people turn to practices for comfort during difficult times.
- 4 The treasure was deep in the sand, waiting to be discovered.
- 5 Overtime, species to adapt to their environment.
- 6 He started his day with a peaceful at sunrise.

Task 3

Supply the missing parts in the following dialogue:

Shaikh: Welcome, dear pilgrims. Hajj is a journey of faith.

Pilgrims: How should we prepare for this journey?

Shaikh:(1).....?

Pilgrims:.....(2).....?

Shaikh: You should circumambulate around Kaaba seven times.

Pilgrims:.....(3).....?

Shaikh: Don't forget the reward of the journey.

consider both the benefits and the potential challenges.

2. Technology Pros and Cons Chart:

- ◆ Ask students to create a chart listing the pros and cons of using technology in education. They can work in small groups and present their charts to the class, leading to a group discussion.

★ **Answers:**

- 1 What do you think about using technology in the classroom?
- 2 It helps students learn more effectively and keeps them engaged.
- 3 We should ensure students are trained to use technology.

4 Writing:

- **Objective:**

To help students improve their writing by revising a draft paragraph on “Smart Shopping” for proper punctuation and precise word choice.

- **Introduction to the task:**

1. Introduce Revision:

- ◆ Emphasize that revision is an important part of the writing process. It's not just about correcting mistakes but improving the clarity and impact of writing.

2. Focus on Punctuation:

- ◆ Review key punctuation marks: commas, periods, quotation marks, apostrophes, and semicolons.

Unit
2

Al-Masjid an-Nabawi

Task 4

Use causative verbs and passive progressive forms to focus on the action in the report you revised in lesson 2.

- ♦ Follow these instructions:

- ① Review your revised composition from Lesson 2.
- ② Select a sentence where you want to de-emphasize who was doing the action.
- ③ Replace the main verb with one of the following causative verbs: get, make, help, or have.
- ④ Transform the chosen sentence to emphasize the action being performed by using the passive progressive verb form.

- ◆ Ensure students understand how to use punctuation correctly in their sentences.

3. Word Choice:

- ◆ Remind students that precise word choice makes their writing stronger. Encourage them to avoid redundancies and use stronger verbs.
- ◆ Emphasize using specific words to express their ideas clearly.

4. Model the Process:

- ◆ Read through a sample paragraph together and demonstrate how to revise for punctuation and word choice. Discuss how to improve clarity and impact.

Unit
2

Al-Masjid an-Nabawi

Task 4

Use causative verbs and passive progressive forms to focus on the action in the report you revised in lesson 2.

- ◆ Follow these instructions:

- 1 Review your revised composition from Lesson 2.
- 2 Select a sentence where you want to de-emphasize who was doing the action.
- 3 Replace the main verb with one of the following causative verbs: get, make, help, or have.
- 4 Transform the chosen sentence to emphasize the action being performed by using the passive progressive verb form.

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5. Group Activity:

- ◆ Have students work in pairs and review each other's draft paragraphs, providing feedback on punctuation and word choice.
- ◆ **Task:** Revising a Classmate's Paragraph on Smart Shopping Student Instructions (Learner-Centered):
 1. Review your classmate's draft paragraph on "Smart Shopping" carefully.
 2. Focus on the following revision points:
 - ◆ **Punctuation:** Look for missing periods, commas, quotation marks, apostrophes, and semicolons.
 - ◆ **Word Choice:** Are there any redundant phrases or weak verbs? Replace these with stronger, more specific words.
 - ◆ **Clarity:** Ensure that each idea is clear, and the paragraph flows logically.

3. Revise the paragraph based on your observations and improvements.
4. Make sure your revisions enhance both clarity and precision of the paragraph.

▪ **Top Tip: How to Revise for Precision**

1. Check punctuation:

- ◆ Ensure sentences are properly separated using periods and commas.
- ◆ Use apostrophes for possessives (e.g., Sarah's laptop) and contractions (e.g., don't).
- ◆ Use semicolons when connecting closely related independent clauses.

2. Word choice:

- ◆ Avoid redundancy by replacing repetitive words with more concise options.
- ◆ Use active voice and strong verbs to create more compelling sentences.
- ◆ Choose specific, descriptive language to clarify and strengthen your ideas.

▪ **Extension Interactive Ideas:**

1. Peer Revision Exercise:

- ◆ Pair up students and have them exchange paragraphs. They will review and revise each other's paragraphs based on the revision tips (punctuation and word choice).
- ◆ Afterward, they can share their revisions with the class and explain what changes they made and why.

Unit
2

Al-Masjid an-Nabawi

Task 4

Use causative verbs and passive progressive forms to focus on the action in the report you revised in lesson 2.

◆ Follow these instructions:

- 1 Review your revised composition from Lesson 2.
- 2 Select a sentence where you want to de-emphasize who was doing the action.
- 3 Replace the main verb with one of the following causative verbs: get, make, help, or have.
- 4 Transform the chosen sentence to emphasize the action being performed by using the passive progressive verb form.

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2. Interactive Group Revision:

- ◆ Write an incomplete or poorly punctuated paragraph on the board.
- ◆ Have the students work in groups to identify and correct the mistakes, then rewrite the paragraph together as a class.

*** Answers:**

No specific answers are provided for this task since it requires students to revise a classmate's draft paragraph. However, teachers can guide students by pointing out common punctuation errors and word choice issues during the revision process. Each student's revision will vary based on the issues they identify in their peer's work.



Unit 3

The Smart World around You



Featured skills

Reading: Identifying the main idea and supporting details

Writing: A blog.

Listening: Identify and pronounce triphthongs correctly.

Speaking: Offer help and respond to offers of help appropriately.

Language focus: Comparative constructions.

Pronunciation: Pronounce triphthong /eɪ/ + /ə/ = /eɪə/.

Islamic values project: Interpreting a Quranic Verse about space exploration and modern science.

Essential Questions :

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

- ◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

- 1 How is technology changing the way we learn, communicate, and explore the world?
- 2 What can we do to use technology in a way that helps us without causing harm?

Lesson objectives:

- By the end of the lesson, students will:
 - ◆ apply the meaning of the new words .
 - ◆ read to Identify the main idea and supporting details.
 - ◆ use the correct words in the correct context.
 - ◆ use Comparative constructions properly.
 - ◆ identify and pronounce triphthongs correctly..
 - ◆ brainstorm and organize ideas to write a blog post

● Vocabulary:

devices - instantly - updated - entertainment- streaming- real

● Materials:

Student's Book - Practice Book pages

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

■ **Objective:**

To practice vocabulary comprehension, pronunciation, and application in context.

① **Read and define the words:**

1. Pronounce each vocabulary word clearly (e.g., *streaming*).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., *in-stant-ly*).

② **Complete the definition**

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

► **Example:** *Watching videos or music online without downloading them is called. (missing word: streaming).

2. After students guess the missing word, confirm the correct answer through a choral response.

Unit 3
Lesson 1
Technology in our Daily Life

ILOs By the end of the lesson, students will be able to:

- ★ Apply the meaning of the new words.
- ★ Read to identify the main idea and supporting details.
- ★ Use the correct words in the correct context.
- ★ Use Comparative constructions properly.
- ★ Identify and pronounce triphthongs correctly.
- ★ Brainstorm and organize ideas to write a blog post.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
 2. Draw a picture that either shows the word or an example of it.
 3. Answer the question or complete the command provided for each word.

Devices (n.)	Tools or like phones or computers.
	What devices do you use every day?
Instantly (adv.)	Right away, ... waiting.
	How can you get information instantly using the internet?
Updated (adj.)	Made new or changed to version.
	How often do you keep your phone or apps updated?

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3 **Draw a picture**

1. Ask students to quickly sketch a simple image representing the meaning of the word.

► **Example:** For *devices* students can draw a smartphone or tablet.

4 **Partner discussion and writing**

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.

► **Example:** *How has streaming changed the way people watch movies?*

2. Students will write their responses after the discussion.

5 **Reinforce pronunciation**

1. Review the pronunciation of each word.

2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 **Contextual application**

1. Discuss how each word is used in context to reinforce its meaning and practical applications.

2. Provide example sentences to deepen understanding.

▪ **Vocabulary Words, Definitions, and Missing Words:**

1. **Devices:** Tools or machines like phones or computers.

2. **Instantly:** Right away, without waiting.

3. **Updated:** Made new or changed to the latest version.

4. **Entertainment:** Things you enjoy, like movies or games.

Lesson 1
Unit 3

Entertainment (n.)	Things you _____, like movies or games.
	What kind of entertainment do you enjoy most?
Streaming (v.)	Watching or listening to something online.....
	Which shows do you like to watch when streaming online?
Real (adj.)	Something that actually exists, ...
	How do you know if something you see online is real?

Reading Comprehension

Pre-Reading Tasks:

- 1 What do you think "technology" means? Write down your ideas.
- 2 Look at the title of the text. What do you think the main idea will be?
- 3 How do you use technology in your daily life? Share one example with a partner.

While-Reading Tasks:

- What is the main idea of the text? Write it in one sentence.
- As you read, underline three sentences that support the main idea about how technology impacts our lives.
- List two supporting details that explain how technology has changed communication.



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5. Streaming: Watching or listening to something online without downloading.

6. Real: Something that actually exists, not fake.

▪ **Tasks for all words:**

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

★ **Answers:** machines - without - the latest - enjoy - without downloading - not fake

• Reading comprehension

▪ **Objective:**

Students will improve their reading comprehension skills by analyzing the main ideas, supporting details, and the impact of technology on communication, learning, and entertainment.

▪ **Pre-Reading:**

◆ Ask students to share their understanding of the word "technology" and write down their ideas on the board.

◆ Show them the title of the text. Ask them to predict what the text will be about, prompting them to think about how technology affects different parts of our lives.

Lesson 1 Unit 3

Entertainment (n.)	Things you _____, like movies or games. What kind of entertainment do you enjoy most?
Streaming (v.)	Watching or listening to something online..... Which shows do you like to watch when streaming online?
Real (adj.)	Something that actually exists, ... How do you know if something you see online is real?

Reading Comprehension

A Pre-Reading Tasks:

- 1 What do you think "technology" means? Write down your ideas.
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B While-Reading Tasks:

- What is the main idea of the text? Write it in one sentence.
- As you read, underline three sentences that support the main idea about how technology impacts our lives.
- List two supporting details that explain how technology has changed communication.



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◆ Pair students and have them share examples of how they use technology in daily life.

★ **Answers:** Students' own ideas.

■ **While-Reading:**

◆ Have students read the text silently, then ask them to summarize the main idea in one sentence.

◆ As they read, ask them to underline 3 sentences that support the main idea about how technology impacts communication, learning, and entertainment.

◆ Next, ask students to list two supporting details on how technology has changed communication (for example: the use of smartphones, social media, video calls).

Unit
3 Lesson 1

Technology is a big part of our lives. It affects everything we do. From when we wake up to when we go to sleep, we use many tech devices that change how we live, work, and talk to each other.

One major way technology has changed our lives is communication. In the past, people had to write letters or use landline phones - the phone connection that comes into a building using cables, rather than a mobile phone connection to talk to distant family and friends. Now, with smartphones and the internet, we can talk instantly. We can connect with anyone in the world in seconds using social media, video calls, or messaging apps.

Technology also helps us find information easily. Before, we only used books and libraries to learn new things. Now, we can also search online and find a lot of information quickly. This makes learning easier and helps us stay updated on news and important events.

In entertainment, technology has changed how we have fun. We do not have to wait for our favorite TV shows or movies. With streaming services, we can watch what we want, whenever we want.

While technology has many good sides, it also has some bad sides. Using too much technology can lead to less exercise and feeling lonely. It is important to balance using technology and spending time with people in real life.

In conclusion, technology is important, but we should use it wisely and not let it take over our lives.

Post-reading tasks:

- 1 Instant communication is a great advantage of technology. How could it also have negative effects?
- 2 Discuss with a partner: Why is it important to understand both the advantages and disadvantages of technology?
- 3 If you could invent a new technology that could improve our lives, what would it be?

★ **Answers:**

1 Technology impacts our lives in many ways, from communication to learning and entertainment, but it also has drawbacks.

2 A-"In the past, people had to write letters or use landline phones to talk to distant family and friends."
B-"Now, with smartphones and the internet, we can talk instantly."

C- We can connect with anyone in the world in seconds using social media, video calls, or messaging apps."

3 1. Technology allows us to communicate instantly with people around the world using smartphones, social media, and messaging apps.

2. Video calls and social media make it possible to connect with distant family and friends quickly

■ *Post-Reading:*

◆ Ask students to discuss with a partner how instant communication could have negative effects.

◆ Encourage a class discussion about why it's important to understand both the advantages and disadvantages of technology.

For the final activity, have students imagine a new technology they could invent that would improve our lives. Let them share their ideas with the class

★ *Answers:*

- 1 Instant communication can lead to misunderstandings or reduce face-to-face interaction, which may result in feelings of isolation or emotional distance.
- 2 It is essential to use technology wisely, balancing its positive effects with the potential risks like addiction or lack physical activity.
- 3 Examples could include a device that helps improve mental health, or a tool that makes learning more interactive and accessible.

■ *Tips for Teachers:*

● *Make the tasks interactive:*

◆ During the pre-reading phase, use think-pair-share for discussing technology's meaning and its use in students' daily lives.

Unit 3 Lesson 1

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- 2 Discuss with a partner: Why is it important to understand both the advantages and disadvantages of technology?
- 3 If you could invent a new technology that could improve our lives, what would it be?

This encourages peer interaction and helps students articulate their ideas.

◆ During the post-reading discussion, split the class into small groups and ask each group to share their new technology ideas. This fosters creativity and gives all students an opportunity to speak.

● **Extension Activity 1:**

◆ Ask students to research and present how technology is used in different countries or cultures for communication. This could be done in groups.

● **Extension Activity 2:**

◆ Create a class debate: "Is technology more beneficial or harmful?" Let students research and argue their points.

● **Vocabulary Practice**

Task: Fill in the gaps in the following sentences with a word from the list:

1. Warm-up:

- ◆ Begin by asking students about their favorite ways to watch movies, listen to music, or communicate online.
- ◆ Write key terms (e.g., streaming, devices, connect) on the board and briefly discuss their meanings.

2. Task:

- ◆ Have students work individually or in pairs to complete the sentences.

Vocabulary Practice

Fill in the gaps in the following sentences with a word from the list:

streaming	instantly	connect	updated
entertainment	real	devices	

- 1 The documentary is based on events, making it even more engaging.
- 2 Many people use electronic to stay connected with friends and family.
- 3 Make sure your software is regularly to avoid security issues.
- 4 The movie provided hours of for the whole family.
- 5 The platform allows you to watch shows without downloading, thanks to technology.
- 6 With the new app, you can send messages to anyone in your contacts.

Grammar

I can use comparative constructions accurately in context.

Comparatives

Comparatives are used to show the difference between two people, things, or ideas by comparing them.

Here are three main forms depending on the adjective:

1. One-Syllable Adjectives:

• Comparative form: Add -er to the adjective.

• Superlative form: Add -est to the adjective.

Examples:

•Fast

•Tall

Comparative: faster

Comparative: taller

Superlative: fastest

Superlative: tallest

◆ Encourage them to read the sentences carefully and choose words that fit both grammatically and contextually.

3. Review :

◆ Ask students to share their answers and explain their choices.
◆ Write the correct answers on the board and discuss any misunderstandings.

▪ *Tips to Make the Task Interactive:*

◆ Pair Check: After completing the task, students compare answers with a partner before discussing it as a class.

◆ Word Race: Write the words on the board and have students race to the board to place them in the correct sentences when you read them aloud.

★ *Answers:*

1 real

2 devices

3 updated

4 entertainm

5 streaming

6 instantly

● *Grammar*

▪ *Objective:*

To help students use comparative constructions accurately in context by forming and using comparative adjectives correctly.

1. *Introduction to the Task:*

◆ Begin by reviewing comparative forms of adjectives using the "Top Tip" section.

Lesson 1
Unit 3

Vocabulary Practice

◆ Fill in the gaps in the following sentences with a word from the list:

streaming	instantly	connect	updated
entertainment	real	devices	

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- 2 Many people use electronic to stay connected with friends and family.
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Grammar

I can use comparative constructions accurately in context.

TOP TIP

Comparatives

Comparatives are used to show the difference between two people, things, or ideas by comparing them.
Here are three main forms depending on the adjective:

1. One-Syllable Adjectives:

- Comparative form: Add -er to the adjective.
- Superlative form: Add -est to the adjective.

Examples:

•Fast	Comparative: faster	Superlative: fastest
•Tall	Comparative: taller	Superlative: tallest

- ◆ Highlight the three different patterns for forming comparatives (one-syllable, two-syllable, and three-or-more syllables) and irregular comparatives.
- ◆ Provide oral examples and ask students to identify the comparative structure used.

2. Interactive Task Implementation:

◆ Task 1: Fill in the Blanks

- ▶ Give students time to complete the sentences independently.
- ▶ Then, have students work in pairs to compare answers before reviewing them as a class.

◆ Task 2: Write Comparative Sentences

- ▶ Have students write their sentences and then exchange them with a partner for peer correction.
- ▶ Encourage students to make the sentences meaningful by adding details.

◆ Task 3: Irregular Comparatives

- ▶ Students complete the sentences individually.
- ▶ Conduct a class discussion about irregular comparatives and when they are commonly used.

3. Teacher's Role:

- ◆ Monitor students' responses, helping them with adjective formation when needed.
- ◆ Provide additional examples if students struggle with certain forms.

Unit
3

Lesson 1

2. Two-syllable adjectives

• For adjectives that end in -y, change the -y to -ier for comparatives and to -iest for superlatives.

Example:

Happy Comparative: happier Superlative: happiest
• For other two-syllable adjectives, use "more" for the comparative and "most" for the superlative.

Example:

Peaceful Comparative: more peaceful Superlative: most peaceful

3. Adjectives with three or more syllables:

• Use "more" for the comparative and "most" for the superlative.

Example: **Important** Comparative: more important Superlative: most important

Example: **Expensive** Comparative: more expensive Superlative: most expensive

4. Irregular adjectives:

• Some adjectives have irregular forms for the comparative and superlative.

Example:

Good Comparative: better Superlative: best

Bad Comparative: worse Superlative: worst

Far Comparative: farther/further Superlative: farthest/furthest

Task 1

Fill in the blanks:

Use the correct form of the adjective to complete each sentence (-er than or more + adjective + than depending on the adjective).

1 The mountain is (high) the hill.

2 This book is (interesting) the one I read last week.

3 My dog is (big) your cat.

4 His new car is (expensive) my old one.

5 Sarah is (happy) today she was yesterday.

Task 2

Write comparative sentences:

Complete the sentences using the correct irregular comparative form.

1 (tall) John / Mark

2 (beautiful) This flower / That flower

◆ Encourage students to notice how comparatives are used in real-life situations (e.g., advertisements, news articles).

4. Extension Activities:

◆ Comparative Debate: Have students work in pairs and take turns making statements using comparatives (e.g., "Cats are friendlier than dogs"). Their partner must agree or disagree and explain why.

◆ Classroom Survey: Students ask classmates questions comparing two things (e.g., "Which is more difficult, math or science?"), then report their findings using comparative sentences.

* Answers:

Task 1:

- 1 The mountain is higher than the hill.
- 2 This book is more interesting than the one I read last week.
- 3 My dog is bigger than your cat.
- 4 His new car is more expensive than my old one.
- 5 Sarah is happier today than she was yesterday.

Task 2:

- 1 John is taller than Mark.
- 2 This flower is more beautiful than that flower.
- 3 Today is colder than yesterday.
- 4 Math is more difficult than history.
- 5 My bag is heavier than your bag.

Task 3:

- 1 His performance was better than mine.
- 2 This test was worse than the last one.
- 3 We need to walk farther/further than to reach the village.

Lesson 1 Unit 3

1 (bald) Today / Yesterday
 2 (difficult) Math / History
 3 (heavy) My bag / Your bag

Task 3 Irregular Comparatives

Complete the sentences using the correct irregular comparative form.

1 His performance was _____ (good) mine.
 2 This test was _____ (bad) the last one.
 3 We need to walk _____ (far) to reach the village.

Writing

I can brainstorm and organize ideas to write a blog.

TOP TIP Writing a blog

A blog is an online platform where people share their thoughts, ideas, and experiences on a specific topic. Blogs often focus on personal interests, hobbies or important issues, and they allow the writer to express their opinion while engaging with an audience.

Task 1

Think of subsidiary ideas related to the main ideas mentioned in the mind map:

Technology in Vehicles (cars)

1- Electric and hybrid engines - Reduce reliance on fossil fuels.
 2- Autonomous driving features - Use sensors and AI to assist or replace human drivers.

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• Writing

▪ Objective:

To help students brainstorm and organize ideas effectively in preparation for writing a blog.

1. Introduction to the Task:

- ◆ Begin by explaining the purpose of a blog using the "Top Tip" section.
- ◆ Emphasize that blogs require well-organized thoughts and ideas.
- ◆ Explain how a mind map helps generate and structure ideas before writing.

Unit 3
Lesson 1

Environmental Impact	1- Reduced carbon emissions - Lower emissions from electric vehicles compared to gasoline cars. 2- Recycling of vehicle parts - Use recycled materials in car manufacturing to minimize waste.
Public Transport Innovations	1- Electric buses and trains - Cleaner and more efficient alternatives to traditional fuel-based systems. 2- Smart ticketing systems - Use apps and digital payments for seamless travel experiences.
Safety	1- Collision avoidance systems - Technologies like automatic emergency braking to prevent accidents. 2- Monitoring systems - Detect driver fatigue or distraction to ensure safer driving.

Task 2

• Brainstorm and organize ideas about smart daily home devices such as smart lighting, smart thermostats, smart security, smart refrigerators, and smart ovens:
 • Design a mind map as mentioned before, and then think of some subsidiary ideas related to each main idea in the mind map.

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2. Interactive Task Implementation:

- ◆ **Task 1:** Brainstorming Ideas for Smart Transportation
 - ▶ Divide students into small groups.
 - ▶ Give each group a large sheet of paper or use an online collaborative tool (such as a shared document or a digital whiteboard).
 - ▶ Ask them to create a mind map with "Smart Transportation" as the central idea.
 - ▶ Encourage them to brainstorm related concepts and subsidiary ideas under main categories (e.g., technology in vehicles, environmental impact, public transport innovations, and safety).
 - ▶ Have each group present their mind map to the class.
- ◆ **Task 2:** Brainstorming Ideas for Smart Daily Home Devices
 - ▶ Repeat the same process, this time with "Smart Home Devices" as the central idea.

- ▶ Guide students in developing subsidiary ideas under categories such as smart lighting, smart thermostats, smart security, smart refrigerators, and smart ovens.
- ▶ Allow students to compare their ideas with those of their classmates and add missing points.

3. Teacher's Role:

- ◆ Provide guiding questions to prompt deeper thinking (e.g., "How does this technology improve daily life?" "What are the benefits and challenges?").
- ◆ Encourage students to use visuals, symbols, or color coding to make their mind maps more engaging.
- ◆ Walk around and support students as they brainstorm and organize their ideas.

4. Extension Activities:

- ◆ Gallery Walk: Display each group's mind map around the classroom. Have students walk around, review each other's work, and add comments or additional ideas using sticky notes.
- ◆ Debate Activity: Assign students different types of smart technology and have them argue for which is the most beneficial in everyday life.

★ **Answers:** Students' own answers.

Unit 3
Lesson 1

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◆ Design a mind map as mentioned before, and then think of some subsidiary ideas related to each main idea in the mind map.

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Lesson 1 Practice

① Fill in the Gaps in the following sentences using these words :

1. Ask students to read each sentence carefully and fill in the gaps with the appropriate word.
2. Encourage students to think about the meaning of each word to understand which fits best in each context.
3. After they have completed the task, go over the answers together and discuss why each word fits the specific sentence.

● Interactive Extensions:

- ◆ **Pair Work:** Have students work in pairs to create new sentences using the vocabulary words.
- ◆ **Word Challenge:** Ask students to define each word and use it in a new sentence.

★ Answers:

① devices	② connect	③ updated
④ entertainment	⑤ instantly	⑥ real

② Match the words with their definitions:

1. Have students read each word and its definition carefully.
2. Ask them to match each word to the correct definition.
3. After completing the task, review the answers and discuss any difficult definitions.

Task 1

Fill in the Gaps in the following sentences using these words :
(streaming, instantly, connect, updated, entertainment, real, devices)

- ① Smartphones and tablets are popular used for communication and work.
- ② The new app feature allows users to with their friends through video calls.
- ③ It's important to keep your software to avoid any security issues.
- ④ Social media platforms provide endless v to keep users engaged.
- ⑤ With the fast internet, you can download files almost
- ⑥ Virtual reality games make you feel like you are in a world.

Task 2

Match the words with their definitions:

Word	Definition
① Streaming	④ Activities or media that provide enjoyment or amusement.
② Instantly	⑥ To link or join something to another.
③ Connect	③ A system of continuously transmitting audio or video data.
④ Updated	⑤ True or existing in the physical world, not fake or imaginary.
⑤ Entertainment	⑥ Tools or gadgets used for a specific purpose.
⑥ Real	④ Happening immediately, without any delay.
	③ Brought up to date with the latest information or version.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

• **Interactive Extensions:**

- ◆ **Group Activity:** Divide students into groups and have them explain the meanings of each word in their own words.
- ◆ **Discussion:** Ask students to share examples of how they use streaming, entertainment, or connect in their daily lives.

★ **Answers:**

1 c) Streaming	2 f) Instantl	3 b) Connect
4 g) Updated	5 a) Entertainment	6 d) Real

③ **Choose the correct answer:**

• **Objective:**

To help students accurately use comparative constructions in sentences by choosing the correct forms and correcting mistakes.

• **Instructions:**

◆ **Introduction to the Lesson:**

- ▶ Begin by reviewing the rules of comparative constructions using the Top Tip section.
 - ▶ Explain that some adjectives take -er (e.g., taller, bigger), while others use more + adjective (e.g., more interesting, more beautiful).
 - ▶ Highlight common mistakes students make with comparatives, such as double comparatives (e.g., more taller) and incorrect superlative structures.
- ◆ **Task 3:** Multiple-Choice Activity (Choose the Correct Answer)
- ▶ Have students work in pairs to discuss their answers before selecting the correct one.

Technology in our Daily Life

Unit
3

Task 3

Choose the correct answer:

- This book is than that one.
 (A) interesting (B) more interesting
 (C) the most interesting (D) as interesting
- John is than Mike.
 (A) tall (B) more taller
 (C) tallest (D) taller
- What is the correct way to compare two cities?
 (A) Paris is bigger than London.
 (B) Paris is the biggest than London.
 (C) Paris is more bigger than London.
 (D) Paris is the bigger than London.
- The test was I expected.
 (A) hard than (B) more harder than
 (C) hardest than (D) harder than
- Which sentence is grammatically correct?
 (A) This problem is more difficult than the last one.
 (B) This problem is difficulter than the last one.
 (C) This problem is the most difficult than the last one.
 (D) This problem is difficult than the last one.
- Which of these sentences correctly uses "more than"?
 (A) This painting is more colorful than that one.
 (B) This painting is colorfuller than that one.
 (C) This painting is the most colorful than that one.
 (D) This painting is colorful than that one.

- ▶ Encourage them to explain their reasoning for each choice.
- ▶ Review the answers together as a class, asking different students to justify their choices.
- ▶ Interactive Variation: Use polling tools or classroom response systems where students vote on the correct answer before discussing.

★ **Answers:**

- 1 b) more interesting
- 2 d) taller
- 3 a) Paris is bigger than London.
- 4 d) harder than
- 5 a) This problem is more difficult than the last one.
- 6 a) This painting is more colorful than that one.

4 **Correct the mistakes in the following sentences:**

- ◆ Assign each incorrect sentence to small groups and ask them to rewrite it correctly.
- ◆ Have each group present their corrected sentence and explain why they made the change.
- ◆ Alternative Activity: Turn this into a competitive challenge by giving each group points for correct answers and explanations.

◆ **Teacher's Role:**

- ▶ Walk around and monitor students as they work, offering guidance where needed.
- ▶ Encourage students to check their work against the Top Tip rules.
- ▶ Provide real-life examples of comparisons (e.g., "This classroom

Task 4

Correct the underlined mistakes

- 1 This car is expensiver than my old one.
- 2 The new teacher is the most friendoller than the previous one.
- 3 My brother is more stronger than me.
- 4 This exam was the hardest than all the previous ones.
- 5 Sarah is more beautifuler than her cousin.
- 6 These shoes are the most cheaper than those ones.

Task 5

Read the following text then answer the questions below:

Technology plays an important role in our daily lives, making tasks easier and more efficient. From smartphones to smart homes, it allows us to communicate, work, and entertain ourselves with ease. It also connects people worldwide, providing access to information and services instantly. However, the rapid growth of technology raises questions about its impact on privacy, security, and social interaction. As technology continues to evolve, it's important to understand both its benefits and challenges.

is bigger than the one next door").

◆ Extension Activities:

- ▶ Comparative Relay Game: Write adjectives on the board. Students race to form correct comparative sentences.
- ▶ Describe & Compare: Show students two pictures (e.g., two cities, two animals, two objects) and ask them to write comparative sentences.

★ **Answers:**

- 1 This car is more expensive than my old one.
- 2 The new teacher is friendlier than the previous one.
- 3 My brother is stronger than me.
- 4 This exam was harder than all the previous ones.
- 5 Sarah is more beautiful than her cousin.
- 6 These shoes are cheaper than those ones.

5 Reading Comprehension :

● Objective:

By the end of this task, students will be able to understand and discuss the impact of technology on daily life, its benefits, and challenges, by reading a text and answering questions that encourage critical thinking.

● Pre-activity:

1. Activate Prior Knowledge:

- ◆ Ask students to share some examples of technology they use in their daily lives. This will help students relate to the text before reading.
- ◆ Encourage students to discuss in pairs how they think technology can impact different

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Technology in our Daily Life

Task 4

Correct the underlined mistakes

- 1 This car is expensiver than my old one.
- 2 The new teacher is the most friendlier than the previous one.
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aspects of life like work, communication, and entertainment.

2. Vocabulary Preview:

◆ Review key terms in the text such as "privacy," "security," "communication," and "social interaction" to ensure students understand them before reading.

● *During-Activity:*

- ◆ Students should read the text carefully. After reading, have them answer the questions in full sentences to ensure they comprehend the main ideas.
- ◆ Remind them to underline parts of the text that help answer the questions.

● *Post-Activity:*

1. Group Discussion:

- ◆ After completing the questions, students can work in pairs or small groups to discuss the answers. This allows them to share perspectives on technology's effects.

2. Reflection on Challenges:

- ◆ As a follow-up discussion, ask students to brainstorm potential solutions for the challenges of technology (e.g., how can we protect privacy online?).

● *Extension Tasks:*

1. Technology Role-play:

Students can role-play a situation where technology solves a

Technology in our Daily Life

Unit
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Ⓐ Answer the following questions:

- 1 How does technology affect our lives?
.....
- 2 Does technology have a bad effect on our communication?
Why? Why not?
.....
- 3 How can we overcome the drawbacks of technology?
.....

Ⓑ Choose the correct answers:

- 1 What is one advantage of using technology in everyday life?
Ⓐ Decreased efficiency Ⓑ Increased communication
Ⓒ Less information access Ⓓ Reduced productivity
- 2 Which of the following is a challenge associated with technology?
Ⓐ Better connectivity Ⓑ Privacy concerns
Ⓒ More leisure time Ⓓ Faster communication

problem (e.g., using a smartphone for communication) or causes a problem (e.g., privacy issues on social media). This will deepen their understanding of the concepts.

2. Create a Digital Advertisement:

Have students create a digital advertisement for a new technology that addresses one of the challenges mentioned in the text (e.g., a privacy-focused smartphone). Students can present their advertisements to the class.

★ Answers:

- 1 Technology makes tasks easier and more efficient.
- 2 NO, it does not have a bad effect on communication if used wisely.
- 3 We can set boundaries for screen time, ensure we maintain face-to-face communication.
- 4 b) Increased communication
- 5 b) Privacy concerns

6 Writing :

Task : Brainstorm and organize ideas about smart personal devices

Objective:

To help students brainstorm and organize ideas effectively to write about smart personal devices using a mind map.

1. Introduction to the Lesson:

- ◆ Begin by asking students if they use smart personal devices (e.g., smartphones, smartwatches).

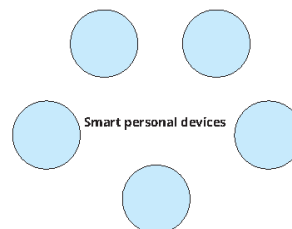
Unit
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Technology in our Daily Life

Task 6

Brainstorm and organize ideas about Smart Personal Devices such as smartphones, smartwatches, fitness trackers, smart glasses, wireless earbuds, and tablets.

- ◆ Design a mind map as mentioned before, and then think of some subsidiary ideas related to each main idea in the mind map.



Subsidiary ideas:

- 1
- 2

- ◆ Write "Smart Personal Devices" on the board and ask students to list examples (e.g., tablets, fitness trackers).
- ◆ Explain that they will create a mind map to organize ideas about these devices before discussing their features.

2. Task 6: Creating the Mind Map

- ◆ Draw a sample mind map on the board with "Smart Personal Devices" in the center.
- ◆ Ask students to suggest main categories (e.g., Communication, Health & Fitness, Entertainment, Convenience, Productivity).
- ◆ Under each category, guide students to brainstorm subsidiary ideas (e.g., Smartwatches
 - Track heart rate, Measure sleep patterns).
- ◆ Students should work in pairs or groups to create their own mind maps.

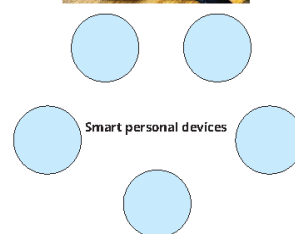
Unit
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Technology in our Daily Life

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- ◆ Design a mind map as mentioned before, and then think of some subsidiary ideas related to each main idea in the mind map.



Subsidiary ideas:

- 1.
- 2.

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3. Discussion and Refinement:

- ◆ Have each group present their mind maps to the class.
- ◆ Encourage discussion by asking, "Does anyone have different ideas?"
- ◆ Allow students to add new ideas based on peer discussions.

4. Teacher's Role:

- ◆ Move around the classroom, providing support and feedback on the organization of ideas.
- ◆ Encourage students to think of real-life applications of smart devices in their daily lives.

5. *Extension Activities:*

- ◆ Compare and Contrast: Have students compare two devices (e.g., "How is a smartwatch different from a fitness tracker?").
- ◆ Debate Activity: Split the class into two groups—one argues that smart devices are helpful, the other argues they can be distracting.

★ **Answers:** Student's own answers.

Lesson objectives:

- ◆ By the end of the lesson, students will:
 - apply the meaning of the new words .
 - read to identify how the author uses persuasive language .
 - use the correct words in the correct context.
 - apply comparative constructions accurately.
 - offer help and respond to offers of help appropriately.
 - write a draft paragraph correctly.

● **Vocabulary:**

Process - Improve - Track - Progress - Challenge - Method - Training

● **Materials:** Student's Book - Practice Book pages

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

■ **Objective:**

To practice vocabulary comprehension, pronunciation, and application in context.

Modern Technology in Education Lesson 2 Unit 3

ILOs By the end of the lesson, students will be able to:

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2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Process (n.)	The taken to do something.
	What is the process for finishing your homework?
Improve (v.)	To make something
	How can you improve your skills in something you enjoy?
Track (v.)	To or check something over time.
	How do you track your progress when working on a big goal?

1 Read and define the words:

1. Pronounce each vocabulary word clearly (e.g., *process*).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., *pro-gress*).

2 Complete the definition:

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.
 - **Example:** *A series of actions taken to achieve a result is called a _____. (missing word: process).*
2. After students guess the missing word, confirm the correct answer through a choral response.

Modern Technology in Education Lesson 2 Unit 3**ILOs** By the end of the lesson, students will be able to:

- ★ apply the meaning of the new words.
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- ★ use the correct words in the correct context.
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	How do you track your progress when working on a big goal?

3 Draw a picture:

1. Ask students to quickly sketch a simple image representing the meaning of the word.
 - Example: For *training*, students can draw a person practicing a sport or skill.

4 Partner discussion and writing:

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.
 - **Example:** *What is an effective method to improve your study habits?*
2. Students will write their responses after the discussion.

5 Reinforce pronunciation:

1. Review the pronunciation of each word.

2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 *Contextual application :*

1. Discuss how each word is used in context to reinforce its meaning and practical applications.
2. Provide example sentences to deepen understanding.

▪ *Vocabulary Words, Definitions, and Missing Words:*

1. **Process:** The steps taken to do something.
2. **Improve:** To make something better.
3. **Track (v):** To follow or check something over time.
4. **Progress:** Moving forward or getting better at something.
5. **Challenge (n):** Something that is hard to do.
6. **Method:** A way or plan to do something.
7. **Training:** Learning or practicing to get better at something.

▪ *Tasks for all words:*

1. Practice pronunciation with repetition.
2. Draw a simple representation of each word.
3. Partner up for discussion and writing tasks related to context-based questions.
4. Use the words in sample sentences to reinforce their meanings.

★ **Answers:** steps-better - follow - Moving forward - hard - way - practicing

Unit 3 Lesson 2	
Progress (n.)	 or getting better at something. What progress have you made this week on your project?
Challenge (n.)	Something that is to do. What is the biggest challenge you've faced recently?
Method (n.)	A or plan to do something. What method do you use to solve problems?
Training (n.)	Learning or to get better at something. What kind of training do you need to get better at your job?

Reading Comprehension

A Pre-Reading Tasks:

- 1 What do you think "technology in education" means? Write down your ideas.
- 2 Why do you think technology is important in schools? Share your thoughts with a partner.

B While-Reading Tasks:

- 1 As you read, underline key points that show how technology helps students, teachers, and parents.
- 2 Make a list of three reasons the report gives for why technology is good for education.

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• *Reading Comprehension*

▪ *Objectives:*

Students will practice reading comprehension by identifying key points and summarizing the benefits and challenges of using technology in education.

▪ *Pre-Reading Task:*

- ◆ Ask students to write down their ideas on what "technology in education" means. Encourage them to think about tools like computers, tablets, or the internet used in schools.
- ◆ Have students share their thoughts on why technology is important in schools. Use think-pair-share to allow students to discuss in pairs and then share with the class.

★ *Answers:* Students' own ideas.

▪ *While-Reading Tasks:*

- ◆ Ask students to read the text and underline key points that show how technology helps students, teachers, and parents.
- ◆ After reading, ask students to make a list of three reasons the report gives for why technology is good for education.

★ *Answers:*

- 1 ◆ **Students:** Technology allows better communication with teachers and classmates, helps find information for studies, and prepares students for future jobs.
- ◆ **Teachers:** Technology helps make lessons more enjoyable and allows teachers to connect with students in innovative ways.
- ◆ **Parents:** Parents can track their children's academic progress and help them more effectively.

- 2 ♦ It makes lessons more engaging and interactive.
- ♦ It helps students prepare for future jobs by developing tech skills.
- ♦ It allows parents to track their children's academic progress.

■ **Post-Reading Task:**

- ♦ Ask students to write the main idea of the report. Encourage them to use supporting details from the text to explain the main idea.
- ♦ Ask students to pick any paragraph and summarize it in their own words.
- ♦ Pair students for a discussion on problems with using technology in schools, such as cost or training needs.
- ♦ Ask students why it is important for students to learn how to use technology well and share their ideas with a partner.

★ **Answers:**

- 1 The main idea of the report is that technology enhances education by helping students, teachers, and parents. Key details: "Technology is changing education for the better," and "Educational technology makes lessons more engaging and interactive."
- 2 Technology helps students by making them more involved in their learning. They can easily find information online and communicate better with teachers and classmates.
- 3 Some problems include the cost of upgrading technology, the need for teacher training.
- 4 Because it is essential for future careers, and being able to use it well helps students succeed in both education and work life.

Report on Technology in Education

Technology is changing education for the better. This report explores how technology helps students, teachers, and parents in the learning process. Educational technology, or EdTech, refers to the use of tools like computers, tablets, and online resources to improve learning. These tools make lessons more engaging and interactive.



Technology provides many advantages for students. It helps students become more involved in their learning, allowing for better communication with teachers and classmates. Students can easily find a wealth of information online for their studies, which prepares them with skills needed for future jobs. Teachers also benefit from EdTech by using various tools to make lessons more enjoyable and connect with students in innovative ways.

Parents gain confidence in helping their children. They can easily track their children's activities and academic progress. Despite the benefits, there are some challenges. Some people prefer traditional teaching methods, and upgrading technology can be expensive for schools. Additionally, teachers and students need training to use new tools effectively.

In conclusion, technology plays a vital role in education, enhancing learning experiences for everyone involved. However, it is essential to address the challenges that come with it to maximize its benefits.

Post-Reading Tasks:

- 1 What is the main idea of the report? Write down a few details from the text that helped you to identify the main idea.
- 2 In your own words, summarize one paragraph of the report. Pick any paragraph you like.

■ **Extension Tasks:**

- ◆ Make the tasks interactive:
- ◆ Use think-pair-share during the pre-reading task to encourage students to express their ideas and then discuss them with a partner.
- ◆ During the post-reading discussion, ask students to brainstorm possible problems with technology in schools and share their ideas with the class.
- **Extension Activity 1:**
 - ◆ Have students research a piece of educational technology that is used in schools today and present how it benefits learning.
- **Extension Activity 2:**
 - ◆ Organize a debate in the class: "Is technology in schools more helpful or harmful?" Let students prepare arguments for both sides of the discussion.

● **Vocabulary Practice**

■ **Task:** Match the words to their definitions:

■ **Instructions:**

1. Warm-up : Write the words on the board and ask students if they recognize any of them. Encourage them to share what they think each word means.

2. Task : Hand out the matching activity. Have students work individually or in pairs to match each word with the correct definition.

3. Review : Go over the answers as a class, asking students to explain why they chose certain matches. Provide clarification if needed.

Unit 3
Lesson 2

1 Talk with a partner: What do you think are some problems with using technology in schools?

2 Why is it important for students to learn how to use technology well? Share your ideas.

Vocabulary Practice

Fill in the gaps in the following sentences with a word from the list:

(A)	(B)
1 Process	A To make something better.
2 Improve	B The steps or actions taken to achieve something.
3 Track (v)	C To follow and check the development of something over time.
4 Progress	D A task or problem that tests someone's abilities.
5 Challenge	E A way or technique for doing something.
6 Method	F The act of developing or moving forward.
7 Training	G Things we use to do something.
	H The practice or instruction to improve skills or knowledge.

Grammar

I can use comparative construction accurately.

Task 1

Comparative adjective storytelling exercise:

Imagine two unique characters, objects, or places, and compare them in creative ways using comparative adjectives. Write a short, imaginative story that includes at least 10 comparisons between these two subjects. Your story should be fun, engaging, and make the comparisons meaningful.

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▪ **Tips to Make the Task Interactive:**

◆ **Definition Hunt:** Write the words on slips of paper and definitions on separate slips. Distribute them randomly and have students walk around the class to find their correct match.

◆ **Matching Relay:** Divide the class into teams. Display the words and definitions on the board. Teams take turns matching a word with its definition. The fastest team to complete the task correctly wins.

★ **Answers:**

1 process – B

4 progress – F

7 training – H

2 improve – A

5 challenge – D

3 track – C

6 method – E

● **Grammar**

▪ **Objective:**

To help students use comparative constructions accurately in context through creative storytelling and sentence-building exercises.

▪ **Instructions:**

1. Begin by asking students if they know how to compare two things using adjectives (e.g., "Which is faster, a car or a bike?").
2. Write two words on the board (e.g., "a robot" and "a tree") and ask students to describe differences (e.g., "A robot is faster than a tree").
3. Explain that today's lesson will focus on using comparative adjectives in storytelling and structured sentences.

- 1 Talk with a partner: What do you think are some problems with using technology in schools?
- 2 Why is it important for students to learn how to use technology well? Share your ideas.

Vocabulary Practice

Fill in the gaps in the following sentences with a word from the list:

(A)		(B)
1 Process		A To make something better.
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■ **Task 1:** Comparative Adjective Storytelling Exercise

1. **Setting Up the Activity:**

- ◆ Explain that students will create a fun, imaginative story comparing two unique subjects using at least 10 comparative adjectives.
- ◆ Provide example pairs (e.g., a city vs. a jungle, a flying car vs. a horse-drawn carriage).
- ◆ Brainstorm adjectives as a class (e.g., bigger, slower, more colorful, heavier).

2. **Story Writing Process:**

- ◆ Have students choose two subjects from the list or think of their own.
- ◆ Encourage them to write a short story comparing these two things in creative ways.
- ◆ Remind students to use at least 10 comparative adjectives throughout their story.
- ◆ Students can work individually or in pairs.

3. **Interactive Element:**

- ◆ After writing, students exchange stories and underline all comparative adjectives in their partner's work.
- ◆ Volunteers can read their stories aloud, and the class can discuss the comparisons used.

■ **Task 2:** Create Comparative Sentences

1. **Learner-Centered Instructions:**

- ◆ Explain that students will practice writing sentences using comparative adjectives.
- ◆ Give them example comparisons on the board before they begin

Lesson 2
Unit 3

Here are some ideas:

- 1 A talking robot vs. a magical tree
- 2 A city vs. a jungle
- 3 A flying car vs. a horse-drawn carriage

Here are some examples of adjectives you can use in your story:

◆ faster/slower	◆ smarter/dumber
◆ brighter/dimmer	◆ lighter/heavier
◆ stronger/weaker	◆ more colorful/more boring
◆ happier/sadder	

Task 3 Create comparative sentences:

Using the adjectives in parentheses, write a sentence comparing the two items or people:

- 1 My grades / last semester (good) / this term.
.....
- 2 My brother (tall) / I.
.....
- 3 This painting (beautiful) / that one.
.....
- 4 Physics (difficult) / math.
.....
- 5 This phone (expensive) / the one you bought.
.....
- 6 Health (important) / wealth.
.....
- 7 His driving/ (bad) / hers.
.....
- 8 The new office/ (far) the old one.
.....

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(e.g., "A cat is quieter than a dog").

◆ Allow students to complete the sentences using their own ideas before reviewing the correct answers.

2. Pair Activity for Engagement:

◆ Have students compare their answers in pairs before discussing them as a class.

◆ Encourage them to challenge each other by creating extra comparative sentences using the adjectives provided.

■ Top Tip: Using Comparatives Effectively

◆ Comparatives help us show the difference between two things (e.g., "The river is deeper than the lake").

- ◆ We add -er to short adjectives (e.g., faster, taller, smaller).
- ◆ For longer adjectives, we use "more" (e.g., more interesting, more expensive).
- ◆ Some adjectives have irregular comparative forms (e.g., good → better, bad → worse).
- ◆ Always compare two things, not more (for three or more, use the superlative form).

■ Extension Activities:

1. Comparative Debate:

◆ Split the class into two groups. Give each group a topic (e.g., "Are dogs better than cats?").

◆ Each team must create sentences using comparatives to support their argument.

2. Comparative Card Game:

Here are some ideas:

- 1 A talking robot vs. a magical tree
- 2 A city vs. a jungle
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- ◆ smarter/dumber
- ◆ brighter/dimmer
- ◆ lighter/heavier
- ◆ stronger/weaker
- ◆ more colorful/more boring
- ◆ happier/sadder

Task 3 Create comparative sentences:

Using the adjectives in parentheses, write a sentence comparing the two items or people:

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2 My brother (tall) / I.

3 This painting (beautiful) / that one.

4 Physics (difficult) / math.

5 This phone (expensive) / the one you bought.

6 Health (important) / wealth.

7 His driving/ (bad) / hers.

8 The new office/ (far) the old one.

- ◆ Prepare cards with adjectives (e.g., strong, smart, slow, beautiful).
- ◆ Students pick two random objects (e.g., "a mountain" and "a spaceship") and compare them using the adjective on the card.

★ **Answers:**

● **Task 1: Comparative Storytelling (Sample Comparisons)**

- 1 The city is busier than the jungle.
- 2 The jungle is greener than the city.
- 3 The buildings in the city are taller than the trees in the jungle.
- 4 The jungle is quieter than the city.
- 5 Cars in the city are faster than animals in the jungle.
- 6 The jungle air is fresher than the air in the city.
- 7 The streets in the city are more crowded than jungle paths.
- 8 The jungle is darker at night than the city.
- 9 The city is more polluted than the jungle.
- 10 The jungle is safer for animals than the city.

● **Task 2: Comparative Sentences**

- 1 My grades this term are better than last semester.
- 2 My brother is taller than I am.
- 3 This painting is more beautiful than that one.
- 4 Physics is more difficult than math.
- 5 This phone is more expensive than the one you bought.
- 6 Health is more important than wealth.
- 7 His driving is worse than hers.
- 8 The new office is farther than the old one.

Unit 3 Lesson 2

Writing

I can write a draft paragraph perfectly.

TOP

The structure of the blog

After we brainstormed ideas, we needed to know the structure of a blog post:

- **Title:** Make it catchy and informative (e.g., How Technology is Revolutionizing Transportation).
- **Introduction:** Start with a hook to grab the reader's attention, then introduce the main topic.
- **Body paragraphs:** Discuss different ways technology relates to our blog's topic. Use the brainstormed ideas to form separate paragraphs.
- **Conclusion:** Summarize how technology is important to the topic and suggest future developments or personal opinions.

The essential components of a strong paragraph:

- **Topic sentence:** This sentence introduces the main idea of the paragraph.
- **Cited evidence:** Include facts, statistics, or quotations from credible sources to support the main idea. Example: According to the International Energy Agency (IEA), "renewable energy sources are responsible for almost 30% of global electricity generation in 2020" (paragraph...page...).
- **Explanation of evidence:** Explain how the evidence supports the topic sentence and the overall argument or point.
- **Concluding sentence:** Summarize the main point of the paragraph and reinforce the idea.

Task

With the help of the mentioned components of a strong paragraph write a draft paragraph about smart transportation.

60

• Writing

▪ Objective:

To help students write a well-structured draft paragraph about smart transportation using topic sentences, evidence, explanations, and conclusions.

▪ Instructions:

1. Begin by reviewing the structure of a blog (title, introduction, body, conclusion).
2. Write an example paragraph outline on the board and ask students which parts are necessary for a strong paragraph.
3. Discuss the essential components of a paragraph (topic sentence, evidence, explanation, concluding sentence).
4. Explain that today, students will draft a well-structured paragraph about smart transportation using the guidelines.

▪ Task: Write a draft paragraph on "Smart Transportation".

1. Brainstorming and Organizing Ideas

- ◆ Have students review their brainstormed ideas about smart transportation.
- ◆ Ask them to select one key idea (e.g., electric vehicles, smart public transport, autonomous cars).

2: Structuring the Paragraph

- ◆ Guide students through the paragraph structure:
 1. Topic sentence – Introduce the main idea.
 2. Cited evidence – Include a fact, statistic, or expert opinion.
 3. Explanation – Explain how the evidence supports the topic.

Unit
3

Lesson 2

Writing

I can write a draft paragraph perfectly.

The structure of the blog

After we brainstormed ideas, we needed to know the structure of a blog post:

- Title: Make it catchy and informative (e.g., How Technology is Revolutionizing Transportation)
- Introduction: Start with a hook to grab the reader's attention, then introduce the main topic.
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- Explanation of evidence: Explain how the evidence supports the topic sentence and the overall argument or point.
- Concluding sentence: Summarize the main point of the paragraph and reinforce the idea.

Task

With the help of the mentioned components of a strong paragraph write a draft paragraph about smart transportation.

60

4. Concluding sentence – Summarize and reinforce the idea.

3: Writing the Paragraph

- ◆ Students write their draft paragraph following the structure.
- ◆ Encourage them to use linking words (e.g., "for example," "as a result," "therefore").

4: Peer Review Activity

- ◆ Have students exchange paragraphs and check if their partner included all four essential elements.
- ◆ Ask them to underline the topic sentence, evidence, explanation, and conclusion in their partner's work.

■ Top Tip: Writing a Strong Paragraph

- ◆ A clear topic sentence helps the reader understand the paragraph's focus.
- ◆ Evidence strengthens your point (use facts, statistics, or expert opinions).
- ◆ Explanation connects the evidence to the topic sentence.
- ◆ A concluding sentence reinforces the idea and wraps up the paragraph.

■ Extension Activities:

1. Paragraph Improvement Challenge:

- ◆ Provide students with a weak paragraph and have them rewrite it using a stronger topic sentence, evidence, and explanation.

2. Group Blogging Activity:

- ◆ Assign each group a different aspect of smart transportation (e.g., self-driving cars, electric buses, smart traffic lights).
- ◆ Have each group write a paragraph and combine them into a mini-class blog post.

★ Answers: Students' own ideas.

Lesson 2 Practice Book

1 Fill in the gaps :

1. Have students read the text carefully and fill in the gaps using the words provided.
2. Encourage them to think about the context of the text to choose the best fit for each gap.
3. After completing the task, go over the answers as a class and discuss why each word was chosen.

• Interactive Extensions:

- ◆ **Peer Review:** Have students compare their answers in pairs and discuss their reasoning.
- ◆ **Rewrite Activity:** Ask students to rewrite the text, changing some of the vocabulary or adding their own words to modify the meaning.

★ Answers:

1 challenge	2 training
4 track	5 progress
6 challenge	

2 Choose the correct answer :

1. Ask students to read each sentence carefully.
2. Have them choose the word that best completes each sentence.
3. After students have completed the task, review the answers as a class and encourage students to explain their choices.



Task 1

Read the text below and fill in the gaps using the words:
(process, improve, track, progress, challenge, method, training)

Starting a new job can be an exciting yet daunting (1). To succeed, it is essential to undergo proper (2) to learn the skills required. One effective (3) is to break tasks into smaller steps, making them easier to manage. During the first few weeks, employees are often monitored to (4) their performance and ensure they are making steady (5). While there may be obstacles along the way, each (6) presents an opportunity to learn and grow. Over time, with hard work and dedication, employees can improve their skills and become valuable members of the team.

3 method

Task 2

Choose the correct answer :

- 1 The company implemented a new to boost productivity and streamline operations.
(A) road (B) method (C) lesson (D) play
- 2 Regular exercise can help you your physical and mental well-being.
(A) improve (B) observe (C) reduce (D) create
- 3 Teachers often use different techniques to measure students' throughout the semester.
(A) progress (B) scores
(C) improvement (D) attendance
- 4 Completing this course will be a , but it will also be very rewarding in the end.
(A) task (B) challenge (C) experience (D) failure
- 5 The fitness app helps users their steps and calorie intake daily.
(A) monitor (B) track (C) plan (D) reduce
- 6 Learning a new skill is often a slow that requires patience and persistence.
(A) development (B) process (C) growth (D) habit

● **Interactive Extensions:**

- ◆ **Group Discussion:** Have students discuss the importance of each concept (method, progress, challenge, etc.) in different areas of their lives.
- ◆ **Sentence Creation:** Ask students to create new sentences using the vocabulary from the task.

★ **Answers:**

1 b. method

2 a. improve

3 a. progress

4 b. challenge

5 b. track

6 b. process

3 Choose the correct answer :

● **Objective:**

To help students practice and apply comparative structures correctly in multiple-choice and error-correction tasks.

1. Review comparative forms (short adjectives: -er + than, long adjectives: more + adjective + than, irregular forms).

2. Provide examples of correct and incorrect comparative structures and ask students to analyze them.

3. Explain the importance of accurate comparatives in academic and formal writing.

4. Engage students in an interactive activity where they identify and correct mistakes in comparative sentences.

★ **Answers:**

1 c) harder than

2 a) Her argument was clearer than her opponent's and more concise.

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Task 3

Choose the correct answer:

- This training is the last one.
 Ⓐ many harder than Ⓑ much hard
 Ⓒ harder than Ⓓ hardest
- Identify the sentence that uses correct comparative structures:
 Ⓐ Her argument was clearer than her opponent's and more concise.
 Ⓑ Her argument was the most clear than her opponent's and conciser.
 Ⓒ Her argument was clear and concise than her opponent's.
 Ⓓ Her argument was more clear than her opponent's and the most concise.
- What is the best comparative sentence for an academic context?
 Ⓐ This experiment is simpler and more effective than the last one.
 Ⓑ This experiment is more simpler and effective than the last one.
 Ⓒ This experiment is simpler than the last one and effective.
 Ⓓ This experiment is the simplest than the last one and more effective.
- This proposal is more comprehensive the first draft.
 Ⓐ then Ⓑ than Ⓒ that Ⓓ they
- The newer version is than the one we have.
 Ⓐ best Ⓑ good Ⓒ better Ⓓ as good
- His performance was than last year.
 Ⓐ much impressive Ⓑ impressiver
 Ⓒ the most impressive Ⓓ more impressive

3 a) This experiment is simpler and more effective than the last one.

4 b) than.

5 c) better.

impressive

6 d) more

4 Correct the mistakes in the following sentences:

◆ Students rewrite the sentences with correct comparative structures.

◆ Encourage peer review: each student corrects another student's answers before discussing them as a class.

● **Top Tip: How to Use Comparatives Effectively**

- ◆ Use -er + than for short adjectives (e.g., faster than, taller than).
- ◆ Use more + adjective + than for longer adjectives (e.g., more interesting than, more important than).
- ◆ Be careful with irregular adjectives (e.g., better, worse, farther).
- ◆ Avoid double comparatives (e.g., more better, more simpler).

● **Extension Activities:**

1. **Comparative Debate Challenge:**

- ◆ Divide the class into teams and give them two topics to compare (e.g., "Online learning vs. traditional learning").
- ◆ Each team must form at least five comparative sentences to argue why their topic is better.

2. **Comparative Story Writing:**

- ◆ Students write a short story including at least 10 comparative sentences (e.g., comparing two cities, two robots, or two inventions).

★ **Answers:**

1 The report is better than the one submitted last week.

Task 4

Correct the mistakes in the following sentences:

- 1 The report is more good than the one submitted last week.
- 2 This city's public transportation system is the most efficient than the others in the country.
- 3 Her new book is much engaging than her earlier works and more thought-provoking.
- 4 The presentation was the more polished than the one we saw last month.
- 5 His research is more deeper than anyone else's in the field.
- 6 This project is both challenging and more rewarding than the previous one.

Task 5

Read the following text then answer the questions:

Technology has brought great progress to education, improving how we learn and teach. Online lessons, educational apps, and videos are new methods that help students learn at their own pace. Teachers can use technology to make lessons more interesting and better suited to each student's needs. It also allows students to attend classes from anywhere, which can help those in remote areas. However, a challenge is that technology can sometimes be distracting, and not all students have equal access to devices. It's important to find ways to improve how we use technology in education.

Answer the following questions:

- 1 How has technology helped improve the way students learn?

- 2 This city's public transportation system is more efficient than the others in the country.
- 3 Her new book is more engaging than her earlier works and more thought-provoking.
- 4 The presentation was more polished than the one we saw last month.
- 5 His research is deeper than anyone else's in the field.
- 6 This project is both more challenging and more rewarding than the previous one.

5 Reading Comprehension :

● Objective:

By the end of this task, students will be able to comprehend how technology is improving education, identify challenges, and recognize the benefits for both students and teachers. They will engage in critical thinking and discussion through answering reading comprehension questions.

● Pre-Activity:

1. Activate Prior Knowledge:

- ◆ Ask students: "What types of technology do you use for learning?"
- ◆ Have them think about their experiences with educational apps, online lessons, and videos.
- ◆ This helps students connect the topic to their own lives before they start reading the text.

2. Vocabulary Preview:

- ◆ Introduce key terms like "online lessons," "educational apps," "distracting," and "remote areas" before reading.

Task 4

Correct the mistakes in the following sentences:

- 1 The report is more good than the one submitted last week.
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Answer the following questions:

- 1 How has technology helped improve the way students learn?

- ◆ This will support students in understanding the text as they read.

● ***During-Activity:***

1. ***Reading and Answering Questions:***

- ◆ Instruct students to read the text carefully and then answer the questions in complete sentences.
- ◆ Encourage students to underline parts of the text that help them answer the questions.

● ***Post-Activity:***

1. ***Pair or Group Discussion:***

- ◆ After completing the questions, ask students to discuss the challenges they personally experience with technology in education and how they think these challenges can be addressed.

2. ***Class Reflection:***

- ◆ Lead a class discussion where students reflect on how technology can enhance education and whether they think the challenges mentioned in the text are solvable.

● ***Extension Tasks:***

1. ***Create an Ideal Classroom:***

Ask students to design their ideal classroom using technology. They can draw a picture or use digital tools to show how technology can help students learn better. Present their designs to the class.

2. ***Technology Debate:***

Host a debate where students discuss how technology can be improved to solve issues like distractions and unequal access. This allows for problem-solving and critical thinking.

★ ***Answers:***

- 1 Technology has helped students learn at their own pace by offering online lessons, educational apps, and videos.

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3 What challenges do teachers face when using technology in the classroom?

3 How can teachers benefit from technology in education?

8 Choose the correct answers:

- 1 Using technology in education
- (A) makes learn slower
 - (B) helps students learn at their own pace
 - (C) reduces the number of lessons
 - (D) limits access to information

1 is one of the challenges of using technology in education.

- (A) More personalized lessons
- (B) Easy access to online resources
- (C) Distractions for students
- (D) Better communication between teachers and students

Task 6

Use the components of a strong paragraph in your student book, to write a paragraph about "Smart shopping".

.....

.....

.....

.....

.....

- 2 Teachers face challenges like distractions caused by technology.
- 3 Teachers can use technology to make lessons more interesting.
- 4 Helps students learn at their own pace.
- 5 Distractions for students.

6 Writing:

● Objective:

To help students structure and write a well-organized paragraph about smart shopping using the key components of a strong paragraph.

● Instructions:

1. Review the key components of a strong paragraph:

- ◆ **Topic sentence:** Introduces the main idea.
- ◆ **Cited evidence:** Supports the main idea with facts or examples.

- ◆ **Explanation of evidence:** Explains why the evidence is relevant.
- ◆ **Concluding sentence:** Summarizes and reinforces the main point.

2. Discuss smart shopping by asking students:

- ◆ What is smart shopping?
- ◆ How does technology help people shop smarter?
- ◆ What are the advantages of online shopping and price comparison apps?

3. Brainstorming activity:

- ◆ Students list ideas about smart shopping (e.g., online shopping, digital coupons, price comparison, customer reviews).
- ◆ They organize their ideas into a logical flow before writing.

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3

What challenges do teachers face when using technology in the classroom?

How can teachers benefit from technology in education?

Choose the correct answers:

- Using technology in education
 - Ⓐ makes learn slower
 - Ⓑ helps students learn at their own pace
 - Ⓒ reduces the number of lessons
 - Ⓓ limits access to information
- is one of the challenges of using technology in education.
 - Ⓐ More personalized lessons
 - Ⓑ Easy access to online resources
 - Ⓒ Distractions for students
 - Ⓓ Better communication between teachers and students

Task 6

Use the components of a strong paragraph in your student book, to write a paragraph about "Smart shopping".

.....

.....

.....

.....

.....

- **Task 6:** Writing a Paragraph About Smart Shopping

Student Instructions (Learner-Centered):

1. Look at the components of a strong paragraph in your student book.
2. Write a paragraph about smart shopping using the following steps:
 - ◆ Start with a topic sentence that introduces smart shopping.
 - ◆ Provide evidence (e.g., "Many shoppers use apps to compare prices before buying").
 - ◆ Explain why smart shopping is useful (e.g., "This helps save money and ensures customers get the best deals").
 - ◆ End with a strong concluding sentence summarizing the importance of smart shopping.

★ **Answers:** Students' own ideas.

- **Top Tip: How to Write a Strong Paragraph**

- ◆ Start with a clear topic sentence to introduce the idea.
- ◆ Use examples, facts, or statistics to support your point.
- ◆ Explain why the information is important.
- ◆ End with a strong conclusion that reinforces your idea.

- **Extension Activities:**

1. **Group Discussion:**

- ◆ Students discuss their shopping habits and share smart shopping tips with the class.

2. **Interactive Role-Play:**

- ◆ Students act as buyers and sellers in a smart shopping scenario (e.g., using a price comparison app to negotiate a better deal).

Lesson objectives:

◆ By the end of the lesson, students will:

- apply the meaning of the new words .
- listen to identify and pronounce triphthongs correctly.
- use the correct words in the correct context.
- revise the paragraph for correct punctuation and precise word choices
- carry out a project about a Quranic verse addressing the significance of modern technology.

● Vocabulary:

industry - operate - health care - accurately - space

- **Materials:** Student's Book - Practice Book pages - Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

- ◆ **Here is a vocabulary practice activity using the given words:**

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ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new words .
- ★ listen to identify and pronounce triphthongs correctly.
- ★ use the correct words in the correct context.
- ★ revise the paragraph for correct punctuation and precise word choices.
- ★ carry out a project about a Quranic verse addressing the significance of modern technology.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Industry (n.)	A type of or work, like technology or farming.
	What industry would you like to work in when you grow up?
Operate (v.)	To or control something.
	How do you operate a new device or machine?
Health care (n.)	 to help people stay healthy, like doctors and hospitals.
	Why is health care important for everyone?

▪ **Objective:**

- ◆ To enhance vocabulary comprehension, pronunciation, and application in context.

1 **Pronunciation Practice**

- ◆ Read each word aloud and have students repeat after you.
- ◆ Break words into syllables for better pronunciation (e.g., *ac-cu-rate-ly*).

2 **Fill in the Blanks**

- ◆ Read the definitions below and ask students to guess the missing word.
- ◆ Provide hints if necessary.

3 **Discussion & Writing Task**

- ◆ Pair students and have them create sentences using the words.
- ◆ Ask discussion questions related to each term.

4 **Visual Representation**

- ◆ Have students draw a quick sketch to represent each word.

5 **Contextual Application**

- ◆ Discuss real-life applications of each word to reinforce understanding.

▪ **Vocabulary Words & Definitions**

- 1. Industry:** A type of business or work, like technology or farming.
- 2. Operate:** To run or control something.
- 3. Health care:** Services to help people stay healthy, like doctors and hospitals.
- 4. Accurately:** Doing something exactly right, without mistakes.

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Accurately (adv.)	Doing something right, without mistakes.
	How can you make sure your work is done accurately?
Space (n.)	An or room, or the big area outside Earth (the universe).
	What do you think is the most interesting thing about space?

Listening

A Pre-Listening Tasks:

- 1 Look at the title of the talk. What do you think it will be about?
- 2 What do you think "Industry 4.0" means? Write down your ideas.
- 3 Why do you think technology is important in our lives? Share your thoughts with a partner.

B While-Listening Tasks:

- 1 "As you listen, write down three key points about Industry 4.0."
- 2 How does technology help doctors care for patients?



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5. Space: An area or room, or the big area outside Earth (the universe).

▪ Practice Questions

1. Why is _____ important in hospitals? *(health care)*
2. What skills are needed to _____ heavy machinery? *(operate)*
3. Can you name a fast-growing _____ in your country? *(industry)*
4. Why is it important to answer exam questions _____?
(accurately)
5. If you could travel to _____, which planet would you visit?
(space)

▪ Application Task

- ◆ Have students write a short paragraph using all five words correctly.
- ◆ Discuss the importance of accuracy in industries like health care and space exploration.

Would you like additional exercises for reinforcement?

*** Answers:** business - run - Services - exactly - area

● Listening

▪ Objective:

Students will practice listening comprehension by identifying key points in a talk about Industry 4.0, technology in health care, and space exploration, while also practicing speaking and listening skills.

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Lesson 3

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- 1 "As you listen, write down three key points about Industry 4.0."
- 2 How does technology help doctors care for patients?



1. Pre-Listening Tasks:

- ◆ Ask students to look at the title of the talk and predict what it will be about. Discuss their ideas.
- ◆ Have students write down what they think "Industry 4.0" means and share their ideas with a partner.
- ◆ Lead a brief discussion on why technology is important in our lives and let students share their thoughts with a partner.

1- Pre-listening questions:

1. What do you think "Industry 4.0" means? Write down your ideas.

Answer: Industry 4.0 refers to the latest revolution in the manufacturing and production industries.

2. Why do you think technology is important in our lives? Share your thoughts with a partner.

★ **Answers:** Technology is important because it helps us communicate faster, access information easily, automate tasks, and improve various aspects of our lives .

2. While-Listening Tasks:

- ◆ As the students listen to the talk, ask them to write down three key points about Industry 4.0.
- ◆ Ask students to listen for two ways technology helps doctors care for patients.

★ **Answers:**

- 1 **Industry 4.0 involves using smart tools like artificial intelligence, robots, and big data**

C Post-Listening Tasks:**Choose the correct answers:**

- 1 _____ is commonly used for early disease detection.
A 3D printing B Telemedicine
C Robotics D Augmented reality

2 The purpose of the Mars 2020 mission is _____.

- A To establish a human colony
- B To search for signs of past life on Mars
- C To bring back Martian soil samples
- D To send astronauts to Mars

3 How does "Industry 4.0" primarily benefit production processes?

- A By increasing manual labor
- B By reducing the need for technology
- C By enhancing efficiency and flexibility
- D By limiting data collection

Answer the following questions :

- 1 What is the main idea of the talk? Write a few sentences explaining your answer.
- 2 In your own words, summarize what you learned about technology in health care.
- 3 Discuss with a partner: Why is technology important for space exploration?

★ **Speaking Task:** Imagine you are a doctor using new technology to help your patients. Role-play a scenario where you offer help to a patient. Use phrases like "How can I help you today?" or "Is there anything else you need?" Practice this with a partner.

★ **Triphthongs Practice:** Listen for words with triphthongs in the talk (like "fire," "player," or "our"). Choose two words and draw a picture that represents each word. Share your pictures with the class and practice saying the words together.

in factories and businesses.

2 Technology helps doctors answer questions quickly and accurately.

3. Post-Listening Tasks:

- ◆ Ask students to choose the correct answers to the multiple-choice questions.
- ◆ Have students write a few sentences about the main idea of the talk.
- ◆ Ask students to summarize what they learned about technology in health care.
- ◆ Pair students to discuss why technology is important for space exploration.
- ◆ Have students imagine they are doctors using new technology to help patients. In pairs, practice a role-play scenario where one student is the doctor and the other is the patient. Encourage the use of phrases like "How can I help you today?" or "Is there anything else you need?"

● **Triphthongs Practice:**

- ◆ Ask students to listen for words with triphthongs (like "fire," "player," or "our") in the talk.
- ◆ Have students choose two words, draw a picture that represents each word, and share their pictures with the class. Practice saying the words together as a group.

● **Extension tasks:**

◆ **Interactive Activities:**

- ▶ Encourage students to share their predictions and ideas during the pre-listening tasks. You can ask them to discuss their answers with a partner before sharing with the class.

Lesson 3 Unit 3

Post-Listening Tasks:

Choose the correct answers:

1. _____ is commonly used for early disease detection.

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- B Telemedicine
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● **Triphthongs Practice:** Listen for words with triphthongs in the talk (like "fire," "player," or "our"). Choose two words and draw a picture that represents each word. Share your pictures with the class and practice saying the words together.

► For the speaking task, assign roles and let students practice the doctor-patient scenario. They can then perform their role-plays for the class to improve confidence and speaking fluency.

● **Extension Activity:**

◆ After the listening activity, have students research a specific example of how technology is used in health care or space exploration. They can present their findings to the class.

★ **Answers:**

A- Choose the correct answers:

- 1 B) Telemedicine
- 2 B) To search for signs of past life on Mars
- 3 C) By enhancing efficiency and flexibility

B- Answer the following questions:

- 4 The main idea of the talk is that technology, including Industry 4.0, is having a positive impact on various fields .
- 5 Technology has improved health care by allowing doctors to make faster and more accurate diagnoses.
- 6 Technology is important for space exploration because it enables us to learn more about other planets, like Mars.

The Listening Script

Exploring Industry 4.0 and Technology's Impact

Hello, everyone! Today, we're going to explore some exciting topics: Industry 4.0, technology in health care, and how technology helps us explore space.

Let's start with Industry 4.0. This term refers to the fourth industrial revolution, which is changing how factories and businesses operate.

With Industry 4.0, we use smart tools like artificial intelligence, robots, big data, and the Internet of Things. These tools help make production faster and smarter, improving how we create products.

Now, why is Industry 4.0 important for our future? It helps our world move forward quickly. There are nine key parts to it, including robotics, 3D printing, augmented reality, and cloud computing. Each of these parts helps make our lives better.

Next, let's talk about technology in health care. Technology has changed how doctors take care of patients. They can now answer questions quickly and accurately. With new medicines and advanced medical devices, doctors can keep people healthy and improve their care. These tools help doctors find diseases early, making treatments more effective.

Finally, let's explore space! When Neil Armstrong walked on the moon in 1969, he showed us how amazing space travel can be. Today, technology plays a huge role in space exploration. For example, the Mars 2020 mission used artificial intelligence to help us learn more about Mars.

Thank you for listening!

● Vocabulary Practice

Task - Fill in the gaps.

1. Warm-up :

◆ Begin by asking students what they know about the medical field and how technology helps in health care. Write key words like "health care," "industry," and "technology" on the board and briefly discuss their meanings.

Unit
3

Lesson 3

Vocabulary Practice

Fill in the gaps in the following text with one word from the list:

industry	operate	health care	accurately	space

Doctors and nurses work in the _____ field to help people feel better. They need to _____ machines and tools carefully because it is important to check patients' conditions _____. The medical _____ is always finding new ways to treat people. Scientists are using technology from _____ research done far above the Earth to have a better look at problems inside patients' bodies.

Writing

I can revise a paragraph for correct punctuation and precise word choices perfectly.

TOP
TIP

Revising a paragraph

Revision is an important step in the writing process. It allows writers to refine their ideas, enhance clarity, and improve the overall quality of their writing.

1. Focus on punctuation: Here are some common punctuation rules we should pay attention to during revision:

- **Periods and commas:** Ensure sentences are complete and properly separated. We use commas to separate items in a list and before conjunctions in compound sentences.
- **Quotation marks:** Check that quotes are correctly punctuated, including proper placement of commas and periods.
- **Apostrophes:** Use apostrophes for possessives and contractions correctly.
- **Colons and semicolons:** The correct use of colons for lists and semicolons to connect closely related independent clauses.

2. For the precise word choice: We need to follow these tips:

- **Avoiding redundancies:** Suggest replacing phrases with single words that convey the same meaning.
- **Choosing strong verbs:** Use an active voice and strong verbs to create more impactful sentences.
- **Using specific language:** Select words that convey ideas clearly and accurately.

2. Task :

◆ Provide students with the text. Have them read the passage carefully and choose the correct words from the list. They can work individually or in pairs.

3. Review :

◆ Go over the answers as a class. Ask students to explain why they selected each word. Provide clarification as needed.

▪ Tips to Make the Task Interactive:**• Word Swap:**

◆ Write each missing word on a card and randomly distribute them to students. As you read the text aloud, students must identify where their word fits and stand up to insert it correctly.

• Think-Pair-Share:

◆ Have students first choose their answers individually, then compare with a partner before discussing as a whole class.

★ Answers:

① health care
accurately

④ industry

② operate

⑤ space

• Writing :**▪ Objective:**

To help students improve their writing by revising paragraphs for proper punctuation and precise word choice.

3

Unit
3

Lesson 3

Vocabulary Practice

Fill in the gaps in the following text with one word from the list:

industry	operate	health care	accurately	space

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- **Using specific language:** Select words that convey ideas clearly and accurately.

■ Introduction to the task:

1. Introduce the importance of revision:

◆ Explain that revision is about refining ideas, improving clarity, and ensuring writing is engaging and clear.

2. Focus on punctuation:

◆ Review the common punctuation rules (periods, commas, quotation marks, apostrophes, colons, semicolons) that will be covered in this revision task.

◆ Give examples of correct and incorrect usage for each punctuation mark.

3. Focus on precise word choice:

◆ Discuss how to choose strong verbs and avoid redundancies.

◆ Emphasize the importance of specific language to convey ideas clearly and accurately.

4. Model the revision process:

◆ Read aloud a paragraph (either from the previous lesson or an example) and demonstrate how to revise for punctuation and word choice.

● Task: Revising the Draft Paragraph

◆ Top Tip: How to Revise for Precision

1. Check punctuation:

◆ Ensure sentences are properly separated with periods and commas.

◆ Use quotation marks correctly for direct quotes.

◆ Remember that apostrophes are used for possessives (e.g., Sarah's book) and contractions (e.g., don't).

◆ Use semicolons to connect closely related independent clauses when needed.

Lesson 3

Unit
3

Task

■ Revise your classmate's draft paragraph from the previous writing lesson about Smart Transportation. Pay attention to the mentioned tips for revision:

Islamic Values Project

I can explore a Quranic verse related to space exploration and modern science, and create a project that connects it to today's technological advancements.

Quran and Modern Science

The Holy Quran mentioned some scientific achievements that weren't possible at the time of the Prophet such as the fact that man can conquer space...

TOP TIP



﴿يَا مَعْشَرَ الْجِنَّ وَالْإِنسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ﴾ [رواه ابن جرير ١٢: ١٠٠]

«Allah Almighty, Glory be to Him, said, «O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority [from Allah]»

Task Instructions:

Preparation:

- ◆ Read the verse: (Quran 55:33).
- ◆ In pairs, brainstorm a list of "new scientific achievements" (e.g., traveling to space, new inventions, medicine discoveries)

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2. Enhance clarity:

- ◆ Replace redundant phrases with concise words.
- ◆ Choose specific, powerful verbs to make your writing stronger.
- ◆ Use descriptive language to paint a clear picture of your ideas.

▪ Extension Interactive Ideas:**1. Peer Review Activity:**

- ◆ Students pair up and exchange their revised paragraphs. They provide constructive feedback on each other's punctuation and word choices, then make any additional revisions.
- ◆ Afterward, they discuss the changes made and explain why they were necessary.

2. Punctuation Race:

- ◆ Write several sentences with intentional punctuation errors on the board. Divide the class into teams.
- ◆ Each team must race to identify and correct the punctuation mistakes. The team with the most correct answers wins.

★ Answers:

No specific answers are provided for this task as it is focused on individual revision. The students' revisions will vary based on the specific issues they identify in their own writing. However, teachers can guide students by pointing out common mistakes in punctuation and word choice during the revision process.

Task

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Task Instructions:**Preparation:**

- ◆ Read the verse: (Quran 55:33).
- ◆ In pairs, brainstorm a list of "new scientific achievements" (e.g., traveling to space, new inventions, medicine discoveries)

● *Islamic Values Project:*

1. Warm-up :

- ◆ Write the Quranic verse (Quran 55:33) on the board and ask students to read it aloud.
- ◆ Ask: What do you think this verse refers to? How does it relate to modern space exploration?

2. Brainstorming :

- ◆ In pairs, students brainstorm new scientific achievements, such as space travel, medical discoveries, or AI.
- ◆ Write key ideas on the board for reference.

3. Discussion :

- ◆ Have students answer questions about modern scientific achievements and whether humans can pass beyond the heavens today.
- ◆ Encourage them to support their answers with reasoning.

4. Negotiation Role-play :

- ◆ Each group decides who will take on different tasks for their project (research, creating a presentation, designing visuals, etc.).
- ◆ Students use negotiation phrases to divide tasks fairly.

5. Group Discussion :

- ◆ Groups discuss how scientific discoveries align with Quranic teachings.
- ◆ Guide students to think critically about how religion and science complement each other.

Unit 3 Lesson 3

1 Discussion questions: Answer the following questions together:

- ◆ What are the "new scientific achievements" you know?
- ◆ The most important scientific achievements are
- ◆ Do you think humans could pass the heavens these days?
- ◆ I think humans could travel to space to

2 Negotiation role play:

- ◆ Each group will negotiate who will take on tasks for the project on "What was mentioned in the Holy Quran and was assured these days by the scientific research." Suggested tasks include:

- Research on conquering space
- Creating a presentation

- ◆ Use negotiation phrases to express preferences and reasoning, such as:

- "I would like to research ____ because I find it interesting."
- "Let's divide the tasks based on our strengths."

3 Group discussion:

- ◆ Discuss as a group the relationship between science and the Quran. Share insights from your earlier discussions.

4 Presentation:

- ◆ Create a powerpoint presentation depicting "What we should do to make use of such a verse."

6. Presentation Preparation :

- ◆ Students create a PowerPoint presentation outlining how modern advancements confirm Quranic insights.
- ◆ They include suggestions on how to use this knowledge responsibly.

7. Presentations:

- ◆ Each group presents their findings, followed by a short Q&A session.

▪ Tips to Make the Task Interactive:

- ◆ **Debate:** Divide the class into two teams. One argues that the Quran predicted space travel, and the other discusses how science led to these discoveries independently.
- ◆ **Expert Panel:** Assign roles (scientist, historian, religious scholar) and have students role-play a discussion on the relationship between science and the Quran.

8. Assessment Criteria:

• Students will be assessed based on the following criteria:

1. Understanding of the Quranic Verse & Reflection (5 points)

- ◆ Demonstrates a clear understanding of Quran 55:33.
- ◆ Explains how the verse relates to modern scientific advancements.
- ◆ Connects the verse to both spiritual and scientific perspectives.

2. Discussion & Critical Thinking (5 points)

- ◆ Engages actively in group discussions and contributes thoughtful responses.
- ◆ Uses relevant examples from space travel, medical discoveries, or AI.
- ◆ Shows an ability to analyze and explain the relationship between science and religion.

1 Discussion questions: Answer the following questions together:

- ◆ What are the "new scientific achievements" you know?
The most important scientific achievements are
- ◆ Do you think humans could pass the heavens these days?
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 - Creating a presentation
- ◆ Use negotiation phrases to express preferences and reasoning, such as:
 - "I would like to research _____ because I find it interesting."
 - "Let's divide the tasks based on our strengths."

3 Group discussion:

- ◆ Discuss as a group the relationship between science and the Quran. Share insights from your earlier discussions.

4 Presentation:

- ◆ Create a powerpoint presentation depicting "What we should do to make use of such a verse."

3. Research & Content Accuracy (5 points)

- ◆ Includes accurate information about modern scientific achievements.
- ◆ Provides logical reasoning and references to support ideas.
- ◆ Demonstrates a balanced perspective on Quranic insights and science.

4. Presentation & Creativity (5 points)

- ◆ Communicates findings clearly and confidently.
- ◆ Uses engaging visuals, such as PowerPoint slides or diagrams.
- ◆ Demonstrates originality in presenting key ideas.

5. Teamwork & Collaboration (5 points)

- ◆ Works effectively with peers to divide tasks and complete the project.
- ◆ Participates in role-play and negotiation activities.
- ◆ Shows responsibility in contributing to group success.

Lesson 3 Practice

1 Match the words with their definitions:

1. Have students read each word and definition carefully.
2. Ask them to match the word with the correct definition.
3. After completing the task, review the answers and discuss the meaning of each word.

• Interactive Extensions:

◆ **Pair Work:** Have students work in pairs to use each word in a new sentence.

◆ **Discussion:** Ask students to explain how each term is relevant to their daily lives or future careers.

★ Answers:

- ◆ c. Industry
- ◆ d. Health care
- ◆ e. Accurately
- ◆ b. Operate
- ◆ a. Space

2 Choose the correct answer:

• Instructions:

1. Have students read each sentence carefully.
2. Ask them to select the word that best completes the sentence.
3. After completing the task, go over the answers and ask students to explain why they chose their answers.

• Interactive Extensions:

◆ **Role Play:** Have students role-play a scenario where they work in an industry or factory and must discuss how to operate machinery safely.

◆ **Group Activity:** Ask students to create a short presentation on how advances in technology or health care have impacted their lives.



Task 1

Match the words with their definitions:

Word	Definition
① Industry	A The area or environment beyond Earth's atmosphere or a specific amount of physical room.
② Operate	B To work or function in a way, especially machinery or businesses.
③ Health care	C The organized production of goods or services in an economy.
④ Accurately	D The field or system that focuses on maintaining and improving people's physical and mental well-being.
⑤ Space	E In a precise or exact manner, without making mistakes.

Task 2

Choose the correct answer :

- ① The has seen significant growth due to advancements in technology and automation.
 Ⓐ industry Ⓑ sector Ⓒ corporation Ⓓ region
- ② To ensure safety, workers must learn how to the machinery correctly.
 Ⓐ control Ⓑ operate Ⓒ maintain Ⓓ build

★ **Answers:**

- 1 a. industry 2 b. operate
4 b. accurately 5 c. space

6 mb. factory

3 **Language functions:**● **Objective:**

By the end of this task, students will practice their listening and speaking skills while completing a dialogue on the importance of technology in the classroom. They will gain a better understanding of the benefits and challenges associated with using technology in education.

● **Pre-Task Activities:**1. **Activate Prior Knowledge:**

- ◆ Ask students to share their experiences about using technology in school.
- ◆ What types of technology do they use most often? (e.g., tablets, smartboards, online learning platforms)
- ◆ This helps connect the topic to their own experiences and prepares them for the dialogue.

2. **Vocabulary Preview:**

- ◆ Introduce the word “drawbacks” and ensure students understand it means problems or disadvantages.
- ◆ Discuss what might be the potential advantages and challenges of using technology in education.

● **During-Task Activities:**1. **Complete the Dialogue:**

- ◆ Have students read the incomplete dialogue and guess what the missing parts might be.

3 **b. health care**

Modern Technology and Life Aspects

Unit
3

- 1 Advances in have led to longer life expectancies around the world.
Ⓐ educational Ⓑ health care Ⓒ technology Ⓓ agriculture
- 2 The survey results must be calculated to avoid any errors in the report.
Ⓐ quickly Ⓑ accurately Ⓒ randomly Ⓓ roughly
- 3 Satellites play a crucial role in monitoring activities in outer
Ⓐ air Ⓑ atmosphere Ⓒ space Ⓓ distance
- 4 The produces a variety of products for the market.
Ⓐ store Ⓑ factory Ⓒ office Ⓓ workshop

Task 3

Supply the missing parts in the following dialogue:

Two teachers are talking about using technology inside the classroom

Mr Ahmed:(1).....?

Mr Ali: Of course, using technology is very important.

Mr Ahmed: Why is using technology important?

Mr Ali:(2).....

Mr Ahmed: I think it has many drawbacks. How can we overcome them?

Mr Ali:(3).....

Mr Ahmed: We should understand its benefits and challenges.

- **Post-Task Activities:**

1. Pair or Group Discussion:

- ## 2. Class Feedback:

- ◆ Ask students to share their answers and explain why they chose the missing parts. Discuss the importance of technology in education and how to balance its use.

● **Extension Tasks:**

1. Create a Classroom Technology Plan:

- ◆ Have students work in groups to create a plan for how technology can be best used in their classroom. They should consider both the benefits and the potential challenges.

2. Technology Pros and Cons Chart:

- ◆ Ask students to create a chart listing the pros and cons of using technology in education. They can work in small groups and present their charts to the class, leading to a group discussion.

★ *Answers:*

- 176

3 We should ensure students are trained to use technology .

4 Writing:

- **Objective:**

To help students improve their writing by revising a draft paragraph on “Smart Shopping” for proper punctuation and precise word choice.

- **Introduction to the task:**

1. Introduce Revision:

- ◆ Emphasize that revision is an important part of the writing process. It's not just about correcting mistakes but improving the clarity and impact of writing.

2. Focus on Punctuation:

- ◆ Review key punctuation marks: commas, periods, quotation marks, apostrophes, and semicolons.

- ◆ Ensure students understand how to use punctuation correctly in their sentences.

3. Word Choice:

- ◆ Remind students that precise word choice makes their writing stronger. Encourage them to avoid redundancies and use stronger verbs.

- ◆ Emphasize using specific words to express their ideas clearly.

4. Model the Process:

- ◆ Read through a sample paragraph together and demonstrate how to revise for punctuation and word choice. Discuss how to improve clarity and impact.

5. Group Activity:

- ◆ Have students work in pairs and review each other's draft paragraphs, providing feedback on punctuation and word choice.

• Task: Revising a Classmate's Paragraph on Smart Shopping
Student Instructions (Learner-Centered):

Unit
3

Modern Technology and Life Aspects

Task 4

Revise your classmate's draft paragraph from the previous writing lesson about "Smart shopping". Pay attention to the tips mentioned in your student book for revision.

- ◆ Pair up students and have them exchange paragraphs. They will



Unit 4

Time Management



Featured skills

Reading: Determining details of an argument in a persuasive text.

Writing: Identifying parts of a curriculum vitae.

Listening: Identifying the main points in extended talk on a specific topic.

Speaking: Negotiating the classroom task of giving a presentation.

Language focus: Applying present perfect with less common irregular verbs about life experiences.

Pronunciation: Pronounce triphthong /eɪ/ + /ə/ = /eɪə/.

Islamic values project: Interpreting a Quranic verse about the significance of Time.

Essential Questions :

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

- ① How can good time management help you achieve your goals?
 - ② What strategies can you use to manage your time and reduce stress?
- ◆ Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:

- By the end of the lesson, students will:◆ apply the meaning of the new words .
- ◆ read to Identify the main idea and supporting details.
- ◆ use the correct words in the correct context.
- ◆ use Comparative constructions properly.
- ◆ identify and pronounce triphthongs correctly..
- ◆ brainstorm and organize ideas to write a blog post

● Vocabulary:

Devices - Instantly - Updated - Entertainment- Streaming- Real

● Materials:

Student's Book - Practice Book pages

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

■ **Objective:**

To enhance vocabulary comprehension, pronunciation, and application in context.

Unit 4
Lesson 1
Time Management

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ read to determine details of an argument in a persuasive text.
- ★ use the correct words in the correct context.
- ★ negotiate the classroom task of giving a presentation.
- ★ use the present perfect to express life experiences properly.
- ★ understand the parts of a curriculum vitae and brainstorm personal details to include in each one.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Management (n.)	 or organizing things, tasks, or people. How do you handle the management of your time?
Prioritize (v.)	To decide what is most important and do it What tasks do you need to prioritize today?
Schedule (n.)	A that shows when things will happen or when you need to do them. Can you add visiting your grandmother to your schedule for tomorrow?

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① **Pronunciation Practice**

- ◆ Read each word aloud and have students repeat after you.
- ◆ Break words into syllables for better pronunciation (e.g., *man-age-ment*).

② **Fill in the Blanks**

- ◆ Read the definitions below and ask students to guess the missing word.
- ◆ Provide hints if necessary.

③ **Discussion & Writing Task:**

- ◆ Pair students and have them create sentences using the words.
- ◆ Ask discussion questions related to each term.

4 **Visual Representation**

- ◆ Have students draw a quick sketch to represent each word.

5 **Contextual Application**

- ◆ Discuss real-life applications of each word to reinforce understanding.

▪ **Vocabulary Words & Definitions**

1. Management – Controlling or organizing things, tasks, or people.
2. Prioritize – To decide what is most important and do it first.
3. Schedule – A plan that shows when things will happen or when you need to do them.
4. Urgent – Something very important that needs to be done quickly.
5. Distractions – Things that take your attention away from what you're doing.
6. Focus on – To give all your attention to one thing.
7. Deadline – The last day or time something needs to be finished.

▪ **Application Task**

- ◆ Have students write a short paragraph using all seven words correctly.
- ◆ Discuss strategies for managing time, meeting deadlines, and minimizing distractions in a busy work or school environment.

★ **Answers:** Controlling - first - plan - quickly - attention - one thing - finished

Lesson 1 Unit 4

Urgent (adj.)	Something very important that needs to be done. Do you have any urgent tasks to finish today?
Distractions (n.)	Things that take your away from what you're doing. What distractions are keeping you from focusing?
Deadline (n.)	The last day or time something needs to be When is the deadline for this project?
Focus on (v.)	To give all your attention to What will you focus on this afternoon?

Reading Comprehension

Pre-Reading Tasks:

- Read each statement below. Circle "True" if you think the statement is correct or "False" if you think it is not.
- Time management is only important for high school students. (True / False)



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• Reading comprehension

▪ Objective:

Students will develop their reading comprehension skills while learning about time management strategies.

▪ Pre-Reading Activity

1. Think-Pair-Share: Have students think about each statement individually, then discuss with a partner before sharing with the class.
2. Movement Activity: Label one side of the room "True" and the other "False." Read each statement, and have students move to the side they believe is correct. Discuss responses as a class.

★ Answers:

1 False.	2 True.	3 False.
4 True.	5 False.	

▪ While-Reading Activity

1. Guided Reading: Read the blog post aloud, pausing to clarify new vocabulary and ask comprehension-check questions.
2. Note-Taking Challenge: Provide students with a note-taking template where they write key ideas while reading. After reading, have them compare notes with a partner.
3. Jigsaw Activity: Divide the class into small groups, assigning each group a section of the text. Each group presents a summary of their section to the class.

Unit 4 Lesson 1

- 1 Making a list of tasks can help you remember what to do. (True / False)
- 2 Playing video games while studying can help you focus. (True / False)
- 3 Taking breaks during study sessions can improve focus. (True / False)
- 4 Eliminating distractions is not necessary for effective studying. (True / False)

While-Reading Questions:

While you read the blog post, take notes and answer the following questions:

- 1 What is one reason why time management is important for students?
- 2 Name two strategies for eliminating distractions while studying.

Mastering Time Management

Hey there, students! Today, we're talking about a super important skill that can help you succeed in school and make your life easier: time management! Learning how to manage your time well can reduce stress, boost your productivity, and give you more time to have fun. Here are some easy tips to help you become a time management pro!

Make a List

Start by writing down all the tasks you need to complete. Having a list helps you see what's important and what you should do first. Prioritize your tasks so you can focus on the most urgent ones. This way, you won't forget anything!

Create a Daily Schedule

Next, it's a great idea to create a daily schedule. Set specific times for homework, studying, and fun activities. When you stick to a schedule, you can avoid wasting time and make sure everything gets done.

★ **Answers:**

- 1 One reason why time management is important for students: It reduces stress and boosts productivity.
- 2 Two strategies for eliminating distractions while studying: Turning off the phone and using a quiet, organized study space.

■ **Post-Reading Activity**

1. Gap-Fill Race: Write the missing words on the board (scrambled). Have teams race to correctly complete the sentences.

2. mThink-Pair-Share Discussion: Have students discuss answers with a partner before sharing with the class.

★ **Answers:****1. Fill in the gaps**

- 1 stress.
- 2 schedule.
- 3 homework.

2. Discussion

- 1 Two reasons why time management is important: It helps reduce stress and boosts productivity.
- 2 Taking breaks improves focus and productivity by recharging the brain and preventing burnout.
- 3 Good time management affects success by helping students stay organized, complete tasks efficiently, and balance school with personal activities.

■ **Extension Activities**

1. Time Management Skit: In small groups, students create and perform a short skit showing poor and good time management

Eliminate Distractions

Distractions can really eat up your time! Things like phones, video games, and TV can pull your attention away from your work. Try turning off your phone or using apps that block distractions while you study. A quiet and organized study space can also help you concentrate better.

Break Down Tasks

Sometimes, big assignments can feel overwhelming. To make them easier, break them down into smaller parts! Set deadlines for each part to help you stay organized and on track.

Use Free Time Wisely

Don't forget to use your free time at school wisely! Instead of scrolling through your phone, try reviewing notes or finishing up short assignments. This can help lighten your homework load later.

Take Breaks

Lastly, remember to take breaks! Short breaks can help recharge your brain and improve your focus. Also, eating healthy foods, exercising, and getting enough sleep are super important for staying alert and feeling good.

By using these tips, you can manage your time better and set yourself up for success in school and beyond. Remember, good time management is a skill that will help you throughout your life. Happy studying!

Post-Reading Questions:

After reading the article, complete the activities below.

strategies.

2. Time Management Planner: Have students design a simple daily schedule based on their school routine. They present their plans to the class.

● Vocabulary Practice

■ **Task:** Match the vocabulary word with its correct definition.

1. Warm-up:

◆ Write the vocabulary words on the board and ask students if they are familiar with them.

◆ Discuss their meanings briefly and ask for examples.

2. Task

◆ Distribute the matching activity

◆ Have students work individually or in pairs to match each word with its correct definition.

3. Review

◆ Go over the answers as a class, asking students to explain why they chose each match.

◆ Clarify any difficult words.

■ Tips to make the task interactive:

◆ **Matching Relay:** Write words and definitions on separate cards. Have students race to match them correctly.

◆ **Think-Pair-Share:** Students first complete the task individually, then compare with a partner before discussing it as a whole class.

Unit
4

Lesson 1

1- Fill in the gaps with the correct words from the article:

- ① Good time management helps students reduce
- ② A daily can help keep you organized and on track.
- ③ Using free time wisely can help lighten your load.

2- Discuss the following question with a partner:

- ① What are two reasons given in the article that support why time management is important for students?
- ② How does the article suggest taking breaks can improve focus and productivity?
- ③ Why do you think good time management skills can affect a student's overall success in school and life?

Vocabulary Practice

Match the vocabulary word with its correct definition.

(A) Term	(B) Definition
① Management	A Things that take attention away from what you're doing.
② Prioritize	B A plan that lists the times and dates for tasks or events.
③ Focus on	C The ability to control and organize people or things.
④ Urgent	D To achieve goals.
⑤ Schedule	E To decide the order of tasks based on their importance.
⑥ Distractions	F To give all your attention to a task or subject.
⑦ Deadline	G Something that needs immediate attention or action.
	H The last date or time by which something must be completed.

★ **Answers:**

- 1 management – c 2 prioritize – e 3 focus on – f
 4 urgent – g 5 schedule – b 6 distractions – a
 7 deadline – h

● **Grammar**■ **Objective:**

By the end of this task, students will be able to accurately use the present perfect tense to talk about life experiences, recent actions, and actions that started in the past and continue in the present.

■ **Instructions::**

- ◆ **Task 1:** Encourage students to review the structure of the present perfect tense (have/has + past participle) before starting. Remind them to focus on the meaning of the sentences and think about whether the action is something that connects to the present. Walk around and monitor students, offering support where needed.
- ◆ **Task 2:** After the students have formed their questions, create opportunities for them to ask and answer in pairs or small groups. Listen to their conversations and provide feedback on the use of the tense. Encourage students to ask follow-up questions to keep the conversation going.

■ **Top Tips Instructions:**

- ◆ Explain to students that the present perfect tense is used for talking about things that have happened before, but the exact time isn't important.

Lesson 1 Unit 4

Grammar

I can apply the present perfect tense accurately.

The present perfect tense
Introduction to Present Perfect

• **Meaning:** It describes actions or events connected to the present in some way, or an action that started in the past and continues up to now.

• **Form:** Subject + have/has + past participle.

• **Usage:** use the present perfect to talk about experiences without specifying exactly when they happened.
 » Example: "I have ridden a horse."

Key uses of the present perfect

- Life experiences (without specifying when):
 » Example: "I have visited Paris." (The focus is on the experience, not when it happened.)
- Recent actions with present relevance:
 » Example: "She has lost her keys." (This affects her now—she doesn't have her keys.)
- Actions continuing from the past to the present:
 » Example: "We have lived here for ten years." (It started in the past and is still true now.)

Here are some past participle forms of common irregular verbs:

• Swim → swum	• Write → written
• Fly → flown	• Break → broken
• Speak → spoken	

Task 1

Complete the sentences using the present perfect form of the verb in brackets:

- I (swim) in a lake.
- She (ride) a camel in the desert.
- They (write) a book about their adventures.
- He (break) his leg twice.
- We (speak) to a famous author.

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◆ Make sure they understand the difference between the present perfect and the simple past tense. The present perfect often connects the past to the present, while the simple past refers to something that happened at a specific time.

◆ Highlight how "ever" is used in questions to talk about life experiences.

★ Answers:

• Task 1

1 have swum	4 has broken
2 has ridden	5 have spoken
3 have written	

Task 2:

- ◆ "Have you ever written a story?"
- ◆ Example answer: "Yes, I have written a story about my summer vacation."
- ◆ "Have you ever broken a bone?"
- ◆ Example answer: "No, I haven't broken a bone."
- ◆ "Have you ever swum in the ocean?"
- ◆ Example answer: "Yes, I have swum in the ocean during my trip to the beach."
- ◆ "Have you ever spoken to a large audience?"
- ◆ Example answer: "Yes, I have spoken to a large audience at my school assembly."

▪ Extension Interactive Ideas:

1. Memory game: Write different present perfect questions on cards (e.g., "Have you ever been to a foreign country?") and shuffle them. Each student takes a turn pulling a card, asking the question to a partner, and listening to their response. Afterward, students must remember as many responses as possible from the game.

Unit
4

Lesson 1

Task 2

Ask and answer: Instructions:

- ◆ Form questions using the present perfect tense to ask your partner about their experiences.
- ◆ Use "ever" to talk about life experiences.
- ◆ After forming the questions, ask your partner and answer them yourself.

Example: fly / ever / helicopter? → "Have you ever flown in a helicopter?"

◆ write / ever / a story? →

◆ break / ever / bone? →

◆ swim / ever / ocean? →

◆ speak / ever / a large audience? →

Writing

I can identify parts of (CV) accurately.

Curriculum Vitae (CV)

- What is a Curriculum Vitae (CV)?

A CV is a document that shows a person's personal information such as: education, skills, experiences, and achievements when applying for a job or other opportunities.

- Main Parts of a CV:

Here are the basic sections of a CV:

Personal Information: Basic details about yourself.	Examples: Name, address, phone number, email.
Objective or personal statement: A brief sentence or two about what you aim to achieve.	Examples: "A hardworking student looking to have experience in technology."
Education: Where you have studied.	Examples: School name, grade level, good achievements (like being an outstanding student at school or sports teams).
Skills: Special abilities you have learned.	Examples: Languages spoken, computer skills, art skills, or leadership skills.
Experience: Any relevant activities or jobs you've done.	Examples: Volunteering at a community event, participating in a school project or competition, championship, etc.
Interests or Hobbies: Things you enjoy doing in your free time.	Examples: Playing sports, reading, painting, etc.

2. Role play: Have students create a short dialogue in pairs using present perfect questions and answers. For example, one student could act as a travel agent asking about travel experiences, while the other responds using the present perfect tense.

• Writing:

▪ **Task:** Brainstorm the information you must include in each section of your CV using the previous prompts.

▪ **Objective:** By the end of this task, students will be able to brainstorm and identify key parts of a CV, including personal information, objectives, education, skills, experience, interests, and references.

▪ Instructions:

◆ **Introduction:** Begin by explaining the concept of a CV and why it is important. Highlight the main parts of the CV, showing students examples of each section.

◆ **Task:** Guide students through the brainstorming process. Walk around and provide support as they write down their ideas. Make sure students understand that a CV is a way to present their skills and experiences in a clear and organized way.

◆ **Interactive tips:** Encourage students to share ideas with a partner before writing down their own answers, and ask them to provide suggestions for each section. This allows students to build their CVs together and learn from one another.

Unit
4

Lesson 1

Task 2

• Ask and answer: Instructions:

- ◆ Form questions using the present perfect tense to ask your partner about their experiences.
- ◆ Use "ever" to talk about life experiences.
- ◆ After forming the questions, ask your partner and answer them yourself.

Example: fly / ever / helicopter? → "Have you ever flown in a helicopter?"

◆ write / ever / a story? →

◆ break / ever / bone? →

◆ swim / ever / ocean? →

◆ speak / ever / a large audience? →

Writing

I can identify parts of (CV) accurately.

Curriculum Vitae (CV)

- What is a Curriculum Vitae (CV)?

A CV is a document that shows a person's personal information such as education, skills, experiences and achievements when applying for a job or other opportunities.

- Main Parts of a CV:

Here are the basic sections of a CV:

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Objective or personal statement: A brief sentence or two about what you aim to achieve.	Examples: "A hardworking student looking to have experience in technology"
Education: Where you have studied	Examples: School name, grade level, good achievements (like being an outstanding student at school or sports teams)
Skills: Special abilities you have learned	Examples: Languages spoken, computer skills, art skills, or leadership skills
Experience: Any relevant activities or jobs you've done	Examples: Volunteering at a community event, participating in a school project or competition, championship, etc.
Interests or Hobbies: Things you enjoy doing in your free time	Examples: Playing sports, reading, painting, etc.

■ Top Tips Instructions:

◆ Explain to students that a CV is like a snapshot of themselves for potential opportunities. It's important to focus on their strengths and what makes them unique.

◆ Encourage students to be honest and specific about their skills and experiences. Give examples to illustrate what kinds of achievements can go into each section (e.g., mentioning a specific award under "Education" or a leadership role under "Experience").

★ Answers:

- ◆ **Personal Information:** (Example: Name: John Smith, Phone: 123-456-7890, Email: john.smith@email.com)
- ◆ **Objective/Personal Statement:** (Example: "I want to gain work experience in technology and improve my problem-solving skills.")
- ◆ **Education:** (Example: "Sunshine High School, 10th grade, Honor Roll student in 2024")
- ◆ **Skills:** (Example: "Public speaking, basic computer skills, basketball, teamwork")
- ◆ **Experience:** (Example: "Volunteer at local animal shelter, Captain of the school soccer team, Participant in school debate club")
- ◆ **Interests:** (Example: "Playing soccer, reading mystery novels, drawing")

Lesson 1

Unit
4

References: People who can recommend you. Examples: A teacher, coach, or leader who can speak positively about your work or character.

- Brainstorming personal details

To brainstorm details for each section of the CV, use the following prompts:

- 1 **Personal Information:** Write your full name, phone number (if appropriate), and an email address (if you have one).
- 2 **Objective/Personal Statement:** What is one thing you want to learn or improve by participating in a job or school project? Write 1-2 sentences.
- 3 **Education:** What school do you attend? Have you won any awards or been recognized for anything special?
- 4 **Skills:** What are you good at? Are you good at public speaking, technology, math, art, sports, etc.?
- 5 **Experience:** Have you participated in any after-school programs, clubs, or activities? Have you done any volunteering or helped with a family business?
- 6 **Interests:** What do you enjoy doing in your free time?

Task 3

Brainstorm the information you must include in each section of your CV using the previous prompts.

My School "CV"

Personal Details	
Name: _____	Address: _____
Contact details: _____	Gender: _____
Date of birth: _____	
Qualifications	
Experiences	
Responsibilities & Skills	

▪ *Extension Interactive Ideas:*

1. Pair Share Activity: Have students pair up and compare the details they brainstormed. Ask each pair to discuss how they could improve the descriptions or add more specific examples for each section. Afterward, they can share their ideas with the class.

2. CV Swap: Once students have written down their ideas, let them swap their CV brainstormers with a partner. Their partner will suggest additional ideas or ways to improve certain sections, such as recommending new skills or experiences they hadn't considered.

Lesson 1 Practice Book

① *Fill in the gaps :*

● *Instructions:*

1. Have students read the sentences carefully.
2. Ask them to choose the correct word for each gap based on context.
3. After completing the task, review the answers as a class and discuss the meaning of each word.

● *Interactive Extensions:*

- ◆ **Group Work:** Have students discuss strategies for time management in groups and share their tips.
- ◆ **Role Play:** Ask students to simulate a scenario where they are managing a project with multiple deadlines and have to prioritize tasks.

Time Management

Lesson 1

Unit
4

Task 1

Fill in the gaps in the following sentences using the words:
(urgent, schedule, prioritize, distractions, deadlines, focus on, management)

- 1 Time is an essential skill for achieving success in school and life.
- 2 It's important to tasks to know which ones need to be completed first.
- 3 To complete the project on time, you need to your studies and avoid wasting time.
- 4 The teacher assigned an task that must be submitted by the end of the day.
- 5 Make sure to create a that includes all your tasks and activities for the week.
- 6 The project has a strict, so ensure you submit it before the due date.

Task 2

Choose the correct word or phrase to complete each sentence.

- 1 Good time involves planning, organizing, and controlling your activities.
Ⓐ discipline Ⓑ behavior Ⓒ guidance Ⓓ management
- 2 A well-organized helps you allocate time effectively for different activities.
Ⓐ book Ⓑ schedule Ⓒ break Ⓓ task

★ **Answers:**

① management.

② prioritize

③ focus on.

④ urgent.

⑤ schedule.

⑥ deadline

② **Choose the correct answer:**● **Instructions:**

1. Have students read each sentence carefully and select the most suitable word or phrase.
2. Review the answers with the class and discuss why each word or phrase fits the context.

● **Interactive Extensions:**

◆ **Group Discussion:** Ask students to discuss their strategies for managing time effectively and how they avoid distractions.

◆ **Scenario Practice:** Have students create scenarios where they need to prioritize tasks and manage deadlines, then share with the class.

★ **Answers:**

① d) management

② b) schedule

④ c) distractions

⑤ a) deadlines

⑥ b) focus on

③ c) prioritize

③ **Choose the correct answer :**■ **Objective:**

By the end of this task, students will be able to identify the correct form of irregular verbs in past tense sentences.

◆ Before starting the task, review the past tense and past participle forms of common irregular verbs.

Unit
4

Time Management

- 1 You should your assignments based on their importance and deadlines.
Ⓐ cancel Ⓑ delay Ⓒ prioritize Ⓓ ignore
- 2 Turning off notifications can help you avoid while studying.
Ⓐ motivations Ⓑ obligations Ⓒ distractions Ⓓ deadlines
- 3 Missing can result in penalties or lower grades, so it's important to plan ahead.
Ⓐ deadlines Ⓑ intervals
Ⓒ schedules Ⓓ techniques
- 4 To complete your tasks effectively, you need to one thing at a time.
Ⓐ multitask Ⓑ focus on Ⓒ postpone Ⓓ wander

Task 3

Choose the Correct Answer:

- 1 She has a lot about ancient cultures during her travels.
Ⓐ knew Ⓑ known Ⓒ knew Ⓓ knowing
- 2 They have their goals despite many challenges.
Ⓐ achieved Ⓑ arisen Ⓒ arisen Ⓓ arisen
- 3 Have you ever a foreign language fluently?
Ⓐ spoke Ⓑ spoke Ⓒ spoken Ⓓ speaking
- 4 I have never such a breathtaking view before.
Ⓐ seen Ⓑ saw Ⓒ see Ⓓ seeing
- 5 We have this issue several times in our meetings.
Ⓐ brought Ⓑ brought Ⓒ bring Ⓓ bring
- 6 The artist has a unique method for creating sculptures.
Ⓐ find Ⓑ founded Ⓒ find Ⓓ founding

- ◆ Remind students that some verbs do not follow regular -ed endings and need to be memorized.
- ◆ Encourage students to read the sentence carefully to determine whether they need the simple past or past participle form.
- ◆ **Tip:** Ask students to underline the correct verb form in each sentence and discuss their answers in pairs before reviewing as a class.

★ Answers:

1 b) known	2 a) achieved	3 c) spoken
4 a) seen	5 b) brought	6 a) found

4 Read the sentences and correct the underlined words:

▪ Objective:

By the end of this task, students will be able to identify and correct mistakes in the use of past tense irregular verbs.

- ◆ Walk around the classroom while students work, offering guidance and support.
- ◆ Encourage students to explain why the correction is necessary.
- ◆ After finishing, review the answers as a class and discuss common mistakes.
- ◆ Tip: Ask students to write their own sentences using the corrected verbs to reinforce their understanding.

Time Management

Task 4

Read the sentences and correct the underlined words

- I have sawed that movie three times already. ()
- She has spoke with the manager about her concerns. ()
- We have runned in three marathons this year. ()
- They have drinked all the water in the fridge. ()
- He has wrote a beautiful poem about his experiences. ()
- The team has feeled very optimistic about the project. ()

Task 5

Read the following text then answer the questions:

Time is a precious gift, a limited resource that slips away quickly. It's crucial to understand its value and use it wisely. Every moment is an opportunity, and wasting time means missing out on experiences and achievements. By managing our time effectively, we can accomplish more, reduce stress, and find greater fulfillment in life. This involves setting goals, prioritizing tasks, and avoiding distractions.

Answer the following questions:

- Why is time considered a valuable resource?
.....
- How can we make the most of our time?
.....
- What are the consequences of not valuing time?
.....

■ **Extension Interactive Ideas:**

1. **Verb Bingo:**

- ◆ Create a bingo board with different irregular verbs in the past tense.
- ◆ Call out the base form of the verb (e.g., "speak") and ask students to find and mark the correct past participle form ("spoken").

- ◆ The first student to complete a row wins!

2. **Error Correction Relay:**

- ◆ Divide the class into two teams.
- ◆ Write incorrect sentences on the board.
- ◆ Each team takes turns correcting one sentence at a time.
- ◆ The team that corrects the most errors in the shortest time wins!

■ **Top Tips for Teachers:**

- ◆ Focus on the most commonly used irregular verbs to help students recognize patterns.
- ◆ Encourage students to create their own example sentences using irregular past tense verbs.
- ◆ Make learning fun by incorporating games and peer activities to reinforce understanding.

★ **Answers:**

1 seen	2 spoken	3 run
4 drunk	5 written	6 felt

⑤ **Read the following text, then answer the questions:**

Objective: Students will read a short text about time management and answer comprehension questions to demonstrate understanding.

Time Management

Task 4

Read the sentences and correct the underlined words

- 1 I have saved that movie three times already. ()
- 2 She has spoke with the manager about her concerns. ()
- 3 We have runned in three marathons this year. ()
- 4 They have drinked all the water in the fridge. ()
- 5 He has wrote a beautiful poem about his experiences. ()
- 6 The team has feltd very optimistic about the project. ()

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Answer the following questions:

- 1 Why is time considered a valuable resource?
.....
- 2 How can we make the most of our time?
.....
- 3 What are the consequences of not valuing time?
.....

■ Pre-Activity

- ◆ Write the word "Time" on the board. Ask students:
- ◆ What comes to your mind when you hear this word?
- ◆ Why is time important in our daily life?
- ◆ Encourage students to share their thoughts.

■ During activity:

- ◆ Read the text aloud while students follow along in their books.
- ◆ Ask students to underline key phrases related to time management.

■ Post-Activity

- ◆ Have students answer the questions in pairs or small groups before discussing it as a class.
- ◆ Use the model answers below for guidance.
- ◆ Ask students to read each question carefully and choose the best answer.
- ◆ Check answers as a class and discuss why the correct options are the best choices.
- ◆ Ask students: What strategies do you use to manage your time?
- ◆ Encourage them to share tips with their classmates.

■ Extension tasks:

- ◆ Have students create a "Time Management Plan" for a day, listing priorities and tasks.
- ◆ Let them present their plans in pairs or small groups.

★ Answers:

Unit
4

Time Management

⑥ Choose the correct answers:

- ① Which of these best describes time?
 - Ⓐ Endless
 - Ⓑ Renewable
 - Ⓒ Limited
 - Ⓓ Easily regained
- ② The effective time management
 - Ⓐ increases procrastination
 - Ⓑ reduces stress
 - Ⓒ lowers productivity
 - Ⓓ decreases motivation

Task 6

Fill in the information you must include in your CV using the prompts mentioned in your Student Book.

My School C.V.

Personal Details:	
Name:	Address:
Contact Details:	Gender:
Date of Birth:	
Qualifications	
Experiences	
Responsibilities	
Skills:	

- 1 Time is valuable because it is limited and cannot be regained once lost..
- 2 We can make the most of our time by setting goals, prioritizing tasks, and avoiding distractions.
- 3 If we do not value time, we may miss opportunities, feel stressed, and fail to achieve our goals.
- 4 (c) Limited
- 5 (b) Reduces stress

6 Writing:

- **Task:** Fill in the information you must include in your CV using the prompts mentioned in your Student Book.
- **Objective:** By the end of this task, students will be able to accurately fill in the necessary information in their CV based on the provided prompts.

◆ Task Introduction:

Briefly explain the importance of having a CV and how it helps with job applications or school projects. Discuss the different sections and their purposes.

◆ Task Guidance:

Walk students through each section, encouraging them to think carefully about what to include. Ensure they understand how to answer the prompts and remind them that they are showcasing their strengths and experiences.

◆ Monitor and Support:

Walk around as students work and offer assistance as needed, especially for students who might find it difficult to express their skills or experiences in writing. Offer prompts or examples if necessary.

▪ Extension Interactive Ideas:

Unit
4

Time Management

⑧ Choose the correct answers:

① Which of these best describes time? Ⓐ Endless Ⓑ Limited Ⓒ The effective time management	Ⓓ Renewable Ⓔ Easily regained Ⓕ increases procrastination Ⓖ reduces stress Ⓗ lowers productivity Ⓘ decreases motivation

Task 6

Fill in the information you must include in your CV using the prompts mentioned in your Student Book.

My School C.V.

Personal Details:	
Name:	
Address:	
Contact Details:	
Date of Birth:	Gender:
Qualifications	
.....	
Experiences	
.....	
Responsibilities	
.....	
Skills:	
.....	

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1. Peer Review:

After filling in the CV details, students can pair up and exchange their CVs. Each student will give constructive feedback on how to improve the descriptions or offer suggestions for additional experiences they might want to add.

2. CV Presentation:

Have students present their CVs to the class. They can read aloud the key points (e.g., personal statement, skills, experience), and the class can give feedback or ask questions about what they would like to know more about.

★ **Answers:** Students' own answers.

Unit
4

Time Management

⑧ Choose the correct answers:

- ① Which of these best describes time?
 Ⓐ Endless Ⓑ Renewable
 Ⓒ Limited Ⓓ Easily regained
 ② The effective time management
 Ⓐ increases procrastination Ⓑ reduces stress
 Ⓒ lowers productivity Ⓓ decreases motivation

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Fill in the information you must include in your CV using the prompts mentioned in your Student Book.

My School C.V.	
Personal Details:	
Name:	Address:
Contact Details:	Date of Birth: Gender:
Qualifications	
.....	
Experiences	
.....	
Responsibilities	
.....	
Skills:	
.....	

Lesson objectives:

- **By the end of the lesson, students will:**
 - ◆ apply the meaning of the new vocabulary.
 - ◆ read to distinguish between relevant and irrelevant information.
 - ◆ negotiate the classroom task of giving a presentation.
 - ◆ use the present perfect with appropriate time markers.
 - ◆ choose strong verbs and compose verb phrases that describe personal experiences and skills.

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

▪ Objective:

To enhance vocabulary comprehension, pronunciation, and application in context

① Pronunciation Practice

- ◆ Read each word aloud and have students repeat after you.
- ◆ Break words into syllables for better pronunciation (e.g., pro-cras-ti-na-tion).

Unit 4 Lesson 2 Mastering Time Management

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ read to distinguish between relevant and irrelevant information.
- ★ negotiate the classroom task of giving a presentation.
- ★ use the present perfect with appropriate time markers.
- ★ choose strong verbs and compose verb phrases that describe personal experiences and skills.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Procrastination (n.)	Putting off doing something until What is one reason for procrastination with preparatory school students?
Delay (v.)	Waiting to do something. What makes you delay doing your homework?
Challenging (adj)	 but interesting. Is it challenging to wake up early for you?

2 Fill in the Blanks

- ◆ Read the definitions below and ask students to guess the missing word.
- ◆ Provide hints if necessary.

3 Discussion & Writing Task

- Pair students and have them create sentences using the words.
 - Ask discussion questions related to each term.
- 4: Visual Representation
- Have students draw a quick sketch to represent each word.
- 5: Contextual Application
- Discuss real-life applications of each word to reinforce understanding.

Lesson 2 Unit 4

Alert (adj)	 and paying attention How do you stay alert in class?
Recharge (v.)	Rest and get What helps you recharge when you feel tired?

Reading Comprehension

Pre-Reading Questions:

Before you read the email, discuss the following questions with a partner:

- Why is time management important for students?
- What tips do you think might be included in the email about managing time?

While-Reading Questions:

While you read the email, take notes and answer the following questions in complete sentences:

- What are two reasons why creating a schedule is important?
- How can breaking down larger projects help students manage their time better?

Tips for Effective Time Management

Dear Students,
I hope you're all doing well! I want to share some effective tips on managing your time. Time management is a vital skill that can greatly enhance your academic performance and daily life.



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■ Vocabulary Words & Definitions

- Procrastination:** Putting off doing something until later.
- Delay:** Waiting longer to do something.
- Challenging (adj):** Difficult but interesting.
- Alert (adj):** Awake and paying attention.
- Recharge:** Rest and get energy back.

■ Application Task

- ◆ Have students write a short paragraph using all five words correctly.
- ◆ Discuss strategies for avoiding procrastination, staying alert, and handling challenging tasks.

★ **Answers:** later - longer - difficult - awake - energy back.

• Reading Comprehension

▪ Objective:

Students will develop reading comprehension skills by analyzing an email about time management and applying effective strategies to their daily routines.

▪ A- Pre-Reading Activity

1. Discussion Pair Work

- ◆ Ask students to discuss the pre-reading questions in pairs.
- ◆ Encourage them to think about their daily routines and challenges in managing time.

2. Class Brainstorming

- ◆ Write “Time Management” on the board.
- ◆ Have students list situations where managing time is important (e.g., studying, playing, sleeping).

* Answers:

- ① It helps them complete tasks on time, reduce stress, and balance study and leisure.
- ② Creating a schedule, prioritizing tasks, avoiding distractions, and breaking tasks into smaller parts

▪ B- While-Reading Activity

1. Guided Reading & Note-Taking

- ◆ Read the email aloud while students follow along.
- ◆ Have students take notes on key points such as the importance of schedules, prioritization, and avoiding procrastination.

Lesson 2
Unit 4

Alert (adj)	 and paying attention How do you stay alert in class?
Recharge (v.)	Rest and get What helps you recharge when you feel tired?

Reading Comprehension

A Pre-Reading Questions:

- Before you read the email, discuss the following questions with a partner:
 - ① Why is time management important for students?
 - ② What tips do you think might be included in the email about managing time?

B While-Reading Questions:

- While you read the email, take notes and answer the following questions in complete sentences:
 - ① What are two reasons why creating a schedule is important?
 - ② How can breaking down larger projects help students manage their time better?

Tips for Effective Time Management

Dear Students,
I hope you're all doing well! I want to share some effective tips on managing your time. Time management is a vital skill that can greatly enhance your academic performance and daily life.



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2. Pair or Group Discussions

◆ Students answer the while-reading questions in pairs or small groups before sharing answers as a class.

★ Answers:

- 1 It helps students track their tasks and balance work with fun.
- 2 It makes tasks easier and less overwhelming.

■ C- Post-Reading Activity

1. Fill in the gaps :

- ◆ Write the sentences with missing words on the board.
- ◆ Let students discuss and complete them before reviewing as a class.

2. Interactive Task: “Time Management Checklist”

- ◆ Distribute a checklist with correct and incorrect time management habits.
- ◆ Have students tick the correct ones and cross out the wrong ones.

3. Discussion on Irrelevant Information

- ◆ Ask students to justify their choice for the distracting information.

4. Class Reflection

- ◆ Have students reflect on how time management affects their schoolwork and personal life.

★ Answers:

- 1 ◆ procrastination
◆ eliminate.
- 2 ◆ Make a schedule

First, create a schedule. Planning your day or week helps you track tasks like homework and extracurricular activities. Don't forget to set aside time for relaxation and fun!

Next, prioritize your tasks. Identify which tasks are most important and complete those first. After finishing key tasks, focus on the less urgent ones.

Be cautious of procrastination (putting things off). This occurs when you delay tasks until the last minute. Instead, tackle challenging tasks early in the morning when you are more alert.

For larger projects, break them into smaller parts. This makes them easier and less daunting. You can also use a timer! Set it for 30 minutes and focus on your task until the timer goes off. Then, take a short break to recharge.

Lastly, eliminate distractions. Find a quiet place to work and turn off your phone or any devices that might distract you.

By following these tips, you can manage your time effectively and accomplish more every day. Remember, time is a valuable resource, so use it wisely!

Best wishes,
Fatima Ahmad
Time management coach

Post-Reading Questions:

1- Fill in the gaps with the correct words from the email.

- 1 To avoid tackle difficult tasks early in the morning.
- 2 Finding a quiet place to work can help distractions.
- 2- Identify three relevant tips from the email that help with time management.

- ◆ **Prioritize your tasks**
- ◆ **Break tasks into smaller parts**
- 3 **How to play video games**
- 4 **It helps students stay organized, complete work efficiently, and develop habits that will benefit them in future studies and careers.**

■ *Extension Interactive Ideas*

- ◆ **Role-Play Challenge:**
- ◆ One student pretends to be a disorganized student, and another acts as a time management coach giving advice.
- ◆ Let students switch roles and give feedback.

● *Vocabulary Practice*

Task: Fill in the gaps with the correct word:

1. Warm-up:

- ◆ Write the words on the board and ask students to predict their meanings.
- ◆ Provide a brief discussion on how these words relate to study habits and time management.

2. Task:

- ◆ Distribute the fill-in-the-gaps activity.
- ◆ Have students complete the sentences individually or in pairs.

3. Review :

- ◆ Go over the answers as a class. Ask students to explain why they chose each word.

Lesson 2
Unit 4

Choose the correct options from the list below. Tick your choices.

- () Make a schedule
- () Go to bed late
- () Prioritize your tasks
- () Watch TV for hours
- () Break tasks into smaller parts
- () Play video games during homework time

3- Identify one relevant piece of information that could distract from the main topic of time management.

Choose the correct option from the list below:

- () How to play video games
- () Tips for studying math
- () What to do during lunch

4- Why do you think managing time well can impact your success in school and beyond?

Vocabulary Practice

Fill in the gaps with the correct word.

procrastination	delay	focus on	challenging	alert	recharge

- 1 It's important to stay during long study sessions, so take breaks when needed.
- 2 can lead to missing deadlines, so it's better to start your work early.
- 3 The project was very, but I learned a lot from the experience.
- 4 If you constantly your tasks, you might not finish them on time.
- 5 After working hard all week, I took the weekend to and relax.

- ◆ Discuss strategies to avoid procrastination and stay focused.

▪ **Tips to Make the Task Interactive:**

- ◆ **Word Swap:** Write each missing word on a card and distribute them. Read the sentences aloud, and students with the correct words step forward to fill in the blanks.
- ◆ **Peer Correction:** After completing the task, students exchange papers and check each other's answers.

★ **Answers:**

- 1 alert 2 procrastination 3 challenging
4 delay 5 recharge

● **Grammar**

▪ **Objective:**

By the end of this task, students will be able to use the present perfect tense correctly with appropriate time markers, understanding their meanings and usage in context.

▪ **Instructions:**

◆ **Task Introduction:**

Begin by discussing the present perfect tense and the role of time markers in understanding the connection between past actions and the present. Review common time markers and their usage.

◆ **Task Guidance:**

Encourage students to refer back to the examples in the "Top Tip" section when choosing time markers. Help students identify the context of each sentence, which will guide them in selecting the appropriate marker.

Unit
4

Lesson 2

Grammar

I can use the present perfect correctly with appropriate time markers.

TOP TIP

The Present Perfect with Time Markers

It's important to know some common time markers that are used with the present perfect tense. These markers help you to understand the connection between the past action and the present. Here are some useful time markers

- 1 **Ever**
 - Used to ask about life experiences.
 - Example: "Have you ever been to Paris?"
- 2 **Never**
 - Indicates that something has not happened at any point in life.
 - Example: "I have never eaten sushi."
- 3 **Already**
 - Used when something has happened sooner than expected or earlier than now.
 - Example: "I have already finished my homework."
- 4 **Yet**
 - Typically used in questions and negatives, meaning up to now.
 - Example: "Have you done your homework yet?" / "I haven't finished my project yet."
- 5 **Just**
 - Refers to something that happened very recently.
 - Example: "She has just left the room."
- 6 **So far**
 - Refers to something that has happened up until now, often used to show progress.
 - Example: "I have read five chapters so far."
- 7 **Recently**
 - Refers to something that happened in the near past.
 - Example: "I have recently started learning Spanish."

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◆ Interactive tips:

To make these tasks more engaging, ask students to work in pairs and compare their answers. This will allow them to discuss why they chose certain time markers and form a better understanding of the grammar point.

■ **Top Tip Instructions:**

◆ Emphasize that the time markers help specify the timing of an action in relation to the present. Discuss how each time marker gives more context and how the sentence meaning changes depending on which one is used.

◆ Encourage students to practice these time markers in conversations with their peers, asking them about life experiences or things they've recently done.

■ **Extension Interactive Ideas:**

1. Time Marker Charades:

◆ Students take turns acting out a situation that corresponds with a specific time marker (e.g., acting out something they just did, something they've never done, or something they've done for a long time).

◆ The rest of the class guesses the time marker.

2. Time Marker Interviews:

◆ Pair up students and have them ask each other questions using the present perfect with time markers (e.g., "Have you ever been to another country?" "How long have you lived in your current house?").

◆ Afterward, they can share interesting answers with the class.

Lesson 2

Unit
4

④ For

- » Used to talk about the duration of time something has been happening (often with actions that started in the past and continue in the present).
- » Example: "I have lived here for five years."

④ Since

- » Refers to the starting point of an action that continues until the present.
- » Example: "I have known him since 2013."

Task 1 Fill in the gaps

Complete the sentences by filling in the correct form of the verb in brackets and choosing the appropriate time marker. Consider whether the sentence refers to a life experience, recent action, or ongoing action:

- Have you (be) to Japan?
(Think about if you've traveled to Japan in your lifetime. Use a time marker that asks about any time in the past.)
- She has (finish) her book and is ready to start a new one.
(She's done with her book and ready to move on. Choose a time marker that suggests this happened a moment ago.)
- I have (not/see) that movie. Is it good?
(You haven't watched the movie at all. Use a time marker that suggests it will be the first time experiencing something.)
- We have lived in this town (2010).
(Think about how long you've lived somewhere. Choose a time marker that refers to a specific starting point in the past.)
- They have (buy) a new car and it looks amazing.
(They recently purchased a car. Use a time marker that shows something happened very recently.)

★ **Answers:**● **Task 1:**

- 1 "Have you ever been to Japan?"
- 2 "She has just finished her book and is ready to start a new one."
- 3 "I have never seen that movie. Is it good?"
- 4 "We have lived in this town since 2010."
- 5 "They have just bought a new car and it looks amazing."
- 6 "I haven't done my homework yet."

● **Task 2:**

- 1 "I have just completed my project."
- 2 "I have played soccer since 2015."
- 3 "He has never eaten pizza."
- 4 "He has never tried sushi before."
- 5 "We have known each other for two years."
- 6 "She has just cleaned her room and it looks spotless."

● **Writing**

Task : Revise the basic parts of the CV from the previous lesson, then rewrite your basic information using strong verbs and verb phrases.

Objective: By the end of this task, students will be able to describe their personal experiences and skills using strong verbs and verb phrases to enhance clarity and impact.

● **Task Introduction:**

- ◆ Explain that using strong verbs and verb phrases makes descriptions of experiences and skills clearer and more impressive.
- ◆ Encourage students to think about their tasks or experiences in

- 1 I haven't done my homework (yet/already).
(Think about whether your homework is completed. Use a time marker that shows something has not happened but might soon.)

Task 2 Rewrite the sentence

- ★ Rewrite each sentence using the correct time marker:

- 1 I completed my project a moment ago.
→ I have completed my project.
- 2 I've been playing soccer since 2015.
→ I have played soccer 2015.
- 3 He didn't eat pizza in his life.
→ He has eaten pizza.
- 4 He's never had sushi in his life.
→ He has (not/try) sushi before.
- 5 We've been friends for two years.
→ We have each other two years.
- 6 Her room looks freshly cleaned.
→ She has (clean) her room and it looks spotless.

Writing

I can describe personal experiences and skills properly.

**The Present Perfect with Time Markers**

To describe personal experiences and skills, you can do the following:
Use **strong verbs**: they are action words that are specific and clear. They help make writing more interesting and powerful by clearly describing what a person has done or can do.

more detail.

● **Task Guidance:**

◆ Provide examples of weak and strong verbs on the board (e.g., "I worked on a project" □ "I managed a project").

◆ Have students work on rewriting their CVs with these stronger verbs and verb phrases.

● **Interactive Tips:**

◆ Make this task more interactive by having students share their rewritten sentences in small groups.

◆ Students can give each other feedback, focusing on which verbs or phrases stand out as strong and clear.

● **Monitor and Assist:**

◆ As students work, provide support by suggesting alternative strong verbs or verb phrases where needed.

◆ Encourage them to be specific about what they've done or can do.

● **Top Tip Instructions:**

◆ Emphasize the power of strong verbs in making their experiences stand out. Suggest that using specific verbs helps the reader visualize their skills or actions more clearly.

◆ Encourage students to keep a list of strong verbs and verb phrases they can use in the future when describing any experience or skill.

● **Extension Interactive Ideas:**

Lesson 2 Unit 4

★ **Common weak verbs vs. strong verbs**

◆ Give students examples of weak verbs and their stronger alternatives:

→ Weak: Did → Strong: Accomplished, Completed

→ Weak: Made → Strong: Created, Developed

→ Weak: Helped → Strong: Assisted, Supported

→ Weak: Worked → Strong: Collaborated, Managed, Led

★ **Use verb phrases**

→ A verb phrase is a combination of a verb and additional words that add meaning (such as helping verbs, prepositions, or objects).

Example: "Developed a project plan," "Collaborated with a team," "Assisted in organizing events."

Task

◆ **Revise the basic parts of the CV from the previous lesson, then rewrite your basic information using strong verbs and verb phrases.**

1. Verb Storytelling:

In pairs, students create a short story about an experience using as many strong verbs as possible. Afterward, they share their stories with the class, and others guess the verbs used to describe the actions.

2. Verb Swap:

Students exchange CV descriptions with a partner. They highlight weak verbs in each other's CVs and help swap them for stronger alternatives, then discuss the changes in small groups.

★ **Answers:** Student's own answers.

Lesson 2 Practice Book

1 Choose the correct answer :

1. Have students read each sentence and select the correct word or phrase.
2. Review the answers with the class and explain the meaning of each word or phrase.

▪ Interactive Extensions:**● Debate:**

◆ Ask students to discuss the effects of procrastination versus preparation in meeting deadlines.

● Role Play:

◆ Have students role-play a scenario where they need to focus on their goals and manage distractions.

Task 1

Choose the correct word or phrase to complete each sentence.

- 1 It's important to avoid if you want to meet deadlines.
(A) preparation (B) procrastination
(C) hesitation (D) advancement
- 2 They had to the meeting because the manager was unavailable.
(A) delay (B) proceed (C) prioritize (D) finalize
- 3 To succeed in your studies, you must your goals and avoid distractions.
(A) multitask (B) give up (C) focus on (D) ignore
- 4 Solving the math problem was extremely for most of the students.
(A) challenging (B) simple (C) optional (D) relaxing
- 5 Staying during exams requires a good night's sleep and proper nutrition.
(A) alert (B) tired (C) distracted (D) passive
- 6 After a long week of work, it's essential to to maintain your energy levels.
(A) recharge (B) procrastinate
(C) delay (D) exhaust

★ **Answers:**

1 b) procrastination

2 a) delay

3 c) focus on

4 a) challenging

5 a) alert

6 a) recharge

② **Match the words with their definitions :**

1. Read each word and definition aloud to the students.
2. Ask students to match the words with the correct definitions.
3. After completing the task, review the correct matches and discuss each word's meaning.

▪ **Interactive Extensions:**

- ◆ **Sentence Practice:** Have students create sentences using each of the words in context.
- ◆ **Group Activity:** In groups, ask students to act out each word and have the class guess the word based on the action.

★ **Answers:**

1 a

2 e

3 b

4 c

5 f

6 d

Unit
4

Mastering Time Management

Task 2

Match the Words to Their Definitions:

Word	Definition
1 Procrastination	A) The act of postponing or putting off tasks.
2 Delay	B) To concentrate your attention on a specific task or activity.
3 Focus on	C) A situation that is difficult but encourages effort and growth.
4 Challenging	D) To fill up energy or regain strength.
5 Alert	E) To postpone or slow down something.
6 Recharge	F) Being awake, attentive, and ready to respond.

Task 3

Choose the Correct Answer

- I have finished my assignment, so I can relax now.
 A) ever B) never C) since D) already
- She has lived in this city five years.
 A) since B) for C) yet D) already
- Have you visited the Eiffel Tower?
 A) just B) never C) ever D) already
- He hasn't called us last weekend.
 A) yet B) for C) since D) already

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③ **Choose the correct answer:**

- **Objective:** By the end of this task, students will be able to correctly use the present perfect tense with appropriate time markers in multiple-choice questions.

1: Introduce the Concept

- ◆ Explain that time markers help connect past actions to the present.

- ◆ Give real-life examples:
 - ▶ "I have just eaten." (The action happened recently.)
 - ▶ "She has lived here since 2020." (The action started in the past and continues now.)

2. Multiple-Choice Questions:

- ◆ Have students read each sentence carefully and choose the correct time marker.
- ◆ Encourage peer discussions before selecting an answer.
- ◆ Review answers as a class and explain why certain options don't fit.

★ Answers:

1 b) just

2 b) for

3 c) ever

4 c) since
since

5 b) already

6 b)

4 Read the sentences and correct the underlined mistakes.

- **Objective:** By the end of this task, students will be able to identify and correct errors in the use of present perfect time markers.

1. Error Correction Activity

- ◆ Provide students with sentences that contain mistakes related to present perfect time markers.
- ◆ Ask them to find the incorrect time marker and replace it with the correct one.

Mastering Time Management

Unit
4

- 1 They have decided to take a vacation this year.
 Ⓐ never Ⓑ already Ⓒ ever Ⓓ since
 2 We haven't seen her she moved to another city.
 Ⓐ yet Ⓑ since Ⓒ for Ⓓ already

Task 4

Read the sentences and correct the underlined mistakes.

- 1 I have already went to that restaurant twice this month.
 2 She hasn't finished her project since.
 3 We have been waiting for the bus already two hours.
 4 Have you yet been to a professional concert?
 5 They have lived in this neighborhood for 2020.
 6 I haven't see him since last week.

Task 5

Read the following text then answer the questions:

Effective time management is a valuable skill that can help you achieve your goals and reduce stress. Start by creating a schedule or to-do list to organize your tasks. Prioritize tasks by importance and urgency, and break down large tasks into smaller, more manageable steps. Set realistic deadlines and stick to them as much as possible. Minimize distractions by finding a quiet workspace and turning off notifications. Take regular breaks to avoid burnout and stay focused. Remember that everyone's time management style is different, so experiment with different techniques until you find what works best for you.

2. Peer Review & Class Discussion

- ◆ Have students compare their answers in pairs before reviewing as a class.
- ◆ Encourage them to explain why the correction is necessary to reinforce understanding.

▪ Interactive Learning Ideas

- ◆ Time Marker Race – Write different time markers (since, for, already, yet) on slips of paper. Students race to match them with example sentences on the board.
- ◆ Think-Pair-Share – Students create their own sentences using present perfect and time markers. They share with a partner and present one to the class.

▪ Top Tips for Teachers

- ◆ Remind students:
 - ▶ "Since" = a starting point (since 2015).
 - ▶ "For" = a duration (for three years).
 - ▶ "Already" and "just" = recent actions.
 - ▶ "Ever" and "never" = life experiences.

▪ Extension Activities

- ◆ Time Marker Challenge – Give students a list of time markers. They must write sentences using each one in the correct context.
- ◆ Real-Life Timeline – Students create a personal timeline using the present perfect ("I have studied English since 2018."). They share their timelines in small groups.

Mastering Time Management

- 3 They have decided to take a vacation this year.
 Ⓐ never Ⓑ already Ⓒ ever Ⓓ since
 4 We haven't seen her she moved to another city.
 Ⓐ yet Ⓑ since Ⓒ for Ⓓ already

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Read the sentences and correct the underlined mistakes.

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★ **Answers:**

- ① I have already gone to that restaurant twice this month.
- ② She hasn't finished her project yet.
- ③ We have been waiting for the bus for two hours.
- ④ Have you ever been to a professional concert?
- ⑤ They have lived in this neighborhood since 2020.
- ⑥ I haven't seen him since last week.

5 Reading Comprehension:▪ **Objective:**

Students will improve their reading comprehension skills and understand key time management strategies to help them in their daily lives.

▪ **Pre Activity****1. Class Discussion**

- ◆ Write "Time Management" on the board and ask: What does time management mean? Why is it important?
- ◆ Encourage students to share their ideas and examples from their own lives.

2. Prediction Task

- ◆ Ask students: What techniques do you think help people manage their time effectively?
- ◆ Have them list ideas before reading the text.

▪ **During- Activity****1. Guided Reading**

- ◆ Read the text aloud while students follow along.

Mastering Time Management

Unit
4

- ① They have decided to take a vacation this year.
Ⓐ never Ⓑ already Ⓒ ever Ⓓ since
② We haven't seen her she moved to another city.
Ⓐ yet Ⓑ since Ⓒ for Ⓓ already

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⑥ I haven't see him since last week.

Task 5

Read the following text then answer the questions:

Effective time management is a valuable skill that can help you achieve your goals and reduce stress. Start by creating a schedule or to-do list to organize your tasks. Prioritize tasks by importance and urgency, and break down large tasks into smaller, more manageable steps. Set realistic deadlines and stick to them as much as possible. Minimize distractions by finding a quiet workspace and turning off notifications. Take regular breaks to avoid burnout and stay focused. Remember that everyone's time management style is different, so experiment with different techniques until you find what works best for you.

- ◆ Ask them to underline or highlight key points.

2. Pair Work – Note-Taking

- ◆ Have students summarize three key ideas from the text in their own words.
- ◆ Pairs share their summaries with the class.

■ Post- Activity

1. Comprehension Questions (Part A - Open-ended)

- ◆ Students answer the questions in pairs or small groups before discussing as a class.

2. Multiple-Choice Questions (Part B)

- ◆ Students choose the correct answers independently, then compare with a partner before reviewing as a class.

3. Interactive Challenge – “Time Management Tips”

- ◆ Have students create a poster or infographic with tips from the text.
- ◆ Display their work around the classroom.

■ Extra Interactive Idea

- ◆ "Race Against the Clock" Game
 - Write different time-management challenges on slips of paper (e.g., "Organize a study plan," "Plan a busy school day").
- ◆ Students pick a slip and explain how they would manage the task within 30 seconds.

★ Answers:

- 1 It helps achieve goals and reduces stress.
- 2 By considering importance and urgency.

Unit
4

Mastering Time Management

A Answer the following questions:

- 1 Why is effective time management important?
.....
- 2 How can you prioritize tasks effectively?
.....
- 3 What are some common time-management techniques?
.....

B Choose the correct answers:

- 1 Which of the following is NOT a key element of effective time management?
 (A) Procrastination (B) Goal setting
 (C) Prioritization (D) Scheduling
- 2 What is the main benefit of breaking down large tasks into smaller ones?
 (A) It makes tasks seem more daunting.
 (B) It increases the likelihood of procrastination.
 (C) It makes tasks feel more manageable and less overwhelming.
 (D) It eliminates the need for breaks.

Task 6

Write your basic information using strong verbs and verb phrases, adding more details to the information you mentioned in your CV.

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.....
.....
.....
.....

3 Creating a schedule, setting deadlines, breaking tasks into smaller steps, and minimizing distractions.

4 (a) Procrastination

5 (c) It makes tasks feel more manageable and less

overwhelming.

6 **Writing:**

▪ **Task:** Write your basic information using strong verbs and verb phrases, adding more details to the information you mentioned in your CV.

▪ **Objective:** By the end of this task, students will be able to describe their personal experiences and skills effectively using strong verbs and verb phrases.

1. Review the Basic CV Structure:

- ◆ Ask students to recall the key sections of a CV from previous lessons.
- ◆ Discuss how using strong verbs and verb phrases can make their experiences and skills sound more impressive.

2. Demonstrate with Examples:

- ◆ Write weak and strong verb examples on the board.
- ◆ Show how to improve a simple sentence.
- ◆ Weak: "I did a project about history."
- ◆ Strong: "I conducted research and developed a presentation on historical events."

3. Task Instructions:

- ◆ Students rewrite their basic CV information using strong verbs and verb phrases.
- ◆ Encourage them to add more details to make their descriptions

Unit
4

Mastering Time Management

Ⓐ Answer the following questions:

① Why is effective time management important?

② How can you prioritize tasks effectively?

③ What are some common time-management techniques?

Ⓐ Choose the correct answers:

① Which of the following is NOT a key element of effective time management?

Ⓐ Procrastination

Ⓑ Goal setting

Ⓒ Prioritization

Ⓓ Scheduling

② What is the main benefit of breaking down large tasks into smaller ones?

Ⓐ It makes tasks seem more daunting.

Ⓑ It increases the likelihood of procrastination.

Ⓒ It makes tasks feel more manageable and less overwhelming.

Ⓓ It eliminates the need for breaks.

Task 6

Write your basic information using strong verbs and verb phrases, adding more details to the information you mentioned in your CV.

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clearer and more engaging.

4. Pair and Share:

- ◆ Have students exchange their revised CV descriptions with a partner.
- ◆ Each student provides feedback on whether the verbs are strong and if any details could be improved.
- ◆ Volunteers can share their improved descriptions with the class.

▪ Tips for Interactive Learning:

- ◆ Verb Swap Challenge: Write strong verbs on slips of paper. Students take turns replacing weak verbs in sample sentences with stronger alternatives.
- ◆ Interview Role-Play: Students take turns as job applicants, describing their experiences using strong verbs while a partner acts as an employer asking follow-up questions.

▪ Top Tip Instructions:

- ◆ Remind students that strong verbs make their experiences sound more active and impactful.
- ◆ Encourage them to avoid general verbs like "did" or "made" and instead use precise words like "organized," "led," or "developed."
- ◆ Suggest that they include specific details to support their descriptions.

▪ Extension Activities:

1. Classroom CV Board: Students write their improved CV statements on a poster, creating a display of strong examples for future reference.
2. Peer Editing Workshop: In small groups, students review each

Lesson objectives:● **By the end of the lesson, students will:**

- ◆ apply new vocabulary in meaningful sentences.
- ◆ listen to identify the main points in extended talk on a specific topic.
- ◆ extend verb phrases with relative clauses.

carry out a project about a Quranic verse addressing time management.

● **Vocabulary:**

technique, intervals, task. efficient

● **Materials:**

Student's Book - Practice book-Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

■ **Objective:**

To strengthen vocabulary comprehension and usage in various contexts.

Unit 4
Lesson 3
Time Management Significance

ILOs By the end of the lesson, students will be able to:

- ★ apply new vocabulary in meaningful sentences.
- ★ listen to identify the main points in extended talk on a specific topic.
- ★ extend verb phrases with relative clauses.
- ★ carry out a project about a Quranic verse addressing time management.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Technique (n.)	A way or result of doing something to get a good result. What is your favorite technique to learn new things?
Intervals (n.)	The or spaces of time between two things or events. How do you use intervals to take breaks while working?
Task (n.)	A job or that you need to finish. What is the hardest task you have to do each day?

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1 Pronunciation Practice

- ◆ Have students pronounce each word aloud and break them into syllables.
- ◆ Repeat the words to reinforce pronunciation.

2 Fill in the Blanks

- ◆ Read the definitions below and ask students to fill in the blanks with the correct word.

3 Sentence Creation

- ◆ Ask students to create their own sentences with the vocabulary words.

4 Discuss and Apply

- ◆ Discuss how each word can be used in real-life situations or specific fields (e.g., work, sports, education).

■ Vocabulary Words & Definitions

1. Technique/Strategy: a way or method of doing something to get a good result.

2. Intervals: the breaks or spaces of time between two things or events.

3. Task: a job or activity that you need to finish.

4. Efficient: doing something in a quick and organized way that saves time and energy.

■ Application Activity

- ◆ Have students create a short paragraph using all four vocabulary words.
- ◆ Discuss how technique and intervals can contribute to completing tasks efficiently.
- ◆ Would you like me to assist you with anything further regarding this vocabulary practice?

★ **Answers:** method - breaks - activity - saves time

Lesson 3 Unit 4

Efficient (adj.)	Doing something in a quick and organized way that saves time and energy.
	How can you be more efficient when doing homework?

Listening

A Pre-Listening Questions:

- ◆ Before listening to the interview about time management, think about these questions. Discuss your answers with a partner:

- 1 Have you ever used a timer to manage your time while studying or doing homework? If yes, how did it help you?
- 2 What strategies do you use to stay focused during long study sessions?
- 3 What do you know about time management techniques? Name a few if you can.

B While-Listening Questions:

- ◆ Listen carefully to the conversation between the host and Eman about the Pomodoro Technique. Answer these questions as you listen. Write short notes:
- 1 What are two reasons why creating a schedule is important?
- 2 How can breaking down larger projects help students manage their time better?

Pomodoro Technique : Graphic Organizer

Question	Answer
1 Who created the Pomodoro Technique?	
2 What does the word "Pomodoro" mean?	
3 How long do you work before taking a break?	
4 What should you do after four Pomodoro sessions?	

• Listening

▪ Objective:

Students will develop listening comprehension skills and learn how to apply the Pomodoro Technique for better time management.

▪ Pre-Listening Activity

1. Pair Discussion

- ◆ Have students discuss the pre-listening questions with a partner.
- ◆ Encourage them to share personal experiences with time management.

2. Class Brainstorming

- ◆ Write "Time Management Techniques" on the board.
- ◆ Ask students to name techniques they know and list them.

★ **Answers:** ① Students' own ideas.

▪ While-Listening Activity

1. First Listening – General Understanding

- ◆ Play the audio once without stopping.
- ◆ Ask students: What is the Pomodoro Technique about?

2. Second Listening – Note-Taking

- ◆ Hand out the Pomodoro Graphic Organizer.
- ◆ Play the audio again, pausing if necessary, for students to fill in answers.

3. Pair Review

- ◆ Have students compare their answers before class discussion.

Lesson 3 Unit 4

Efficient (adj.)	Doing something in a quick and organized way that and energy.
	How can you be more efficient when doing homework?

Listening

Pre-Listening Questions:

Before listening to the interview about time management, think about these questions. Discuss your answers with a partner.

- ① Have you ever used a timer to manage your time while studying or doing homework? If yes, how did it help you?
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While-Listening Questions:

Listen carefully to the conversation between the host and Eman about the Pomodoro Technique. Answer these questions as you listen. Write short notes:

- ① What are two reasons why creating a schedule is important?
- ② How can breaking down larger projects help students manage their time better?



Question	Answer
① Who created the Pomodoro Technique?	
② What does the word "Pomodoro" mean?	
③ How long do you work before taking a break?	
④ What should you do after four Pomodoro sessions?	

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★ **Answers:**

- 1 Francesco Cirillo.
- 2 Tomato (in Italian).
- 3 25 minutes.
- 4 Take a longer break (15–30 minutes).

■ **Post-Listening Activity****1. Comprehension Questions (Written Responses)**

- ◆ Students answer in complete sentences.
- ◆ Let them work in pairs or small groups for discussion before writing.

2. Speaking Task – Presentation

- ◆ Follow the structured group presentation instructions.
- ◆ Encourage students to use visual aids (poster, slides).
- ◆ Have a class Q&A session after presentations.

★ **Answers:**

- 1 To improve focus and productivity by working in short intervals.
- 2 They help prevent burnout and keep the mind fresh.
- 3 **Steps of the Pomodoro Technique:**
 1. Choose a task.
 2. Set a timer for 25 minutes.
 3. Work until the timer rings.
 - Take a 5-minute break.
 5. Repeat four times, then take a longer break.

Unit
4 Lesson 3C **Post-Listening Questions:**

After listening to the interview, answer the following questions in your notebook. Use complete sentences to explain your answers. Work with a partner if needed:

- 1 What is the main goal of the Pomodoro Technique?
- 2 Why do you think taking regular breaks is important in this technique?
- 3 Summarize the main steps of the Pomodoro Technique. What are the key actions you must follow to use this method effectively?
- 4 How has the Pomodoro Technique helped Eman improve her study habits and grades?
- 5 Do you think this technique could be useful for your studies? Why or why not?

TOP
12**Presentations**

Giving a great presentation means doing everything necessary to engage your audience. Here are some key points to remember:

- **Get attention:** Start with a fun fact, a question, or a story to grab your audience's interest.
- **Use a clear voice:** Speak loudly enough so everyone can hear you, even from the back of the room.
- **Engage with eye contact:** Look at your audience members while speaking. This helps them feel involved and shows you are confident.
- **Use facial expressions:** Let your face show how you feel about your topic. Smile or look serious when it's appropriate.
- **Hold the floor!** If there are any distractions, keep talking clearly and confidently to ensure everyone stays focused on your presentation.

Speaking Task: Group presentation on the Pomodoro Technique:

Instructions:

- 1 **Form Groups:** Work with 2–4 classmates.
- 2 **Discuss Key Points:** Use your graphic organizer to talk about the answers from the listening activity.
- 3 **Prepare Your Presentation:**
 - Choose a presenter for your group.

- 4 It made her study sessions more efficient and improved her grades.
- 5 Yes, because it improves focus and helps complete tasks faster.

■ Top-Tip for Teachers

◆ Presentation Skills

Before students present, remind them to:

- ◆ Start with an engaging question or fact.
- ◆ Speak clearly and make eye contact.
- ◆ Use gestures and facial expressions.
- ◆ Stay confident even if there are distractions.

■ Extension activities:

- ◆ Pomodoro Challenge:
 - ▶ Students apply the technique in class (25 min focus, 5 min break).
 - ▶ Reflect on how well they worked during the session.
- ◆ Time Management Debate:
 - ▶ Half the class argues for the Pomodoro Technique, the other against.
 - ▶ Discuss its advantages and possible drawbacks.

Lesson 3 Unit 4
Create a poster or prepare a 2-3 minute speech about the Pomodoro Technique and why it helps students.

- Practice: Work together to practice your presentation.
- Present: Share your findings with the class. Listen and ask questions after each presentation.
- Reflection: Discuss how you can use the Pomodoro Technique in your own study habits.

Vocabulary Practice

Match the words to their synonyms:

Question	Answer
1 Technique	A effective, productive, streamlined, capable
2 Intervals	B method, approach, procedure, strategy
3 Task	C developed, improved
4 Efficient	D breaks, periods, gaps, pauses
	E duty, job, assignment, responsibility

Writing

I can use Relative Clauses Accurately to Write a CV.



Using relative clauses to enhance CV writing

To write a good CV you need to extend verb phrases with relative clauses, as the following:

- ★ Use relative clauses:
 - ▶ A relative clause is a part of a sentence that gives extra information about a noun. It usually starts with relative pronouns like who, which, or that. Example: "I completed a project that focused on renewable energy."
 - ▶ Relative clauses can make CV sentences more detailed and specific. Instead of short, basic sentences, students can provide additional information about what they've done and the skills they've developed.

The Listening Script

Host: Welcome back to Star Students, where we recognize outstanding students and their achievements! Today, we have Eman with us, who will be sharing insights on the Pomodoro Technique, a popular time management method. Welcome, Eman!

Eman: Thanks for having me! I'm excited to talk about the Pomodoro Technique.

Host: Let's dive right in! What is the Pomodoro Technique?

Eman: The Pomodoro Technique is a way to manage your time by working in focused intervals. It was developed by Francesco Cirillo in the 1980s, and it's named after a tomato-shaped kitchen timer he used. "Pomodoro" means tomato in Italian.

Host: Interesting! Is it hard to apply?

Eman: Not at all. The technique is easy to follow. You work for 25 minutes, then take a short break. These 25-minute periods are called "Pomodoros."

Host: How can students start using it?

Eman: First, list the tasks you need to complete. Set a timer for 25 minutes and focus on one task. Once the timer goes off, take a 5-minute break.

Host: What happens after a few Pomodoros?

Eman: After four Pomodoros, you take a longer break, around 15 to 30 minutes. This helps you refresh before continuing.

Host: It sounds like a great strategy! Has it helped you personally?

Eman: Definitely! It keeps me focused and makes my study time more efficient. I'm able to complete my homework faster and have seen improvements in my grades.

Host: Thanks, Eman, for sharing this helpful tip with us!

Eman: My pleasure! Thanks for having me!

Host: That wraps up today's episode of Star Students. Join us next time for more inspiring stories and advice. Keep reaching for your goals!

• Vocabulary Practice

▪ Task: Match the words to their synonyms

1. Warm-up:

- ◆ Write the vocabulary words on the board and ask students if they can think of similar words.
- ◆ Provide brief definitions and examples of each word.

2. Task:

- ◆ Distribute the matching activity.
- ◆ Students work individually or in pairs to match each word with its correct synonym.

3. Review:

- ◆ Go over the answers as a class, asking students to justify their choices.
- ◆ Clarify any difficult words.

▪ Tips to Make the Task Interactive:

◆ Synonym Race:

Write words and synonyms on separate cards. Have students race to match them correctly.

◆ Think- Pair- Share:

Students first match the words individually, then discuss with a partner before sharing with the class.

★ Answers:

- ① technique – method, approach, procedure, strategy
- ② intervals – breaks, periods, gaps, pauses

• Create a poster or prepare a 2-3 minute speech about the Pomodoro Technique and why it helps students.

- ④ Practice: Work together to practice your presentation.
- ④ Present: Share your findings with the class. Listen and ask questions after each presentation.
- ④ Reflection: Discuss how you can use the Pomodoro Technique in your own study habits.

Vocabulary Practice

Match the words to their synonyms:

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Writing

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To write a good CV you need to extend verb phrases with relative clauses, as the following:

★ Use relative clauses:

- » A relative clause is a part of a sentence that gives extra information about a noun. It usually starts with relative pronouns like who, which, or that. Example: "I completed a project that focused on renewable energy."
- » Relative clauses can make CV sentences more detailed and specific. Instead of short, basic sentences, students can provide additional information about what they've done and the skills they've developed.

- 3 task – duty, job, assignment, responsibility
- 4 efficient – effective, productive, streamlined, capable

● **Writing :**

■ **Objective:**

◆ By the end of this task, students will be able to enhance their CV writing by using strong verbs, verb phrases, and relative clauses to make their descriptions more specific and detailed.

1. **Review Previous CV Writing Steps:**

- ◆ Begin by recalling the key sections of a CV from previous lessons.
- ◆ Discuss the importance of using strong verbs and verb phrases to make descriptions more impactful.

2. **Introduce Relative Clauses:**

- ◆ Explain that relative clauses provide additional details about experiences and skills.
- ◆ Give examples of how a basic sentence can be improved using relative clauses.
 - ▶ 1. Basic: "Managed a school event."
 - ▶ 2. Extended with a relative clause: "Managed a school event that raised awareness about climate change."

3. **Task Instructions:**

- ◆ Students revise their CV descriptions by:
 1. Using strong verbs.
 2. Expanding their descriptions with verb phrases.

Lesson 3
Unit 4

• Create a poster or prepare a 2-3 minute speech about the Pomodoro Technique and why it helps students.

- ④ Practice: Work together to practice your presentation.
- ④ Present: Share your findings with the class. Listen and ask questions after each presentation.
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Vocabulary Practice

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Writing

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TOP

Using relative clauses to enhance CV writing

To write a good CV you need to extend verb phrases with relative clauses, as the following:

★ Use relative clauses

- » A relative clause is a part of a sentence that gives extra information about a noun. It usually starts with relative pronouns like who, which, or that. Example: "I completed a project that focused on renewable energy."
- » Relative clauses can make CV sentences more detailed and specific. Instead of short, basic sentences, students can provide additional information about what they've done and the skills they've developed.

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3. Adding relative clauses for more detail.

- ◆ Each student should revise at least three phrases.

4. *Pair and Share:*

- ◆ Students exchange their improved sentences with a partner.
- ◆ Each partner provides feedback, ensuring that the relative clauses correctly add information and use appropriate relative pronouns.

■ *Tips for Interactive Learning:*

- ◆ Sentence Expansion Relay: Write basic verb phrases on slips of paper. In pairs, students take turns expanding the phrase with a verb phrase and then adding a relative clause.
- ◆ CV Showcase: Students write their improved sentences on a shared classroom board, then walk around and read each other's work.

■ *Top Tip Instructions:*

- ◆ Explain that relative clauses make CV descriptions more detailed and professional.
- ◆ Remind students to use *who* for people and *which/that* for things and ideas.
- ◆ Encourage them to avoid overly simple descriptions by adding relevant details about their experiences.

★ **Answers:** ◆ Students' own ideas

► Example: Instead of "I helped organize events," write, "I helped organize events that raised money for charity."

★ Here are some verb phrases extended with relative clauses:

- Start with a basic verb phrase and show how it can be extended using a relative clause:
- Basic Verb Phrase: "Designed a poster."
- Extended with Relative Clause: "Designed a poster that promoted recycling awareness in school."
- Basic Verb Phrase: "Led a group project."
- Extended with Relative Clause: "Led a group project which focused on water conservation."

★ **Forming Relative Clauses**

Create relative clauses using *who*, *which*, and *that*:

- ◆ **Who/That:** Used for people.
 - "I taught students who needed help with math."
- ◆ **Which/That:** Used for things or ideas.
 - "I participated in a science fair which focused on clean energy solutions."
 - "I organised a community event that promoted environmental awareness."

Task

- Revise the basic parts of the CV from the previous lesson, then rewrite your basic information using strong verbs and verb phrases, and finally, extend them with relative clauses. Revise at least three phrases by adding a relative clause:

Here is a sample sentence to guide you to do the same.

- Basic: "Participated in a school competition."
- Extended: "Participated in a school competition that involved debating environmental issues."

■ **Extension Activities:**

1. CV Improvement Challenge: Students swap CV descriptions and challenge their peers to suggest even stronger verbs or more detailed relative clauses.
2. Mock Interviews: In pairs, students act as interviewers and job applicants, where applicants must describe their experiences using strong verbs and relative clauses.

● **Islamic Values Project:**

Quranic Verse:

وَأَنْفِقُوا مِنْ مَّا رَزَقْنَاكُمْ مِنْ قَبْلِ أَنْ يَأْتِيَ أَحَدَكُمُ الْمَوْتُ فَيَقُولَ رَبِّ لَوْلَا أَخَّرْتَنِي إِلَى أَجَلٍ قَرِيبٍ فَأَصَّدَّقَ وَأَكُن مِّنَ الصَّالِحِينَ
"المنافقون: 10"

(And spend [in the way of Allah] from what We have provided you before death approaches one of you and he says, "My Lord, if only You would delay me for a brief term so I would give charity and be among the righteous.")

■ **Instructions:**

1. **Group formation:** Work in groups of 4-5 students.
2. **Reading and discussion:**
 - ◆ Read the Quranic verse together.
 - ◆ Discuss its meaning and how it relates to time management.
3. **Research topics: Each group will explore:**
 - ◆ The significance of time management.
 - ◆ Effective time organization strategies.
 - ◆ Common causes of time-wasting.

Lesson 3 Unit 4

Islamic Values Project

I can understand the importance of time management from a Quranic verse and create an informative infographic about it.

"Interpreting a Quranic Verse about Time Management".

«وَأَنْفِقُوا مِنْ مَّا رَزَقْنَاكُمْ مِنْ قَبْلِ أَنْ يَأْتِيَ أَحَدَكُمُ الْمَوْتُ فَيَقُولَ رَبِّ لَوْلَا أَخَّرْتَنِي إِلَى أَجَلٍ قَرِيبٍ فَأَصَّدَّقَ وَأَكُن مِّنَ الصَّالِحِينَ» (المنافقون: ١٠)

"And spend [in the way of Allah] from what We have provided you before death approaches one of you and he says, "My Lord, if only You would delay me for a brief term so I would give charity and be among the righteous."

Instructions:

- 1 Group formation: Work in groups of 4-5 students.
- 2 Reading and discussion:
 - ◆ Read the Quranic verse together.
 - ◆ Discuss its meaning and how it relates to time management.
- 3 Research topics: Each group will explore:
 - ◆ The significance of time management.
 - ◆ Effective time organization strategies.
 - ◆ Common causes of time-wasting.
 - ◆ Creative solutions to prevent procrastination.



- ♦ Creative solutions to prevent procrastination.

4. Create an infographic:

- ♦ Design an infographic that includes:
 - Importance of time management.
 - Tips for organizing time effectively.
 - Common time-wasting habits.
 - Solutions to avoid procrastination.

5. Presentation:

- ♦ Present your infographic to the class, explaining your findings and how they relate to the Quranic verse. Lesson 3 Practice Book : page :

■ Tips to Make the Task Interactive:

- ♦ **Time Management Debate:** Organize a short debate on whether technology helps or harms time management.
- ♦ **Peer Feedback:** After presenting, groups exchange infographics and provide constructive feedback.

■ Extension Interactive Ideas:

1. Real-Life Application: Have students track their time for a day and reflect on how they can improve their time management.

2. Storytelling Activity: Students create a short story about a person who struggled with time management and how they improved using strategies from the lesson.

6. Assessment Criteria:

Each student will be assessed based on their understanding, participation, creativity, and presentation skills in the project. The total score is 25 points.

Lesson 3 Unit 4

Islamic Values Project

I can understand the importance of time management from a Quranic verse and create an informative infographic about it.

"Interpreting a Quranic Verse about Time Management".

﴿وَأَنْفِقُوا مِنْ مَا رَزَقْنَاكُمْ مِنْ قَبْلِ أَنْ يَأْتِيَ أَحَدَكُمُ الْمَوْتُ فَيَقُولَ رَبِّ لَوْلَا أَخَّرْتَنِي إِلَى أَجَلٍ قَرِيبٍ فَأَصَّدَّقَ وَأَكُن مِنَ الصَّالِحِينَ﴾ [البقره: ٢١٠]

"And spend [in the way of Allah] from what We have provided you before death approaches one of you and he says, "My Lord, if only You would delay me for a brief term so I would give charity and be among the righteous."

Instructions:

- 1 Group formation: Work in groups of 4-5 students.
- 2 Reading and discussion:
 - ♦ Read the Quranic verse together.
 - ♦ Discuss its meaning and how it relates to time management.
- 3 Research topics: Each group will explore:
 - ♦ The significance of time management.
 - ♦ Effective time organization strategies.
 - ♦ Common causes of time-wasting.
 - ♦ Creative solutions to prevent procrastination.



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1. Understanding of the Quranic Verse & Discussion (5 points)

- ◆ Clearly explains the meaning of the verse.
- ◆ Connects the verse to the concept of time management.
- ◆ Engages in a meaningful discussion with their group.

2. Research & Critical Thinking (5 points)

- ◆ Investigates the significance of time management effectively.
- ◆ Identifies common time-wasting habits and solutions.
- ◆ Uses logical and well-researched ideas in their infographic.

Unit
4

Lesson 3

- ◆ Create an infographic:
- ◆ Design an infographic that includes:
- ◆ Importance of time management.
- ◆ Tips for organizing time effectively.
- ◆ Common time-wasting habits.
- ◆ Solutions to avoid procrastination.

Presentation:

- ◆ Present your infographic to the class, explaining your findings and how they relate to the Quranic verse.

3. Infographic Design & Content (5 points)

- ◆ Includes essential elements: importance of time management, tips, time-wasting habits, and solutions.
- ◆ Uses clear, well-organized, and visually engaging content.
- ◆ Demonstrates creativity in the design.

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4. Presentation & Communication (5 points)

- ◆ Presents information clearly and confidently.
- ◆ Explains key points concisely while connecting them to the Quranic verse.
- ◆ Engages with the audience through eye contact and voice clarity.

5. Interactive Participation (5 points)

- ◆ Actively participates in class activities such as discussions, debates, and peer feedback.
- ◆ Contributes effectively in the storytelling activity or real-life application task.
- ◆ Demonstrates teamwork and collaboration in their group.

Bonus Opportunity (+2 points)

- ◆ Groups that creatively integrate multimedia elements (such as digital graphics, role-play, or video presentations) may earn extra points.

Lesson 3 Practice Book

1 Choose the correct answer:

▪ Instructions:

- ◆ Read each sentence carefully.
- ◆ Choose the most appropriate answer for each blank.
- ◆ Encourage students to explain why they chose their answers.

▪ Extension Ideas:

- ◆ **Interactive Idea 1:** Have students create their own sentences using the words from the task.
- ◆ **Interactive Idea 2:** In pairs, students can discuss why certain answers fit better in the sentences.

* Answers:

1 a) technique	2 a) intervals	3 a) task
4 a) efficient	5 b) management	6 a) tips

2 Match the words to their definitions:

- ◆ Have students read each definition carefully.
- ◆ Ask them to match the correct word to each definition.
- ◆ Afterward, discuss the reasoning behind each answer.

Time Management Significance

Lesson 3

Unit
4

Task 1

Choose the correct answer.:

- The teacher explained a new to solve math problems quickly.
(A) technique (B) machine (C) schedule (D) solution
- To stay healthy, it is recommended to take short breaks at regular during work.
(A) intervals (B) distances (C) places (D) tasks
- Completing this requires focus and attention to detail.
(A) task (B) break (C) idea (D) choice
- Using time wisely is an way to finish your homework and still have time to relax.
(A) efficient (B) complex (C) random (D) delayed
- Good is important to keep a company running smoothly.
(A) marketing (B) management
(C) production (D) leadership
- Here are some useful for staying organized at work.
(A) tips (B) roles (C) mistakes (D) warnings

▪ **Extension Ideas:**

♦ **Interactive Idea 1:** Have students work in pairs to come up with their own examples of each word in a sentence.

♦ **Interactive Idea 2:** Students can create a short skit or dialogue using these vocabulary words in context.

★ **Answers:**

- 1 g) 2 a) 3 c)
4 d) 5 b) 6 f)

③ **Supply the missing parts in the following dialogue:**

▪ **Objective:**

Students will practice completing dialogues to enhance their speaking and writing skills while using correct sentence structures related to daily routines.

▪ **Pre- Activity**

1. **Class Discussion**

- ♦ Write "Daily Routine" on the board.
- ♦ Ask students: What are some things you do every day?
- ♦ List their responses (e.g., wake up, eat breakfast, go to school).

2. **Pair Brainstorming**

- ♦ Have students predict possible questions Adel might ask Ahmed.
- ♦ Let pairs share their ideas before completing the dialogue.

Unit
4

Time Management Significance

Task 2

Match the Words to Their Definitions:

Word	Definition
1 Technique	A Time gaps or periods between events or actions.
2 Intervals	B The process of organizing and controlling resources or people
3 Task	C A piece of work or duty to be completed.
4 Efficient	D Achieving maximum productivity with minimum wasted effort or resources.
5 Management	E Done in a way that uses the least amount of time and effort
6 Tips	F A way of learning a new language.
	G A specific method or way of doing something.

1.(.....), 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

Task 3

Supply the missing parts in the following dialogue:

Adel and Ahmed are talking about their daily routine.

Adel:.....(1).....?

Ahmed: I usually get up at 6:30am.

Adel: Do you have your breakfast at home?

Ahmed:.....(2).....?

Adel:.....(3).....?

Ahmed: I return home at 2:00pm daily.

▪ ***During- Activity***

1. ***Dialogue Completion (Pair Work)***

- ◆ Hand out the incomplete dialogue.
- ◆ Ask students to fill in the missing parts based on context.
- ◆ Encourage them to read the dialogue aloud with a partner.

2. ***Role-Play Practice***

- ◆ Choose some pairs to act out their completed dialogues in front of the class.

▪ ***Post-Activity***

1. ***Class Discussion on Daily Routines***

- ◆ Ask: Do you have a similar routine to Ahmed's? How is your routine different?

2. ***Writing Extension***

- ◆ Have students write a short paragraph about their own daily routine.

▪ ***Extension activities:***

- ◆ Classroom Survey:
 - Students walk around and ask three classmates about their daily routine.
 - They note down the responses and report their findings to the class.
- ◆ Guess My Routine Game:
 - One student describes a routine without saying the name.
 - The class guesses whose routine it is.

Unit
4

Time Management Significance

Task 2

Match the Words to Their Definitions:

Word	Definition
① Technique	A Time gaps or periods between events or actions.
② Intervals	B The process of organizing and controlling resources or people
③ Task	C A piece of work or duty to be completed.
④ Efficient	D Achieving maximum productivity with minimum wasted effort or resources.
⑤ Management	E Done in a way that uses the least amount of time and effort
⑥ Tips	F A way of learning a new language.
	G A specific method or way of doing something.

1.(.....); 2.(.....); 3.(.....); 4.(.....); 5.(.....); 6.(.....)

Task 3

Supply the missing parts in the following dialogue:

Adel and Ahmed are talking about their daily routine.

Adel:.....(1).....?

Ahmed: I usually get up at 6:30am.

Adel:Do you have your breakfast at home?

Ahmed:.....(2).....

Adel:.....(3).....?

Ahmed: I return home at 2:00pm daily.

★ **Answers:**

- 1 Adel: What time do you usually get up?
- 2 Ahmed: Yes, I usually have my breakfast at home.
(OR: No, I usually have breakfast at school.)
- 3 Adel: What time do you return home?

4 Writing and revising CV information:

▪ **Objective:**

By the end of this task, students will be able to improve their CV descriptions by using strong verbs, action phrases, and relative clauses to provide more detailed and engaging information.

1. Review CV Basics:

◆ **Start with a class discussion on the essential parts of a CV:**

- ▶ Personal details
- ▶ Skills
- ▶ Experience
- ▶ Hobbies/interests
- ▶ Ask students to share examples of what they included in their previous CV writing task.

Time Management Significance

Task 4

Writing and revising CV information

- 1 Review CV basics: Recall the main parts of a CV (e.g., personal details, skills, hobbies).
- 2 Rewrite your information: Use strong verbs and action phrases to make your sentences more engaging.
- 3 Add relative clauses: Revise at least three sentences by adding extra details using relative clauses (e.g., I enjoy drawing, which helps me relax).
- 4 Check and share: Review your work for clarity and share it with a partner for feedback.

◆ Here are some guiding sentence frames to help you:

- ★ I graduated from [Institution Name], which is known for its strong [specific program].
- ★ I worked at [Company Name], which specializes in [industry or product], for [number of years/months].
- ★ My role as [Job Title] involved [specific responsibilities], which helped me gain experience in [related skills or areas].
- ★ I have [specific skill], which I developed during my time at [Company/Project].
- ★ I am proficient in [software/technology], which is essential for [specific tasks or roles].

2. Introduce Strong Verbs & Action Phrases:

- ◆ Explain that using strong verbs makes descriptions more engaging and professional.
- ◆ Provide examples:
 - ▶ Weak: "I did a project on science."
 - ▶ Strong: "I conducted a science project that explored renewable

energy solutions."

3. Introduce Relative Clauses:

- ◆ Explain that relative clauses add details to sentences using who, which, or that.
- ◆ Show how sentences become more specific:
 - Basic: "I completed a project."
 - Improved: "I completed a project that focused on water conservation."

4. Task Instructions:

- ◆ Step 1: Students review their previously written CV information.
- ◆ Step 2: They rewrite their sentences, replacing weak verbs with strong verbs and action phrases.
- ◆ Step 3: They revise at least three sentences by adding relative clauses for extra details.
- ◆ Step 4: Students review their work for clarity, then share with a partner for feedback.

5. Tips for Interactive Learning:

- ◆ CV Sentence Swap: Students write one CV sentence on a slip of paper. They pass it to a partner, who must improve it using a strong verb and/or a relative clause.
- ◆ CV Gallery Walk: Students post their revised CV sentences around the room. Others walk around and provide positive feedback or suggestions.

★ **Answers:** Students' own ideas.

Time Management Significance

Unit
4

Task 4

Writing and revising CV information

- 1 Review CV basics: Recall the main parts of a CV (e.g., personal details, skills, hobbies).
- 2 Rewrite your information: Use strong verbs and action phrases to make your sentences more engaging.
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- ★ My role as [Job Title] involved [specific responsibilities], which helped me gain experience in [related skills or areas].
- ★ I have [specific skill], which I developed during my time at [Company/Project].
- ★ I am proficient in [software/technology], which is essential for [specific tasks or roles].

▪ **Extension Activities:**

1. Mock CV Reviews: Students exchange CVs with a partner and highlight areas where strong verbs or relative clauses could be added.

2. Job Role Matching: Provide job descriptions and ask students to modify their CV sentences to align with specific roles by adding relevant skills and experience.



Unit 5

Study Smart not Hard

Featured skills

Reading: Identify main idea and use it to structure note taking.

Writing: Write a compare/contrast essay

Listening: Respond flexibly to unexpected questions.

Speaking: Use appropriate question intonation in a short interview.

Language focus: Use reflexive pronoun structures - abstract nouns.

Pronunciation: Intonation in “yes or no” questions.

Islamic values project: Interpreting a Quranic verse.

Essential Questions

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

- ◆ How do learning styles help you study better?
- ◆ What are some smart ways to manage your time and study well?

Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:**• By the end of the lesson, students will:**

- ◆ Apply the meaning of the new vocabulary.
- ◆ Read to identify the main idea and use it to structure note taking.
- ◆ Use the correct words in the correct context.
- ◆ Use appropriate question intonation in a short interview.
- ◆ Use reflexive pronoun structures and abstract nouns properly.
- ◆ Complete a 3-column chart or Venn Diagram to compare and contrast two items.

● **Vocabulary:**

style, aids, mindmap, kinesthetic, move around

● **Materials:** Student's Book pages: Practice book Page:

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

■ **Objective:**

To enhance understanding and usage of vocabulary related to learning styles and educational tools.

① **Read and define the words**

1. Pronounce each vocabulary word clearly (e.g., style).
2. Have students repeat the word after you to check pronunciation. Break it into syllables if needed (e.g., kin-es-thet-ic).

② **Complete the definition**

1. Read each definition aloud and pause at the blank. Ask students to guess and supply the missing word.

► **Example:** The way someone _____, like how they dress or write.

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ read to identify the main idea and use it to structure note taking.
- ★ use the correct words in the correct context.
- ★ use appropriate question intonation in a short interview.
- ★ use reflexive pronoun structures and abstract nouns properly.
- ★ complete a 3-column chart or Venn Diagram to compare and contrast two items.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Style (n.)	The way someone _____ like how they dress or write. What is your favorite style of clothing?
Aids (n.)	_____ or things that help you do something easier. What tools or aids help you study better?
Mindmap (n.)	A picture or diagram that shows ideas _____ to one main idea. Have you ever made a mindmap to organize your ideas?

(missing word: style)

2. Confirm the correct answer through choral repetition.

3 *Draw a picture*

1. Ask students to draw a quick, simple picture that shows the meaning of the word or an example of it.

► **Example:** For aids, students might draw a dictionary or calculator.

4 *Partner discussion and writing*

1. Pair students and have them discuss the provided question or prompt using the vocabulary word in context.

► **Example:** What tools or aids help you study better?

2. After discussion, students write their answers in complete sentences.

5 *Reinforce pronunciation*

1. Review each word again and have students repeat it aloud.
2. Provide feedback or correction as needed to ensure accuracy.

6 *Contextual application*

1. Discuss how each word is used in real-life situations.
2. Give example sentences to help students understand the word in context.

► **Example:** I use mindmaps to prepare for my science test.

■ *Tasks for all words:*

1. Practice pronunciation with repetition.
2. Draw a simple image to represent the word.

Lesson 1 Unit 5

Kinesthetic (adj.)	Learning by moving and _____ with your body. Do you prefer kinesthetic learning, like doing hands-on activities?

Move around (v.)	To change places or _____ from one spot to another. How often do you move around during the day?

Reading Comprehension

A Pre-Reading Questions:

► Before you read, think about your own learning experiences and share your thoughts with a partner.

- 1 What do you think are some ways people learn best?
- 2 How do you like to study for a test?
- 3 Why do you think it's important to know how you learn?

B While-Reading Questions:

► As you read, write down the answers to these questions. Focus on key details that explain the different learning styles.

- 1 What are the three types of learning styles mentioned in the text?
- 2 How do visual learners remember things better?
- 3 What kinds of activities do kinesthetic learners enjoy?

3. Discuss and answer context-based questions with a partner.
4. Use each word in a sentence to reinforce understanding.

■ Vocabulary Words & Definitions

1. **Style:** the way someone does something, like how they dress or write.
2. **Aids:** tools or things that help you do something easier.
3. **Mindmap :** a picture or diagram that shows ideas connected to one main idea.
4. **Kinesthetic :** learning by moving and doing things with your body.
5. **Move around:** to change places or walk from one spot to another.

■ Application Activity

- ◆ Have students work in pairs and create a mind map on a given topic.
- ◆ Then, ask them to share their map with the class, explaining how they organized the information.

★ **Answers:** does something - tools - connected
- doing things walk

● Reading comprehension

■ Objective:

students will identify different learning styles and explore how understanding their

■ Pre-Reading Tsk:

1. Pair students and ask them to discuss their thoughts on learning experiences.

Lesson 1 Unit 5

Kinesthetic (adj.)	Learning by moving and with your body. Do you prefer Kinesthetic learning, like doing hands-on activities?
Move around (v.)	To change places or from one spot to another. How often do you move around during the day?

Reading Comprehension

Pre-Reading Questions:

Before you read, think about your own learning experiences and share your thoughts with a partner.

- 1 What do you think are some ways people learn best?
- 2 How do you like to study for a test?
- 3 Why do you think it's important to know how you learn?

While-Reading Questions:

As you read, write down the answers to these questions. Focus on key details that explain the different learning styles.

- 1 What are the three types of learning styles mentioned in the text?
- 2 How do visual learners remember things better?
- 3 What kinds of activities do kinesthetic learners enjoy?

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2. Encourage students to share their responses with the class to activate prior knowledge.
3. Guide students to reflect on different ways people study and why knowing their learning style is beneficial.
4. Write some students' ideas on the board to connect to the reading passage.

★ **Answers:** Students' own answers.

■ **While-Reading Task:**

1. Ask students to read the passage individually or in pairs.
2. Instruct them to underline key details related to learning styles.
3. Have students write answers to the while-reading questions in their notebooks.
4. After reading, discuss responses in small groups to ensure understanding.

★ **Answers:**

- ◆ **The three types of learning styles mentioned are visual, auditory, and kinesthetic.**
- ◆ **Visual learners remember things better by using pictures, charts, diagrams, and mind maps.**
- ◆ **Kinesthetic learners enjoy hands-on activities, labs, and experiments.**

■ **Post-Reading Task:**

1. Divide students into groups and provide a graphic organizer to summarize the main idea and key details.
2. Ask groups to present their summaries to the class.

Unit 5 Lesson 1 Understanding Your Learning Style

Understanding Your Learning Style

Learning is a special journey, and everyone learns in their own way. Your learning style is like a personal guide that shows how you take in and remember information. When you know your learning style, you can study in a way that helps you do your best in school.

Visual learners love pictures, charts, and diagrams. They learn quickly when they see visual aids. For these learners, colorful images in books make lessons more fun, and they remember ideas better with mind maps.

Auditory learners learn best through sound. They like to listen to lessons, talks, or podcasts. These students do well in groups, where they can talk and share ideas that help them understand better.

Kinesthetic learners learn by doing. They remember things when they can touch and work with materials. They enjoy hands-on activities, labs, and experiments. These learners might move around a lot, but this helps them learn more deeply.

Knowing your learning style helps you see what works best for you. You might have one main style or a mix of different styles. Finding your learning style is like getting a key to better study methods. When you use your learning style, you can focus better and remember more.

So, think about your own learning experiences. Do you like to see things, listen to them, or do activities? By knowing your learning style, you can make your study time more fun and helpful!

Post-Reading Questions:

After reading, discuss the answers with your partner. Use the graphic organizer to summarize the main idea and supporting details. Then, share your thoughts on how understanding your learning style can improve your studying.

- What is the main idea of the text about learning styles?
- How can knowing your learning style help you take better notes?
- How might understanding your learning style help you study for a test? Can you give an example?



3. Encourage a discussion on how recognizing learning styles can improve study habits.
4. Facilitate a class reflection on different ways students can apply their learning styles in their studies.

★ Answers:

- ① The main idea of the text is that understanding your learning style helps you study better.
- ② Knowing your learning style can help you take better notes by choosing a method that suits you, such as using diagrams for visual learners or recording notes for auditory learners.
- ③ Understanding your learning style helps you study effectively for a test. For example, an auditory learner might review material by listening to recordings, while a kinesthetic learner might use flashcards with movement-based activities.

■ Tips for making tasks interactive:

- ◆ Use realia: bring in images, audio clips, and small objects to represent different learning styles.
- ◆ Role-play: have students act as teachers explaining concepts using different learning styles.
- ◆ Movement-based activity: assign each learning style to different corners of the classroom and ask students to move to the one they relate to most.
- ◆ Think-pair-share: students think about their learning style, discuss with a partner, and share with the class.

Understanding Your Learning Style
Lesson 1
Unit 5

Main Idea ◆ Write the main idea of the text here.
Supporting Details
Examples/Personal thoughts ◆ How knowing your learning style can help with studying: ◆ An example of how you use your learning style:
Vocabulary Practice Fill in the gaps with the correct words from the list: style aids mind map experiment kinesthetic move around ① Visual learners often prefer to use diagrams or pictures to match their learning ② To organize my ideas for the project, I drew a that connected all the main points. ③ Some students learn best through physical activity; they are known as learners. ④ Many students find it easier to learn when they can during class. ⑤ Different learning such as videos or charts can improve the learning experience.

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▪ **Extension tasks:**

1. Learning style stations: Set up different stations in the classroom, each representing a learning style (visual, auditory, kinesthetic). students rotate through the stations, completing small activities like drawing a diagram (visual), listening to a short audio clip (auditory), or acting out a concept (kinesthetic).
2. Personalized study plan: Ask students to create their own study plan based on their learning style. They present their plans in small groups and give each other suggestions.

• **Vocabulary Practice**

Task 1: Fill in the gaps with the correct words from the list:

1. Warm-up :

◆ Discuss different learning styles (visual, kinesthetic, etc.) with the class. Ask students how they prefer to learn.

◆ Briefly explain the importance of using different learning strategies to improve understanding.

2. Task:

- ◆ Distribute the fill-in-the-gaps activity.
- ◆ Have students work individually or in pairs to complete the sentences using the correct words.

3. Review:

- ◆ Go over the answers as a class.
- ◆ Ask students to explain why they chose each word and how it fits into the context of learning.

Understanding Your Learning Style

Lesson 1 Unit 5

Main Idea
◆ Write the main idea of the text here.
Supporting Details
◆
◆
Examples/Personal thoughts
◆ How knowing your learning style can help with studying:
◆ An example of how you use your learning style:
Vocabulary Practice

◆ Fill in the gaps with the correct words from the list:

style | aids | mind map | experiment | kinesthetic | move around

- 1 Visual learners often prefer to use diagrams or pictures to match their learning
- 2 To organize my ideas for the project, I drew a that connected all the main points.
- 3 Some students learn best through physical activity; they are known as learners.
- 4 Many students find it easier to learn when they can during class.
- 5 Different learning such as videos or charts can improve the learning experience.

■ *Tips to Make the Task Interactive:*

- ◆ Group Collaboration: Divide the class into small groups and have them discuss which words fit best in each sentence.
- ◆ Active Participation: Encourage students to act out kinesthetic learning (e.g., by moving around) to demonstrate the learning style.

★ **Answers:**

1 style	2 mind map
3 kinesthetic	
4 move around	5 aids

Unit 5 Lesson 1 Understanding Your Learning Style

Grammar

I can apply reflexive pronoun structures and abstract nouns.

- ◆ Complete the sentences with the correct reflexive pronouns and appropriate abstract nouns from the box.

Reflexive pronouns:

They refer to the subject of the sentence. They are used when the subject and the object of the verb are the same. The reflexive pronouns are: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.
e.g. "She taught herself how to play the piano."

Abstract nouns:

They refer to concepts, feelings, qualities, or ideas that cannot be experienced through the five senses. Some common abstract nouns are happiness, freedom, courage, and honesty.
e.g. "Courage helped him face his fears."

Reflexive Pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Abstract Nouns: confidence, honesty, responsibility, courage, respect, patience, pride, joy

- 1 She looked at in the mirror and smiled with
- 2 They challenged to show more in their teamwork.
- 3 He found feeling a sense of after he spoke the truth.
- 4 We taught the value of through difficult situations.
- 5 You should remind of the importance of when making decisions.
- 6 The team pushed to the limit, achieving in their success.

● **Grammar**

■ *Objective:*

Students will be able to apply reflexive pronouns and abstract nouns in sentences correctly.

1. **Introduce Reflexive Pronouns**

- ◆ Write a few example sentences on the board, such as:
 - ▶ "I cut myself while cooking."
 - ▶ "They taught themselves how to code."
- ◆ Ask students:
 - ▶ What do these words (myself, themselves) refer to?
 - ▶ Who is doing the action, and who is receiving it?
- ◆ Explain that reflexive pronouns refer back to the subject of the sentence.

2. Introduce Abstract Nouns

- ◆ Ask students: Can you touch happiness? Can you see courage?
- ◆ Explain that abstract nouns describe feelings, qualities, or ideas that are not physical.
- ◆ Provide examples:
 - Happiness makes life better.
 - She showed great courage in the competition.

3. Task Instructions:

- ◆ Task 1: Students complete the sentences by filling in the blanks with the correct reflexive pronouns and abstract nouns from the box.
- ◆ Task 2: Students use the given verbs to form their own sentences with reflexive pronouns.

■ **Top Tip: Reflexive Pronouns & Abstract Nouns**

- ◆ Reflexive pronouns are used when the subject and object are the same. Example: She taught herself Spanish.
- ◆ Abstract nouns describe things we cannot touch but can feel, think about, or experience. Example: Patience helps us wait calmly.
- ◆ How to remember reflexive pronouns: They all end in -self (singular) or -selves (plural).

■ **Interactive Learning Tips:**

- ◆ Sentence Sorting: Give students a mix of sentences with reflexive pronouns and abstract nouns. Ask them to sort them into two categories.
- ◆ Act it Out: Have students act out sentences with reflexive pronouns (e.g., "I hurt myself") while classmates guess the sentence.

Understanding Your Learning Style

Lesson 1

Unit 5

Use the following verbs to form complete sentences with reflexive pronouns:

Ex: blame (e.g., "She blamed herself for the mistake.")

- 1 enjoy
- 2 hurt
- 3 introduce
- 4 prepare
- 5 convince

Writing

I can complete either a 3-column chart or a Venn diagram to organize and compare the similarities and differences between the two items.

Compare/Contrast Essay

A compare/contrast essay allows writers to evaluate similarities and differences between two things. This can include people, ideas, events, or objects.

For Similarities we use these phrases: similarly, likewise, both, in the same way, just like

For Differences we use these phrases: on the other hand, however, in contrast, whereas, unlike

The Structure: To explain compare/contrast essays are typically organized in one of two ways:

- ◆ Point-by-point: Discussing one point of comparison at a time.
- ◆ Block method: Discussing all points related to one item first, then moving to the next item.

Using a 3-column chart or Venn diagram

To organize ideas visually, use a 3-column chart or a Venn diagram

Column chart

This method works well for listing out similarities and differences in a clear, structured way. Here's how to set it up:

- ◆ Left column: Characteristics or points only about Item A
- ◆ Middle column: Similarities between Item A and Item B
- ◆ Right column: Characteristics or points only about Item B

Extension Activities:

1. Personal Reflection Writing: Ask students to write a short paragraph about a time when they had to show courage, patience, or responsibility, using at least one reflexive pronoun.
2. Peer Sentence Challenge: Students write a sentence with an abstract noun and leave a blank for a reflexive pronoun. A partner fills in the blank correctly.

★ Answers:**• Task 1:**

1. She looked at herself in the mirror and smiled with pride.
2. They challenged themselves to show more respect in their teamwork.
3. He found himself feeling a sense of relief after he spoke the truth.
4. We taught ourselves the value of patience through difficult situations.
5. You should remind yourself of the importance of responsibility when making decisions.
6. The team pushed themselves to the limit, achieving joy in their success.

• Task 2:

1. She enjoyed herself at the party.
2. He hurt himself while playing soccer.
3. They introduced themselves to the new students.
4. I prepared myself for the test.
5. She convinced herself that she could win the competition.

• Writing

- **Task:** Complete either a 3-column chart or a Venn diagram to organize and compare the similarities and differences between the two items.

Understanding Your Learning Style Lesson 1 Unit 5

Use the following verbs to form complete sentences with reflexive pronouns:

Ex: blame (e.g., "She blamed herself for the mistake.")

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▪ **Objective:**

By the end of this lesson, students will be able to use a 3-column chart or Venn diagram to visually organize and compare similarities and differences between two items.

1. **Introduce Compare and Contrast Writing**

- ◆ Ask students: What does it mean to compare? What does it mean to contrast?
- ◆ Explain that comparing means finding similarities, while contrasting means identifying differences.

- ◆ Write a simple comparison on the board (e.g., "Bicycles and Motorcycles") and ask students to list one similarity and one difference.

Unit 5 Lesson 1 Understanding Your Learning Style

Example: Compare and Contrast Cats and Dogs

Cats A	Similarities	Dogs B
Independent Quiet Clean themselves	Both are pets Both need food and water Both need exercise	Loyal Bark loudly Need to be walked

1- Venn diagram
A Venn Diagram is another visual tool to organize the similarities and differences between two items. Draw two overlapping circles:

- ◆ The left circle represents Item A.
- ◆ The right circle represents Item B.
- ◆ The overlapping area represents the similarities between the two.

Example: Compare and contrast apples and oranges

- ◆ Left circle (apples): Red or green, crisp, grown in colder climates
- ◆ Right circle (oranges): Orange, juicy, grown in warmer climates
- ◆ Overlap (similarities): Both are fruits, healthy, and contain vitamins

Comparing and contrasting: Smart study vs. hard study

Step 1: Choose two items to compare and contrast: "Smart Study vs. Hard Study"

Step 2: Complete either a 3-column chart or a Venn Diagram to brainstorm similarities and differences between the two items.

2. **Explain the Structure of Compare/Contrast Essays**

- ◆ Introduce the two organizational methods:
 - ▶ Point-by-point: Each paragraph discusses one similarity or difference at a time.
 - ▶ Block method: One paragraph covers all points about Item A, and another covers all points about Item B.

3. **Introduce Graphic Organizers**

- ◆ Show how to use a 3-column chart and a Venn diagram to organize ideas.
- ◆ Provide examples like cats vs. dogs or apples vs. oranges to model the process.

4. Task Instructions:

- ◆ Step 1: Students choose the two items being compared—Smart Study vs. Hard Study.
- ◆ Step 2: They complete either a 3-column chart or a Venn diagram to brainstorm similarities and differences.
- ◆ Step 3: Students use their organizer to write a short compare/contrast paragraph.

■ Top Tip: Compare/Contrast Essays

- ◆ Use signal words for similarities (similarly, both, likewise) and differences (however, unlike, in contrast).
- ◆ Choose a clear structure (point-by-point or block method) before writing.
- ◆ Organize thoughts visually using a 3-column chart or a Venn diagram to ensure clarity.

■ Interactive Learning Tips:

- ◆ Pair and Compare: Have students work in pairs to fill out a 3-column chart together, then compare their responses with another pair.
- ◆ Gallery Walk: Display completed Venn diagrams or charts on the walls. Students walk around, read others' work, and add one similarity or difference they hadn't considered.

*** Sample Answers:****Task 1: 3-Column Chart Comparing Smart Study vs. Hard Study**

Smart Study	Similarities	Hard Study
Uses effective study techniques	Both require effort and dedication	Relies on long hours of studying

Focuses on understanding concepts	Both aim for academic success	Emphasizes repetition and memorization
Uses tools like summaries and mind maps	Both require discipline and time management	May not always prioritize efficiency
Takes breaks for better retention	Both involve reviewing material	Can lead to exhaustion and stress

• Task 1: Venn Diagram Comparing Smart Study vs. Hard Study

▸ Left Circle (Smart Study):

- ◆ Uses strategies like mind maps and summarization
- ◆ Prioritizes understanding over memorization
- ◆ Efficient and time-saving

▸ Right Circle (Hard Study):

- ◆ Spends long hours on the same material
- ◆ Focuses on repetition and drilling
- ◆ Can cause burnout

▸ Overlap (Similarities):

- ◆ Both require time and effort
- ◆ Both aim for learning and success
- ◆ Both involve reviewing material

▪ Extension Activities:

1. Debate Activity: Divide the class into two groups. One supports Smart Study, and the other supports Hard Study. They must defend their viewpoint using examples from their graphic organizers.

2. Compare/Contrast Writing Challenge: Students choose another topic (e.g., Online Learning vs. Traditional Learning) and create their own 3-column chart or Venn diagram before writing a short essay.

Lesson 1 Practice Book

1 Match the Words to Their Descriptions

- ◆ Have students match each word with its description.
- ◆ Afterward, discuss how each word fits its description in different contexts.

● Extension Ideas:

1. Have students use each word in a sentence.
2. Students can create a brief presentation on how they use these concepts in their own learning style.

★ Answers:

1 a)	2 b)	3 d)
4 e)	5 f)	6 g)

2 Choose the correct answer

- ◆ Encourage students to think about how each word fits in the context of the sentence.
- ◆ After answering, discuss why each choice is correct.

● Extension Ideas:

- 1: Have students create a list of adjectives describing different styles or learning methods.
- 2: Ask students to write a short paragraph using all the vocabulary words correctly.

Lesson 1

Understanding Your Learning Style

Unit
5

Task 1

Match the words to their descriptions:

Word	Description
1 Aids	A A way or method of doing something.
2 Style	B A tool or resource that helps in learning.
3 Mind map	C Related to seeing or images.
4 Experiment	D A diagram used to organize ideas visually.
5 Kinesthetic	E A test or trial to discover something new.
6 Move around	F A learning style that involves physical activity.
	G To walk or change position frequently.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

Task 2

Choose the correct answer :

- 1 The of his clothes is casual, with jeans and a t-shirt every day.
(A) price (B) brand (C) style (D) stay
- 2 She used like pictures and charts to help explain her ideas clearly.
(A) devices (B) aids (C) tools (D) tasks
- 3 In the science class, the students did a/an to test their hypotheses.
(A) task (B) experiment (C) kinesthetic (D) mind map
- 4 A learner is someone who learns best by doing physical activities.
(A) style (B) kinesthetic (C) task (D) visual

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★ **Answers:**

1 c) style

2 b) aids

3 b) experiment

4 b) kinesthetic

5 a) mind map

6 c) move around

3 Choose the correct reflexive pronoun to complete the sentence:

▪ **Objective:** To help students identify and select the appropriate reflexive pronoun in different sentence contexts.

1. Explain that reflexive pronouns are used when the subject and object of the sentence are the same.
2. Write all reflexive pronouns on the board: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.
3. Provide multiple-choice sentences with one blank and three options.
4. Ask students to choose the correct reflexive pronoun for each sentence.

▪ **Teaching Tip:**

Have students justify their answers by identifying the subject and matching it to the correct reflexive form.

Unit 5 Understanding Your Learning Style

- 1 To understand the topic better, she created a to organize all the information.
 A mind map B style
 C test D road map

- 2 During the break, we decided to to stretch our legs and get some fresh air.
 A give away B sit still
 C move around D get down

Task 3

Choose the correct reflexive pronoun to complete the sentence:

- 1 She prepared the entire meal by
 A herself B itself C himself D ourselves
- 2 Which sentence uses a reflexive pronoun correctly?
 A He looked at myself in the mirror.
 B We taught themselves how to play chess.
 C I injured myself while hiking.
 D The cat cleaned herself before eating.
- 3 Identify the incorrect use of a reflexive pronoun:
 A "The children entertained themselves with games."
 B "You should take care of yourself."
 C "She blamed himself for the mistake."
 D "They congratulated themselves on a job well done."

★ **Answers:**

1 herself

4 the same

2 I injured myself while hiking.

5 him

3 She blamed himself for the mistake.

6 ourselves

4 Correct the mistakes in the following sentences:

▪ **Objective:** To strengthen students' ability to recognize and correct misuse of reflexive pronouns.

1. Provide students with sentences that misuse reflexive pronouns.
2. Ask them to underline the incorrect reflexive pronoun and rewrite the sentence correctly.
3. Encourage peer discussion to check answers in pairs before whole-class correction.

▪ **Interactive Idea:**

Turn it into a "Fix-It Relay" where teams correct a sentence as fast (and accurately) as they can.

▪ **Top Tip: Reflexive Pronouns**

- ◆ Use reflexive pronouns only when the subject and object are the same. (She prepared herself for the test.)
- ◆ Do not use reflexive pronouns in place of object pronouns. (He called me, not "He called myself.")
- ◆ Be careful with singular and plural forms. (Himself is singular, while themselves is plural.)

Interactive Learning Tips:

- ◆ Mirror Game: Have students act out sentences with reflexive pronouns (e.g., He introduced himself to the class), while classmates guess the correct reflexive pronoun.
- ◆ Find the Mistake: Write sentences with errors on slips of paper. Students work in pairs to correct them.

Understanding Your Learning Style Unit 5

- 1 Reflexive pronouns are used when the subject and the object are
 (A) the same (B) different
 (C) in different tenses (D) plural
- 2 Which of the following is NOT a reflexive pronoun?
 (A) himself (B) themselves (C) yourself (D) him
- 3 We must remind to check the schedule every morning.
 (A) yourself (B) ourselves (C) myself (D) themselves

Task 4

Correct the underlined mistakes in the following sentences:

- 1 She decided to do the project by myself.
- 2 The dog entertained itselfs with a toy.
- 3 I will teach yourselves how to bake a cake.
- 4 They congratulated himself on his achievement.
- 5 We should take care of himself during hard times.
- 6 He hurt him while playing football.

Task 5

Read the following text then answer questions below:

There are various types of learners, each with unique styles and preferences. Some learners are visual, preferring to see information through pictures, diagrams, or charts. Others are auditory and learn best by listening. Kinesthetic learners understand better through hands-on activities and movement. A mind map is a useful tool to organize thoughts and ideas, visually showing connections between topics. It helps learners of all types by structuring information. By

▪ **Extension Activities:**

1. Story Writing: Students write a short paragraph about a time they did something independently, using at least three reflexive pronouns.

2. Role-Play Challenge: Students act out daily situations (e.g., cooking, studying) and describe their actions using reflexive pronouns.

★ **Answers:**

- 1 She decided to do the project by herself.
- 2 The dog entertained itself with a toy.
- 3 I will teach myself how to bake a cake.
- 4 They congratulated themselves on their achievement.
- 5 We should take care of ourselves during hard times.
- 6 He hurt himself while playing football.

5 **Reading comprehension:**

▪ **Objective:**

Students will identify different learning styles and understand how recognizing their preferred style can improve their study habits.

▪ **Pre-Activity**

1. Class Discussion: Ask students how they like to study. Write their answers on the board (e.g., reading, listening, using pictures, moving around).

2. Prediction Task: Ask students if they have heard of different learning styles before. Have them predict how learning styles might affect studying.

Understanding Your Learning Style Unit 5

- 1 Reflexive pronouns are used when the subject and the object are
 A the same B different
 C in different tenses D plural
- 2 Which of the following is NOT a reflexive pronoun?
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3. Pair Share: Have students discuss with a partner which study methods work best for them.

▪ **During-Activity:**

1. Guided Reading: Read the text aloud while students follow along. Encourage them to underline key terms (e.g., "visual," "auditory," "kinesthetic," "mind map").

2. Comprehension Check: Pause after each sentence and ask students to explain it in their own words.

3. Think-Pair-Share: After reading, have students turn to a partner and discuss one thing they learned.

▪ **Post-Activity**

1. Individual Task: Students answer the comprehension questions based on the text.
2. Class Discussion: Go over the answers as a class, asking different students to share their responses.
3. Interactive Quiz: Read the multiple-choice questions aloud and have students hold up fingers (1, 2, or 3) to show their answer choices before discussing as a group.

▪ **Extension tasks:**

1. Survey & Report: Students survey their classmates about their learning styles and present their findings in a short report.
2. Role-Play Activity: Assign each student a learning style and have them explain how they study best in a role-play discussion.

Unit
5 Understanding Your Learning Style

recognizing their learning style, students can choose the best methods to improve their understanding and retention of material..

Ⓐ Answer the following questions:

- Ⓐ How can knowing learning style help learners improve their studies?
- Ⓑ Why is a mind map important?
- Ⓒ What are some activities that might help a kinesthetic learner?

Ⓓ Choose the correct answers:

- Ⓐ learner prefers to learn through hands-on activities.
Ⓐ Visual Ⓑ Auditory
Ⓒ Kinesthetic Ⓓ None of the above
- Ⓐ learner prefers to learn through pictures, diagrams, or charts.
Ⓐ Visual Ⓑ Auditory
Ⓒ Kinesthetic Ⓓ None of the above

Task 6

Compare and Contrast "Study wasting Time vs Study saving time".

- Ⓐ Use a Venn Diagram or 3- column chart to list similarities and differences between the two.
- Ⓑ Write a short paragraph comparing and contrasting them.
 - Include one similarity and two differences.
 - End with your opinion on which is better and why.

★ Answers:

- 1 Knowing a learning style helps students choose the best study methods.
- 2 A mind map helps organize thoughts .
- 3 Kinesthetic learners benefit from hands-on activities .
- 4 Kinesthetic
- 5 Visual

6 Writing:

Compare and Contrast "Study wasting Time vs Study saving time".

Objective: By the end of this lesson, students will be able to compare and contrast two study methods using a Venn diagram or a

3-column chart and write a structured paragraph summarizing their findings.

Understanding Your Learning Style

Example starter:

"Both involve time spent studying, but studywasting time includes distractions, while study saving time focuses on staying organized."

[illegible]

1. Warm-Up Discussion:

- ◆ **Ask students:** Have you ever spent time studying but didn't get much done?
- ◆ Discuss what it means to waste time while studying versus using time effectively.
- ◆ **Introduce key vocabulary:** distractions, procrastination, organization, productivity, focus.

2. Visual Organization of Ideas:

- ◆ **Option 1:** Venn Diagram – Draw two overlapping circles on the board, labeling them Study Wasting Time and Study Saving Time.
- ◆ **Option 2:** 3-Column Chart – Label columns as Study Wasting Time, Similarities, and Study Saving Time.

◆ Have students brainstorm points for each category and share their ideas in pairs before completing their own diagrams.

3. *Writing a Compare/Contrast Paragraph:*

- ◆ Explain the structure of a compare/contrast paragraph:
 - **Introduction:** Mention both study methods.
 - **Similarity:** One way they are alike.
 - **Difference 1:** First key difference.
 - **Difference 2:** Second key difference.
 - **Conclusion:** State an opinion on which is better and why.
- ◆ Provide sentence starters if needed (e.g., Both involve time spent studying, but...).

▪ **Top Tip: Writing a Compare and Contrast Paragraph**

- ◆ Use linking words: Similarly, both, however, in contrast, on the other hand, whereas.
- ◆ Stay organized: Follow either point-by-point or block method.
- ◆ End with a strong opinion: Explain why one study method is better.

▪ **Interactive Learning Tips:**

- ◆ Pair and Share: Have students compare their diagrams with a partner before writing their paragraph.
- ◆ Class Debate: Split the class into two groups (Study Wasting Time vs. Study Saving Time). Each group defends their point of view.

★ **Answers:** Students' own answers.

▪ **Extension Activities:**

1. Timed Study Challenge: Have students try both study methods for 10 minutes and reflect on their experiences.

Lesson objectives:

• By the end of the lesson, students will:

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apply the meaning of the new vocabulary.

- ◆ analyze the structure of a non-fiction text to aid in note taking.
- ◆ initiate conversation on general topics with unfamiliar speakers.
- ◆ use reflexive pronoun structures - abstract nouns.
- ◆ write a paragraph to describe how the two items are similar.

• Vocabulary:

face (v.),toughnote, complex. session, self-assessment

• Materials: Student's Book - Practice Book

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Smart Study Techniques		Lesson 2	Unit 5
ILOs By the end of the lesson, students will be able to: ★ apply the meaning of the new vocabulary. ★ analyze the structure of a non-fiction text to aid in note taking. ★ initiate conversation on general topics with unfamiliar speakers. ★ use reflexive pronoun structures - abstract nouns. ★ write a paragraph to describe how the two items are similar.			
Target Vocabulary			
1. Read the word in the first column. Listen to the teacher and complete the definition. 2. Draw a picture that either shows the word or an example of it. 3. Answer the question or complete the command provided for each word.			
Face (v.)	To deal with or something. How do you face difficult problems at school?		
Tough (adj.)	Something that is or hard to do. What is a tough thing you've had to do this week? Ideas?		
Note (n.)	A short piece of to help you remember something. Do you write a note to remember important things? activities?		

▪ Objective:

To enhance understanding and usage of vocabulary related to personal growth and assessment.

① Read and define the words

1. Pronounce each vocabulary word clearly (e.g., face).
2. Ask students to repeat the word after you. Break it into syllables if helpful (e.g., self-a-sessment).

② Complete the definition

1. Read the definition aloud with a blank and have students complete it.
 - ▶ **Example:** To deal with or something. (missing word: handle)
2. Ask students to say the complete definition aloud together.

③ Draw a picture

1. Ask students to draw a simple picture that shows the meaning of the word.
 - ▶ **Example:** For note, students might draw a sticky note or notebook.

④ Partner discussion and writing

1. Pair students to discuss the provided question or command using the vocabulary word.
 - ▶ **Example:** How do you face difficult problems at school?
2. Have students write short responses based on their discussion.

⑤ Reinforce pronunciation

1. Repeat each word and have students say it clearly.
2. Correct mispronunciations and encourage full-class repetition.

⑥ Contextual application

1. Discuss when and how the word might be used in real-life situations.

Unit 5
Lesson 2
Smart Study Techniques

Complex (adj.)	Something that has and is not easy to understand.
	What is something you find complex to understand?
Session (n.)	A set of time spent doing an activity.
	How long is your study session each day?
Self-assessment (n.)	Checking or judging how well you have done something by
	How do you do a self-assessment to see if you've learned something well?

Reading Comprehension

A Pre-Reading Questions:

Before reading the text, discuss these questions with a partner.

- 1 What strategies do you use when taking notes while studying?
- 2 Why do you think it's important to identify the main idea when taking notes?
- 3 How can visual aids help you understand and remember information better?

B While-Listening Questions:

Read the text and answer these questions. Write down your answers.

- 1 What is "Active note-taking," and why is it important?
- 2 How can using colors in your notes help with understanding the material?
- 3 What examples does the speaker give for using visual aids in studying?

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2. Provide sample sentences for each vocabulary item.

► **Example:** I wrote a quick note to remind myself to bring my homework.

● Vocabulary Words & Definitions

1. **Face (v):** To deal with or handle something.

2. **Tough:** Something that is difficult or hard to do.

3. **Note (n):** A short piece of writing to help you remember something.

4. **Complex:** Something that has many parts and is not easy to understand.

5. **Session :** A set period of time spent doing an activity.

6. **Self-assessment:** Checking or judging how well you have done something by yourself.

■ Application Activity

◆ Have students write a brief self-assessment of a skill or task they have recently worked on, such as a project, presentation, or homework assignment. Then, they can share their reflections with a partner or the class.

★ **Answers:** handle - difficult - writing - many parts - period - yourself.

Unit 5 Lesson 2 Smart Study Techniques

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Session (n.)	A set of time spent doing an activity.
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- 2 How can using colors in your notes help with understanding the material?
- 3 What examples does the speaker give for using visual aids in studying?

• Reading Comprehension

▪ Objective:

Students will develop effective study strategies by understanding active note-taking, using visual aids, and analyzing text structure.

▪ Pre-Reading Activity

1. Pair up students and have them discuss their note-taking strategies.
2. Encourage them to share their ideas with the class.
3. Guide the discussion by asking follow-up questions to help students think about the importance of organizing information while studying.

★ **Answers:** Students' own ideas.

▪ While-Reading Activity

1. Have students read the text carefully and underline key ideas.
2. Ask them to write down answers while reading.
3. Allow students to compare answers in pairs before discussing them as a class.

★ **Answers:**

- 1 "Active note-taking" means focusing on key points instead of copying everything. It helps with understanding and remembering information.
- 2 Using colors in notes highlights important information and makes reviewing easier.
- 3 The speaker gives examples like mind maps, diagrams, and charts for visual aids

Studying Smart In Grade 9

Another helpful method is "Using visual aids." If you learn best with pictures, try making mind maps, diagrams, or charts to show information. This helps you understand complex topics and remember better. For example, when studying history, drawing a timeline with important dates can clarify events.

Using online resources is very helpful too. The internet has a lot of information. Websites and educational videos can help you learn more. For example, in science, you can watch videos to understand tough topics.

Don't forget about group study sessions. Working with friends allows you to share ideas and help each other. Lastly, self-assessment is important. Testing yourself on what you've learned helps you remember. Studying smart, not hard, is the key to success!

Studying well is an important skill that helps you in school. As you enter year 9, you will face tougher subjects and tasks. To do your best, it's important to use smart study methods.

One method is "Active note-taking." Instead of writing down everything from your textbook, focus on key points, main ideas, and important examples. This helps you understand the material better. Using colors to organize ideas can also make it easier to review later.

Post-Listening Questions:

After reading the text, discuss the following questions with your partner. Write your answers in complete sentences.

- 1 How can you apply the methods discussed in the text to your own study routine?
- 2 How does analyzing the structure of a text help improve your note-taking skills?



▪ *Post-Reading Activity*

1. Ask students to complete the note-taking organizer.
2. Have them discuss in pairs how they can apply these strategies to their own study habits.
3. Lead a class discussion where students share their experiences with text structure and note-taking.

Title of the text:	Studying Smart in Grade 9
Main idea:	Smart study methods like active note-taking, visual aids, and group study help students learn effectively.
Text structure:	◆ introduction: The text introduces the importance of smart study methods for grade 9 students. ◆ Main point 1: Active note-taking helps students focus on key points and remember information better. ◆ Main point 2: Using visual aids like mind maps and diagrams makes studying easier and more effective. ◆ Conclusion: Studying smart, not hard, leads to better understanding and academic success.

Key points and supporting details:

- ◆ Active note-taking improves understanding and memory.
- ◆ Using colors and highlighting helps organize ideas.
- ◆ Visual aids such as mind maps and charts simplify complex topics.
- ◆ Online resources and educational videos enhance learning.
- ◆ Group study allows students to share ideas and learn from each other.
- ◆ Self-assessment strengthens memory and helps with revision.

■ Tips for making these tasks interactive

1. Think-Pair-Share: Have students think about their study habits, discuss them in pairs, and then share with the class.

2. Gallery Walk: Prepare posters with different study techniques and have students walk around, take notes, and discuss their thoughts.

3. Live Mind Mapping: On the board, create a mind map together as a class while discussing key points from the text.

4. Role-Play Study Groups: Assign students different study roles (note-taker, visual learner, discussion leader) and have them demonstrate a group study session.

Unit
5

Lesson 2

Smart Study Techniques

Note-Taking Organizer

Title of the Text:	
.....	
Main Idea »What is the main idea of the text? »Write it in one sentence.	
.....	
Text Structure Identify the structure of the text by filling in the sections below:	
1. Introduction: Summarize the introduction in one or two sentences.	
2. Main point 1: What is the first main point? Write it here.	
3. Main point 2: What is the second main point? Write it here.	
4. Conclusion: Summarize the conclusion in one or two sentences.	
Key points and supporting details List key points and supporting details from the text below:	

VOCABULARY Practice

Match each word to its synonym and antonym:

Word	Synonym	Antonym
1 Face	Class ()	Simple, straightforward ()
2 Tough	Self evaluation, internal evaluation ()	Avoid ()
3 Note	Detailed, intricate ()	External evaluation ()
4 Complex	Deal with, handle ()	Break ()
5 Session	Difficult, challenging, hard ()	Easy, weak ()
6 Self assessment	Remark, observation ()	Ignore, neglect ()

Extension tasks:

1. Personalized Study Plan: Ask students to create a study plan using one or more of the strategies discussed. They can present their plans in groups and get feedback.

2. Note-Taking Challenge: Give students a short passage and ask them to take notes using active note-taking techniques. Compare different styles and discuss which works best.

Vocabulary Practice

Task : Match each word to its synonym and antonym:

1. Warm-up:

◆ Briefly explain the importance of synonyms and antonyms in language.

◆ Go over some example words and ask students to recall any synonyms and antonyms they know.

2. Task:

◆ Ask students to match each word with its synonym and antonym individually or in pairs.

3. Review:

◆ Go over the answers as a class.
◆ Ask students to explain their reasoning behind each synonym and antonym choice.

Tips to Make the Task Interactive:

◆ **Group Discussion:** Have students discuss in pairs or small groups which words are difficult and why.

◆ **Interactive Matching:** Use a digital tool (e.g., online quiz or presentation software) to make the matching task more interactive.

Unit 5

Lesson 2

Smart Study Techniques

Note-Taking Organizer

Title of the Text:

Main Idea

What is the main idea of the text?

Write it in one sentence.

Text Structure

Identify the structure of the text by filling in the sections below:

1. Introduction: Summarize the introduction in one or two sentences.

2. Main point 1: What is the first main point? Write it here.

3. Main point 2: What is the second main point? Write it here.

4. Conclusion: Summarize the conclusion in one or two sentences.

Key points and supporting details

List key points and supporting details from the text below:

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4. Complex	Deal with, handle ()	Break ()
5. Session	Difficult, challenging, hard ()	Easy, weak ()
6. Self assessment	Remark, observation ()	Ignore, neglect ()

★ **Answers:**

- ① Face - Synonym: Deal with, handle - Antonym: Avoid
- ② Tough - Synonym: Difficult, challenging, hard - Antonym: Easy, weak
- ③ Note -Synonym: Remark, observation- Antonym: Ignore, neglect
- ④ Complex -Synonym: Detailed, intricate- Antonym: Simple, straightforward
- ⑤ Session- Synonym: Class- Antonym: Break
- ⑥ Self-assessment- Synonym: Internal evaluation- Antonym: External evaluation

● **Grammar**■ **Objective:**

By the end of the lesson, students will be able to correctly use reflexive pronouns and abstract nouns in meaningful sentences.

1. Warm-Up Activity:

- ◆ Write the following sentences on the board:
 - ▶ She taught herself how to play the piano.
 - ▶ They found themselves full of confidence before the test.
 - ▶ Ask students: What do the underlined words (herself, themselves) refer to?
 - ▶ Elicit that reflexive pronouns refer back to the subject.
 - ▶ Introduce abstract nouns (e.g., confidence, patience) and explain that they describe ideas, qualities, or emotions.

Smart Study Techniques

Lesson 2

Unit 5

Grammar

I can use reflexive pronoun structures and abstract nouns.

Integration of Reflexive Pronoun Structures and Abstract Nouns

It is important to know that reflexive pronouns can interact

with abstract nouns in sentences, such as:

◆ "She found herself full of courage."

◆ "They taught themselves the value of patience."

To effectively use reflexive pronouns and abstract nouns in the same

sentence, we need to know how reflexive pronouns refer back to the subject

and that abstract nouns express intangible ideas or emotions.

When used together, the meaning is this: the individual(s) named are

developing their own expression of the abstract noun because no one else

can do it for them.

TOP TIP

No. 1**Integrating Reflexive Pronouns and Abstract Nouns**

◆ Complete the sentences by choosing the correct reflexive pronoun and abstract noun:

Reflexive Pronouns	myself	yourself	herself	himself	ourselves	themselves
Abstract Nouns	responsibility	independence	honesty	patience	courage	respect

① After making a mistake, I reminded to show and admit the truth.

② When facing challenges, we encouraged to develop more and solve the problems on our own.

③ She had to push to find the to speak up for her rights.

④ They caught the importance of by taking care of their own duties.

⑤ He needed to remind that was key in waiting for the right moment.

⑥ You can prove by showing for others and their opinions.

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2. Top Tip Explanation:

- ◆ Highlight that reflexive pronouns and abstract nouns work together to express self-development.
- ◆ Give examples:
 - ▶ He encouraged himself to show responsibility at work.
 - ▶ We challenged ourselves to build more patience while studying.

3. Guided Practice (Task 1):

- ◆ Students work individually or in pairs to complete the sentences by selecting the correct reflexive pronoun and abstract noun.
- ◆ After completing, they compare answers with a partner before class discussion.

4. Independent Practice (Task 2):

- ◆ Students write their own meaningful sentences using a reflexive pronoun and an abstract noun.
- ◆ Encourage creativity and real-life connections.
- ◆ Volunteers share their sentences with the class.

■ Top Tip: Using Reflexive Pronouns and Abstract Nouns

- ◆ Reflexive pronouns refer back to the subject. Example: She taught herself how to swim.
- ◆ Abstract nouns express emotions, qualities, or ideas. Example: Patience is important when learning new skills.
- ◆ Together, they show personal development. Example: He reminded himself to have confidence before his speech.

Unit 5 Lesson 2
Smart Study Techniques

Task 2
Create your own sentences.

Choose one reflexive pronoun and one abstract noun from the following and write a sentence that connects them meaningfully.

Reflexive Pronouns	myself	yourself	herself	himself	ourselves	themselves
Abstract Nouns	responsibility	independence	honesty	patience	courage	respect

Example:
"I need to challenge myself to develop more independence in managing my time."

Writing
TOP

I can write a paragraph to describe similarities.

Writing a compare/contrast paragraph based on similarities

Similarities: means to compare two items based on their similar features. Ex: (e.g., how two animals, two pieces of technology, or two hobbies are similar).

Brainstorm similarities about any two items (e.g., notes and mind maps), by using a Venn diagram or a simple list. Think to focus on aspects like function, appearance, or usage.

The outline of the Paragraph

- ◆ **Topic Sentence:** start the paragraph with a sentence that introduces the two items and states that they are similar. Ex: While both notes and mind maps are effective tools for organizing information, notes are better suited for detailed, linear recording, whereas mind maps excel at visually representing relationships between ideas in a non-linear format.
- ◆ **Supporting Sentences:** Show how each similarity is expanded upon in the paragraph. Use transition words like "both," "similarly," or "in the same way." Ex: "Notes can organize information in a sequential, text-based format, making them ideal for capturing detailed explanations or step-by-step processes, while mind maps use visual elements like branches and keywords to illustrate the connections between ideas, allowing for a more dynamic and creative flow of thought."
- ◆ **Concluding Sentence:** end the paragraph by summarizing the similarities. Ex: "Ultimately, while notes provide clarity and depth for detailed understanding, mind maps are more effective for brainstorming and seeing the big picture."

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■ **Interactive Learning Tips:**

- ◆ **Role-Playing:** Students act out short situations where they use reflexive pronouns and abstract nouns (e.g., Giving yourself confidence before a test).
- ◆ **Sentence Building Race:** Teams race to create meaningful sentences using a reflexive pronoun and an abstract noun from a given list.

■ **Extension Activities:**

- 1. Personal Growth Reflection:** Have students write a short paragraph about a personal experience where they developed courage, patience, or responsibility using reflexive pronouns.
- 2. Story Chain:** One student starts a sentence using a reflexive pronoun and abstract noun (e.g., I challenged myself to gain independence), and the next student continues the story using another sentence with a different reflexive pronoun and abstract noun.

★ **Answers:**

- **Task 1**
 - ① myself – honesty
 - ② ourselves – independence
 - ③ herself courage
 - ④ themselves responsibility
 - ⑤ himself – patience
 - ⑥ yourself – respect
- **Task 2:**
 - ◆ She reminded herself to practice patience when learning a new skill.
 - ◆ We challenged ourselves to take responsibility for organizing the event.

Unit 5 Lesson 2
Smart Study Techniques

Unit 5

Create your own sentences.
 Choose one reflexive pronoun and one abstract noun from the following and write a sentence that connects them meaningfully.

Reflexive Pronouns	myself	yourself	herself	himself	ourselves	themselves
Abstract Nouns	responsibility	independence	honesty	patience	courage	respect

Example:
 "I need to challenge myself to develop more independence in managing my time."

Writing

I can write a paragraph to describe similarities.

Writing a compare/contrast paragraph based on similarities

Similarities: means to compare two items based on their similar features. Ex: (e.g., how two animals, two pieces of technology, or two hobbies are similar).
 Brainstorm similarities about any two items (e.g., notes and mind maps), by using a Venn diagram or a simple list. Think to focus on aspects like function, appearance, or usage.

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- ◆ **Concluding Sentence:** end the paragraph by summarizing the similarities. Ex: "Ultimately, while notes provide clarity and depth for detailed understanding, mind maps are more effective for brainstorming and seeing the big picture."

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- ◆ You can prove yourself by showing honesty in difficult situations.

• Writing

▪ Objective:

By the end of the lesson, students will be able to write a structured paragraph describing similarities between two items using appropriate transition words.

▪ Instructions:

1. Warm-Up Activity:

- ◆ Ask students: What does "similar" mean? Elicit that it means two things share common features.
- ◆ Show two pictures (e.g., a laptop and a tablet) and ask students to describe how they are similar.

Smart Study Techniques **Lesson 2** **Unit 5**

No. 3

Write a paragraph to describe similarities between "Smart Study vs. Hard Study"

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2. Top Tip Explanation:

- ◆ Explain that when writing about similarities, we use transition words like both, similarly, in the same way.
- ◆ Provide the paragraph outline:
 - ▶ Topic sentence: Introduce the two items and state they are similar.
 - ▶ Supporting sentences: Describe at least two similarities with details.

- Concluding sentence: Summarize the key similarities.

3. Guided Practice (Brainstorming and Outlining):

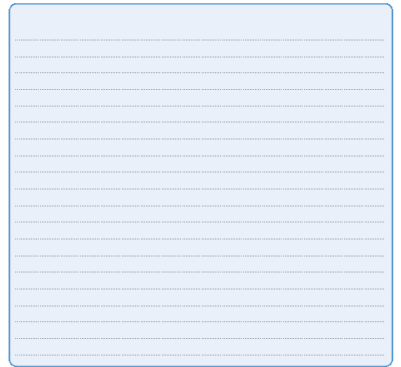
- ◆ Write Smart Study and Hard Study on the board.
- ◆ As a class, brainstorm their similarities using a Venn diagram or list.
- ◆ Sample ideas:
 - Both require effort and time.
 - Both help students gain knowledge.
 - Both involve strategies to improve learning.
 - Have students organize these ideas into the paragraph structure.

Smart Study Techniques

Lesson 2 Unit 5

No. 3

Write a paragraph to describe similarities between "Smart Study vs. Hard Study"



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4. Independent Writing Task:

- ◆ Students write a paragraph using their brainstormed ideas.
- ◆ Encourage them to use transition words to connect their ideas.
- ◆ Pairs exchange paragraphs for peer review before sharing with the class.

■ Top Tip: Writing a Compare/Contrast Paragraph Based on Similarities

- ◆ Start with a clear topic sentence introducing the two items.
- ◆ Use transition words like both, in the same way, similarly to connect ideas.

- ◆ Give supporting details that explain each similarity.
- ◆ End with a conclusion that summarizes the similarities.

■ **Interactive Learning Tips:**

- ◆ **Pair & Share:** Students pair up, discuss, and write one similarity each before combining them into a full paragraph.
- ◆ **Sentence Scramble:** Provide mixed-up sentences from a well-structured paragraph and have students arrange them correctly.

■ **Extension Activities:**

1. Picture Comparison: Show two images (e.g., a book and an e-book) and have students write a paragraph on their similarities.

2. Debate Prep: Assign students different study styles (e.g., individual vs. group study) and have them argue why both are effective.

★ **Answers:** Students' own ideas.

Unit
5

Smart Study Techniques

Lesson 2

Task 1

Fill in the gaps in the following sentences using the words:

(self-assessment - tough - style - note - session - face - complex)

- 1 She had to many challenges at work this week.
- 2 It was a decision, but he knew it was the right one.
- 3 Please take of the important points during the meeting.
- 4 This problem is too to solve without help.
- 5 The teacher scheduled a study for the students before the exam.
- 6 The helped him understand his strengths and weaknesses.

Task 2

Choose the correct answer:

- 1 He found the process challenging because he had to assess his own performance.
(A) facebook (B) self-assessment
(C) notebook (D) season
- 2 During the meeting, the manager gave a on the new marketing strategy.
(A) session (B) complex (C) style (D) note
- 3 The task was so that it took several hours to complete.
(A) easy (B) simple (C) tough (D) funny
- 4 The teacher asked us to write a to help us remember the key points of the lesson.
(A) tone (B) note (C) word (D) mail

Lesson 2 Practice Book

1 Fill in the gaps :

- ◆ Encourage students to think about how each word fits the meaning and context of the sentence.
- ◆ After completing the task, review and discuss why each word is chosen.

▪ Extension Ideas:

1. Have students create their own sentences using the words from the list.
2. Ask students to create a dialogue where they use all of the words naturally.

★ Answers:

1 face

2 tough

3

note

3 complex

5 session

6 self-

assessment

2 Choose The Correct Answer :

- ◆ After completing the task, discuss why the correct answer fits the context of the sentence.
- ◆ Encourage students to explain their reasoning for choosing each word.

▪ Extension Ideas:

1. Ask students to rewrite the sentences with alternative words, changing the context.
2. Create a short story using the selected words and have students act it out in pairs.

Smart Study Techniques

Unit
5

- 1 She tried to her frustration and remain calm during the difficult meeting.
 Ⓐ face Ⓑ help Ⓒ support Ⓓ provide
 2 The puzzle was because it had many pieces and took time to figure out.
 Ⓐ real Ⓑ cool Ⓒ complex Ⓓ nice

Task 3

Choose the Correct Answer:

- 1 Which of the following is an abstract noun?
 Ⓐ Chair Ⓑ Love Ⓒ Dog Ⓓ Mountain
 2 Choose the sentence that contains an abstract noun.
 Ⓐ The boy climbed the tree.
 Ⓑ Her courage inspired everyone.
 Ⓒ The painting was colorful.
 Ⓓ The room is clean.
 3 Which word in this sentence is an abstract noun?
 Happiness is the key to a fulfilling life.
 Ⓐ Happiness Ⓑ Key Ⓒ Life Ⓓ Fulfilling
 4 Identify the abstract noun from the following options:
 Ⓐ Honesty Ⓑ Table Ⓒ Apple Ⓓ Window
 5 Abstract nouns refer to:
 Ⓐ Things you can touch Ⓑ People and animals
 Ⓒ Ideas, feelings, or qualities Ⓓ Physical objects

★ **Answers:**

1 b) self-assessment

2 a) session

3 c) tough

4 b) note

5 a) face

6 c) complex

3 **Choose the correct answer :**▪ **Objective:**

By the end of this task, students will be able to identify abstract nouns in context and distinguish them from concrete nouns.

▪ **Warm-Up Discussion:**

1. Explain that abstract nouns are ideas, emotions, and qualities—things we can't see or touch.
2. Give examples: love, courage, happiness, freedom, honesty.
3. Ask students to share other examples of abstract nouns they know.

▪ **Top Tip:**

Abstract nouns represent something you feel or think, not something you can hold or see.

Examples:

- ◆ She felt great happiness when she saw her dog.
- ◆ Courage is needed to try new things.

▪ **Extension Idea:**

After completing the exercise, students can:

1. Create their own sentences using at least two abstract nouns.
2. Share with a partner or the class.

Unit 5 **Smart Study Techniques**

- 4 Which of these sentences uses an abstract noun?
- A The flowers bloomed beautifully.
 - B Her kindness made a difference.
 - C The car stopped abruptly.
 - D He opened the book slowly.

Task 4

Correct the mistakes in the following sentences:

- 1 The beautiful of the sunset amazed everyone. (.....)
- 2 He showed many courage during the competition. (.....)
- 3 The teacher praised the students for their knowledges. (.....)
- 4 We could feel the happy in the room. (.....)
- 5 Her advices was helpful in solving the problem. (.....)
- 6 He was filled with angry after the argument. (.....)

Task 5

Read the following text then answer the questions:

To study well, it's important to face challenges with a positive attitude. Understanding complex topics can be difficult, but breaking them into smaller parts makes learning easier. Use self-assessment to check your progress regularly. Ask yourself what you understand and what needs more work. This helps identify areas where you need improvement. Create a study plan that focuses on difficult subjects while reviewing easier ones. Stay consistent, be patient, and remember that learning takes time. With regular self-assessment, you can stay on track and improve your study skills for better results.

★ **Answers:**

- 1 b) Love
- 2 b) Her courage inspired everyone.
- 3 a) Happiness
- 4 a) Honesty
- 5 c) Ideas, feelings, or qualities
- 6 b) Her kindness made a difference.

④ **Correct the mistakes in the following sentences:**▪ **Objective:**

To help students spot and correct sentences that misuse abstract nouns or confuse them with concrete nouns.

1. Read the sentences below.
2. Find the incorrect noun and rewrite the sentence using the correct abstract noun.

▪ **Tips for Students:**

- ◆ Ask yourself: Is this noun an emotion, idea, or quality? If not, it's likely not abstract.
- ◆ Remember: You can feel fear, but you can't touch it.

▪ **Class Review:**

- ◆ After completing the task, review the answers together.
- ◆ Ask: Why is this word an abstract noun? Why was the original sentence incorrect?

- Which of these sentences uses an abstract noun?
- Ⓐ The flowers bloomed beautifully.
 - Ⓑ Her kindness made a difference.
 - Ⓒ The car stopped abruptly.
 - Ⓓ He opened the book slowly.

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▪ **Interactive Learning Tips:**

- ♦ Abstract Noun Charades: Students act out abstract nouns like hope, anger, or fear for classmates to guess.
- ♦ Group Challenge: In teams, students make a list of 10 abstract nouns and write creative sentences using them.

▪ **Extension Activities:**

- ♦ Story Writing: Write a short story using at least 3 abstract nouns.
- ♦ Draw the Feeling: Choose an abstract noun and draw a picture that represents it (e.g., "freedom" as birds flying or open skies).

★ **Answers:**

- 1 The beauty of the sunset amazed everyone.
- 2 He showed a lot of courage during the competition.
- 3 The teacher praised the students for their knowledge.
- 4 We could feel the happiness in the room.
- 5 Her advice was helpful in solving the problem.
- 6 He was filled with anger after the argument.

5 **Reading comprehension:**

▪ **Objective:**

Students will understand the importance of self-assessment and study planning in improving their learning strategies.

Smart Study Techniques

Unit
5

A Answer the following questions:

- 1 What should a study plan focus on?
.....
- 2 Why is self-assessment important in improving study?
.....
- 3 How should a student face the challenges of studying?
.....

B Choose the correct answers:

- 4 How can self-assessment help your studies?
 A It helps you relax.
 B It helps identify areas for improvement.
 C It makes studying easier.
 D It stops you from making mistakes.
- 5 To manage complex topics, students can
 A ignore them. B break them into smaller parts.
 C skip them. D memorize them all at once.

Task 6

Write a paragraph to describe similarities between "Study wasting time vs Study saving time".

.....

.....

.....

.....

.....

■ Pre-Activity

1. Class Discussion: Ask students what challenges they face when studying and how they handle them. Write their answers on the board.

2. Prediction Task: Have students predict what strategies might help them study better.

3. Pair Share: Let students discuss with a partner whether they have ever assessed their own learning and how it helped them.

■ During-Activity

1. Guided Reading: Read the text aloud while students follow along. Ask them to underline key ideas such as "self-assessment," "study plan," and "challenges."

2. Comprehension Check: Pause after each key sentence and ask students to summarize it in their own words.

3. Think-Pair-Share: Have students turn to a partner and discuss one thing they learned from the text.

■ Post-Activity

1. Individual Task: Students answer the comprehension questions based on the text.

2. Class Discussion: Go over the answers as a class, encouraging students to explain their reasoning.

3. Interactive Quiz: Read the multiple-choice question aloud and have students hold up fingers (1, 2, or 3) to show their answer choices before discussing as a group.

Smart Study Techniques

Unit
5**A Answer the following questions:**

❶ What should a study plan focus on?

❷ Why is self-assessment important in improving study?

❸ How should a student face the challenges of studying?

B Choose the correct answers:

❹ How can self-assessment help your studies?

Ⓐ It helps you relax.

Ⓑ It helps identify areas for improvement.

Ⓒ It makes studying easier.

Ⓓ It stops you from making mistakes.

❺ To manage complex topics, students can

Ⓐ ignore them.

Ⓑ break them into smaller parts.

Ⓒ skip them.

Ⓓ memorize them all at once.

Task 6

Write a paragraph to describe similarities between "Study wasting time vs Study saving time".

▪ ExtensionTasks:

1. Study Plan Challenge: Students create a one-week study plan and present it to the class, explaining how they will use self-assessment to improve.
2. Self-Assessment Checklist: Provide students with a checklist where they can rate their understanding of different topics and set goals for improvement.

*** Answers:**

- ① A study plan should focus on difficult subjects while also reviewing easier ones.
 - ② Self-assessment helps identify areas where improvement is needed and allows students to track their progress.
 - ③ A student should face challenges with a positive attitude, break complex topics into smaller parts, and stay consistent.
- 4-It helps identify areas for improvement
- 5-Break them into smaller parts

6- Writing:

▪ **Task:** Write a paragraph to describe similarities between "Study wasting time vs Study saving time".

▪ **Objective:**

By the end of this task, students will be able to write a compare and contrast paragraph based on similarities between "Study Wasting Time" and "Study Saving Time" using appropriate writing structures.

▪ **Instructions:**

1. Introduction to the Topic:

- ◆ Begin by introducing the two topics: "Study Wasting Time" and "Study Saving Time."

◆ Explain that "Study Wasting Time" refers to actions or habits that lead to ineffective studying (e.g., procrastination, distractions), while "Study Saving Time" refers to effective study habits that maximize learning (e.g., focused study, proper time management).

2. Discuss Similarities:

◆ Ask students to brainstorm some similarities between the two concepts. Discuss how both involve time spent studying, but one leads to effective learning while the other does not.

◆ Encourage students to think about similarities in terms of the study process, such as the need to prepare, plan, and focus (even if one approach might be more efficient than the other).

Smart Study Techniques Unit 5

A Answer the following questions:

1 What should a study plan focus on?

2 Why is self-assessment important in improving study?

3 How should a student face the challenges of studying?

B Choose the correct answers:

4 How can self-assessment help your studies?

A It helps you relax.

B It helps identify areas for improvement.

C It makes studying easier.

D It stops you from making mistakes.

5 To manage complex topics, students can

A ignore them.

B break them into smaller parts.

C skip them.

D memorize them all at once.

Task 6

Write a paragraph to describe similarities between "Study wasting time vs Study saving time".

.....

.....

.....

.....

3. Outline for Writing the Paragraph:

◆ Topic Sentence: Introduce the two concepts and state that both involve studying. Example: "While both study wasting time and study saving time involve spending time on learning, they differ in how that time is used."

◆ Supporting Sentences: Discuss one similarity and expand on it using transition phrases like "both," "similarly," "in the same way," etc.

Example:

"Both methods require a student to set aside time for studying, whether they are wasting it on distractions or using it efficiently for focused learning."

◆ **Concluding Sentence:** Wrap up the paragraph by reinforcing the main idea. **Example:**

"Although study wasting time leads to ineffective learning, both approaches involve dedicating time to study, highlighting the importance of using study time wisely."

4. Writing Tips:

- ◆ Encourage students to use phrases like "in the same way," "similarly," and "both" to indicate similarities.
- ◆ Remind them to structure the paragraph with a clear topic sentence, supporting sentences, and a concluding sentence.
- ◆ If needed, provide a Venn diagram or 3-column chart to help students organize their ideas before writing.

5. Interactive Activity:

- ◆ After students write their paragraphs, have them share them with a partner or in small groups. Partners can provide feedback on the clarity of the paragraph and offer suggestions for improving it.
- ◆ **Extension Idea 1:** Students can compare their paragraphs with others to discuss different ways they have approached the task and how they structured their ideas.
- ◆ **Extension Idea 2:** Have students discuss the differences between effective and ineffective study habits in a group, sharing personal experiences.

▪ Top Tip for Writing a Compare and Contrast Paragraph:

- ◆ Use transition words and phrases such as "similarly," "both," "in the same way," and "likewise" to connect similar ideas.
- ◆ Always make sure to start with a clear topic sentence that introduces the items you are comparing.
- ◆ Organize your paragraph logically, with supporting sentences that give clear examples of how the two items are similar, followed by a conclusion that wraps up your points.

★ Answers: Students' own answers.

The paragraph should:

- ◆ Include a clear topic sentence introducing the similarity between the two types of study.
- ◆ Use transition words such as "both," "in the same way," or "similarly."
- ◆ Provide a supporting sentence with examples of how both types of study involve setting aside time for learning.
- ◆ Conclude with a sentence that wraps up the comparison and highlights the importance of using study time wisely.

Lesson objectives:

• By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary.
- ◆ listen to use appropriate question intonation in a short interview.
- ◆ use the correct word in the correct context.
- ◆ write a second paragraph to describe how the two items are different.
- ◆ carry out a project about a Quranic verse addressing the significance of learning and smart study.

• Vocabulary:

workshop, summarize, active link(v), record(v..voice)

• Materials:

Student's Book - Practice Book- Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Unit 5
Lesson 3
Effective Note-Taking

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ listen to use appropriate question intonation in a short interview.
- ★ use the correct word in the correct context.
- ★ write a second paragraph to describe how the two items are different.
- ★ carry out a project about a Quranic verse addressing the significance of learning and smart study

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Workshop (n.)	A meeting or class where people learn and skills.
	Have you ever attended a workshop to learn something new?
Summarize (v.)	To tell the of something in a short way.
	Can you summarize the story you read today?

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Objectives:

To enhance understanding and usage of vocabulary related to activities, learning, and documentation.

Instructions:

1 Read and define the words

1. Pronounce each vocabulary word clearly (e.g., workshop).
2. Have students repeat the word aloud. Break it into syllables as needed (e.g., sum-ma-rize).

2 Complete the definition

1. Read the partial definition aloud with a blank and have students guess the missing word.
 - **Example:** A meeting or class where people learn and skills. (missing word: practice)
2. Confirm the correct answer by repeating the full definition with the class.

3 Draw a picture

1. Ask students to draw a picture that shows the word or gives an example of it.
 - **Example:** For record, students can draw a phone with a microphone symbol.

4 Partner discussion and writing

1. Have students pair up and discuss the question related to the vocabulary word.
 - **Example:** Have you ever attended a workshop to learn something new?
2. After discussing, students write their answers in complete sentences.

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new vocabulary.
- ★ listen to use appropriate question intonation in a short interview.
- ★ use the correct word in the correct context.
- ★ write a second paragraph to describe how the two items are different.
- ★ carry out a project about a Quranic verse addressing the significance of learning and smart study.

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Summarize (v.)	To tell the of something in a short way.
	Can you summarize the story you read today?

5 Reinforce pronunciation

1. Go over the pronunciation of each word again.
2. Have the whole class repeat each word correctly after you.

6 Contextual application

1. Explain how each word might be used in real life.
2. Provide simple example sentences for reinforcement.

► **Example:** We had a workshop on making posters for Science Day.

Effective Note-Taking

Lesson 3

Unit 5

Active (n.)	 or doing things, not being still.
	How do you stay active during the day?
Link(v)	To two things together.
	Can you link these two ideas together?
Record(v.)	To save your voice by using a so you can listen to it later.
	Have you ever recorded your voice on your phone?

Listening "Interview skills"

I can identify parts of (CV) accurately.

🔊 **Pre-Listening Questions:**

🔍 **Think about questions:**

Before listening, think about what questions you might ask if you were interviewing someone about a study workshop. Write down two questions you would ask.

Example: "What is the workshop about?"



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▪ Vocabulary Words & Definitions

1. **Workshop:** A meeting or class where people learn and practice skills.
2. **Summarize:** To tell the main points of something in a short way.
3. **Active:** Moving or doing things, not being still.
4. **Link (v):** To connect two things together.
5. **Record(v, voice):** To save your voice by using a device so you can listen to it later.

▪ Application Activity

- ◆ Have students prepare a short summary of a recent event, meeting, or lecture they attended, using at least three of the vocabulary words in their description.

★ **Answers:** practice - main points - Moving - connect - a device.

• Listening

▪ Objective:

Students will develop effective listening and speaking skills by analyzing interview techniques, understanding note-taking strategies, and practicing role-play interviews with appropriate intonation and flexibility.

▪ Pre-Listening Activity

1. Ask students to imagine they are interviewing someone about a study workshop. Have them write two questions they would ask.
2. Provide an example question to guide them.
3. Discuss the importance of tone in an interview. Ask students to predict how the interviewer will sound (curious, friendly, or serious).
4. Have students share their ideas with a partner before discussing it as a class.

★ Answers:

- ◆ Possible interview questions:
- ◆ **What is the main goal of the workshop?**
- ◆ **What are some key strategies for taking better notes?**
- ◆ **The interviewer will likely sound curious and friendly to engage the guest.**

▪ While-Listening Activity

1. Play the interview recording (or read the script aloud).

Effective Note-Taking
Lesson 3
Unit 5

Active (n.)	 or doing things, not being still.
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	Can you link these two ideas together?
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	Have you ever recorded your voice on your phone?

Listening "Interview skills"

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Pre-Listening Questions:
 Think about questions:
 Before listening, think about what questions you might ask if you were interviewing someone about a study workshop. Write down two questions you would ask.
 Example: "What is the workshop about?"



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2. Ask students to focus on the interviewer's questions and how the teacher responds.
3. Have students raise their hands when they hear a change in tone.
4. Guide students in identifying a moment when the teacher pauses before answering an unexpected question.
5. Ask students to write down two note-taking tips mentioned by the teacher.

★ **Answers:**

- ◆ **The teacher pauses when asked about addressing different learning styles, showing they are considering their response.**
- ◆ **Two note-taking tips:**
 - ▶ **Summarization helps break down complex ideas into simpler parts.**
 - ▶ **Active engagement, such as linking ideas and asking questions, makes notes more meaningful.**

■ **Post-Listening Activity**

1. Have students discuss the importance of summarization in note-taking.
2. Ask students to reflect on what the teacher hopes participants will learn from the workshop.
3. Encourage students to think about why the teacher believes note-taking makes studying easier and more enjoyable.
4. Lead a class discussion where students share their answers.

Unit
5

Lesson 3

Effective Note-Taking

Talk About Torre:

In an interview, the way we say something is important. We change the tone of our voice to show we are asking a question. Discuss with a partner how you think the interviewer will sound—will they sound curious, friendly, or serious?

While-Listening Questions:

Listen for the questions:

- ◆ As you listen to the interview, focus on the questions the interviewer asks.
- ◆ Pay attention to how the interviewer's voice changes when asking a question.
- ◆ When you notice a change in tone, raise your hand.

How does the teacher respond?

- ◆ Listen carefully to how the teacher answers each question.
- ◆ Does the teacher pause or take time to think, especially when answering a surprising question?
- ◆ Write down one example of how the teacher responds to a question they didn't expect.

Note-taking methods:

- ◆ Write down two tips the teacher shares for improving note-taking skills.

Post-Listening Questions:

Discuss the following questions in pairs:

- 1 Why is summarizing an important method for note-taking?
- 2 What does the teacher hope participants will learn from the workshop?
- 3 Why do you think the teacher believes that note-taking can make studying easier and more fun?

★ **Answers:**

- 1 Summarizing is important because it helps students focus on key ideas instead of copying everything.
- 2 The teacher hopes participants will learn how to take effective notes that improve understanding.
- 3 Note-taking makes studying easier and more enjoyable because it helps students process and retain information in a structured way.

■ **Speaking Task: Role-play interviews**

1. Pair up students and have them choose a topic for their interview (favorite hobby, future goals, recent event).
2. Guide students in preparing 3-5 interview questions.
3. Have students take turns being the interviewer and interviewee.
4. Encourage students to focus on:
 - ◆ Intonation: Using rising intonation for yes/no questions.
 - ◆ Flexibility: Asking follow-up questions based on their partner's answers.
5. After the interviews, students should give feedback on their partner's intonation and flexibility.
6. Ask students to reflect on the activity by completing the sentence: "I learned that..."

▶ **Talk About Tone:**

In an interview, the way we say something is important. We change the tone of our voice to show we are asking a question. Discuss with a partner how you think the interviewer will sound—will they sound curious, friendly, or serious?

▶ **While-Listening Questions:**▶ **Listen for the questions:**

- ◆ As you listen to the interview, focus on the questions the interviewer asks.
- ◆ Pay attention to how the interviewer's voice changes when asking a question.
- ◆ When you notice a change in tone, raise your hand.

▶ **How does the teacher respond?**

- ◆ Listen carefully to how the teacher answers each question.
- ◆ Does the teacher pause or take time to think, especially when answering a surprising question?
- ◆ Write down one example of how the teacher responds to a question they didn't expect.

▶ **Note-taking methods:**

- ◆ Write down two tips the teacher shares for improving note-taking skills.

▶ **Post-Listening Questions:**▶ **Discuss the following questions in pairs:**

- 1 Why is summarizing an important method for note-taking?
- 2 What does the teacher hope participants will learn from the workshop?
- 3 Why do you think the teacher believes that note-taking can make studying easier and more fun?

▪ *Tips for making these tasks interactive*

1. Live Demonstration: Model a short interview with a student and exaggerate different tones to show how voice changes during a question.

2. Interview Bingo: Prepare a bingo sheet with different interview techniques (e.g., "asked a follow-up question," "used good intonation"). Students check off boxes while listening to their peers.

3. Class Panel Discussion: Have a few students act as experts in a field (e.g., sports, science, hobbies) and let other students interview them.

4. Voice Modulation Practice: Play a game where students practice saying the same sentence in different tones (curious, excited, serious) to understand how tone affects meaning.

▪ *Extension interactive ideas*

1. Podcast Project: Ask students to record a short interview on a topic of their choice. They can add background music and practice editing to make it engaging.

2. Expert Interview: Assign students a research topic and have them prepare interview questions. They can then interview a teacher, a classmate, or a family member and present their findings.

Effective Note-Taking

Lesson 3

Unit 5

Speaking task: Role-play

I can practice interviewing skills with appropriate intonation and flexible responses.

Instructions

1. Preparation:

In pairs, choose a topic (favorite hobby, future goals, recent event) and prepare 3-5 interview questions. Here are examples:

- ◆ Favorite Hobby: What is your favorite hobby? How did you get interested in it?
- ◆ Future Goals: What are your goals for the future? Why are they important to you?
- ◆ Recent Event: Describe a recent event you attended. What was the most exciting part?



2. Interview:

Take turns as the interviewer and interviewee. Focus on:

- ◆ Intonation: Use rising intonation for yes/no questions (e.g., "Did you enjoy the event?").
- ◆ Flexibility: Listen to responses and ask follow-up questions. For example, if your partner loves painting, ask, "What kind of paintings do you enjoy creating?"

3. Feedback:

Provide feedback on intonation and flexibility in responses. Discuss what went well and what to improve.

4. Reflection:

Share thoughts on how the exercise helped prepare you for real-life interviews.

- ◆ Example Reflection: "I learned that follow-up questions help keep the conversation engaging."
- ◆ I learned that ...
- ◆ From this activity, I got better at ...

The Listening Script

Interviewer (I): Hello, everyone! Today, we have a special guest to talk about an exciting workshop called "From Notes to Knowledge: Effective Study Techniques." Welcome!

Teacher (T): Thank you! I'm thrilled to be here and share what this workshop is all about.

I: Can you tell us the main focus of your workshop?

T: Absolutely! The workshop is all about improving your note-taking skills and turning them into effective study methods. I'll share strategies that go beyond just writing down everything I say.

I: That sounds interesting! What's one important method you'll be teaching?

T: One key method is summarization. Many students feel overwhelmed by too much information. I'll show them how to break down complex ideas into short summaries, which makes understanding and reviewing much easier.

I: Great! Are there any other techniques you'll cover?

T: Yes! Another key idea is active engagement. I encourage students to connect with what they're learning by asking questions, linking ideas, and writing down personal thoughts while taking notes. These practices help deepen understanding and improve critical thinking skills.

I: That's really helpful. How will you address different learning styles during the workshop?

T: I'll provide strategies for various learning styles. For visual learners, I'll suggest using diagrams and colors. Auditory learners can record important points and listen to them later, while kinesthetic learners will be shown hands-on study tools to make learning active.

I: It sounds like a comprehensive approach! What do you hope participants will take away from your workshop?

T: I hope they will see note-taking as a way to truly understand the material. With these new techniques, studying will become easier, and learning will be more fun and engaging. This workshop is a great chance for students to enhance their study skills!

I: Thank you for sharing those insights! Your workshop seems like an incredible opportunity for students to improve their studying.

T: Thank you! I believe it can make a real difference in their academic journey.

• Vocabulary Practice

Task : Fill in the gaps with the correct words from the list:

1. Warm-up :

◆ Discuss various activities in a learning environment such as workshops, presentations, and discussions.

◆ Encourage students to share how they prepare for presentations or class discussions.

2. Task:

◆ Distribute the fill-in-the-gaps activity.
◆ Ask students to complete the sentences individually or in pairs.

3. Review:

◆ Go over the answers as a class and discuss why each word fits in the context.

Unit 5 Lesson 3 Effective Note-Taking

VOCABULARY Practice:

Fill in the gaps with the correct words from the list:

improve record active link workshop summarize

- In the yesterday, we learned about new teaching techniques.
- After reading the article, please the main points in a short paragraph.
- It's important to stay during class discussions by participating and asking questions.
- You can the two ideas by explaining how they are related.
- The teacher asked me to my voice for the presentation so others can listen later.

Writing

I can write a paragraph to describe the differences.

Writing a compare/contrast paragraph based on differences

- To write a paragraph to describe differences we need to:
 - Review the first paragraph about (similarities) briefly.
 - Mention that we need to shift focus from how the items are similar to how they are different.

Differences:

- A compare-and-contrast essay has two parts: the first part explains similarities, and the second part explains differences.
- Think of the differences between the two items we are comparing.
- Use a T-chart or Venn diagram to visually separate the two items' differences.

The outline of the second paragraph

- Topic sentence: a sentence that introduces the differences of the two items. Ex: "Despite their similarities, a bicycle and a scooter have several key differences."
- Supporting sentences: Explain each difference, using comparative language (e.g., "while," "in contrast," "on the other hand"). Ex: "Unlike a bicycle, a scooter has a motor that allows it to move without pedaling."

◆ Ask students to provide examples of how they can apply the vocabulary in other contexts.

◆ **Tips to Make the Task Interactive:**

- ▶ Peer Review: After completing the activity, ask students to review their peers' answers and discuss their choices.

● **Group Discussion:** Have students discuss in groups how the vocabulary words are used in real classroom settings (e.g., during a workshop or while giving a presentation).

★ **Answers:**

① workshop.

② summarize.

③ active.

④ link.

⑤ record.

● **Writing :**

Task: Write a paragraph to describe the differences.

■ **Objective:**

By the end of this task, students will be able to write a compare and contrast essay, first focusing on similarities and then explaining the differences between "Smart Study vs. Hard Study."

1. Introduction to the Topic:

◆ Start the lesson by discussing the differences between "Smart Study" and "Hard Study."

Unit 5 Lesson 3 Effective Note-Taking

VOCABULARY Practice:

Fill in the gaps with the correct words from the list:

improve	record	active	link	workshop	summarize

- In the yesterday, we learned about new teaching techniques.
- After reading the article, please the main points in a short paragraph.
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- Supporting sentences: Explain each difference, using comparative language (e.g., "while" "in contrast," "on the other hand"). Ex: "Unlike a bicycle, a scooter has a motor that allows it to move without pedaling."

◆ Explain that "Smart Study" involves using effective study techniques and strategies (such as time management, breaks, and focused work), while "Hard Study" refers to putting in a lot of hours without necessarily using efficient methods.

2. Review of Similarities:

- ◆ Recap the first paragraph that students wrote describing the similarities between "Smart Study" and "Hard Study."
- ◆ Emphasize the need to now shift their focus from the similarities to the differences.
- ◆ Remind them that comparing differences helps to clearly see how two things diverge in terms of usage, impact, and outcomes.

Effective Note-Taking

Lesson 3

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- ◆ Concluding sentence: wrap up the paragraph by summarizing the differences. Ex: "These differences show that while both are efficient, scooters offer convenience that bicycles may lack."
- ◆ Transition words help contrast ideas: "however," "on the other hand," "in contrast," "while," and "although."

✎ Write a paragraph to describe the differences between "Smart Study vs. Hard Study"

- ◆ Then revise your two paragraphs and write a complete essay about the similarities and differences of "Smart Study vs. Hard Study"

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3. Focus on Differences:

- ◆ Encourage students to use a T-chart or Venn diagram to list out key differences between the two types of study.

Example for "Smart Study vs. Hard Study" might include:

- ▶ **Smart Study:** Uses time management, prioritizes breaks, uses efficient resources.
- ▶ **Hard Study:** Involves long hours, may lead to burnout, not always efficient.

4. Outline for Writing the Paragraph on Differences:

- ◆ Topic Sentence: Introduce the differences between the two study methods. Example:

"Despite their similarities, smart study and hard study have several key differences."

◆ **Supporting Sentences:** Use comparative language like "in contrast," "on the other hand," or "while." Example:
"While smart study focuses on efficient use of time and energy, hard study often involves working long hours without breaks."

◆ **Concluding Sentence:** Wrap up the paragraph by summarizing the differences. Example:

"In contrast, smart study provides more long-term benefits by fostering a balanced and effective approach to learning."

5. Writing Tips:

- ◆ Teach transition words such as "however," "on the other hand," "in contrast," "while," and "although" to show contrasts.
- ◆ Encourage students to start with a clear topic sentence introducing the differences and end with a concluding sentence that highlights these differences.

6. Interactive Activities:

- ◆ **Extension Idea 1:** After writing the paragraph, have students pair up and discuss their ideas on the differences. They can share examples of how smart and hard study might look in real life.
- ◆ **Extension Idea 2:** Have students revise their paragraphs with a partner and provide feedback on how well they used transition words and compared the two study habits.

▪ **Top Tip for Writing About Differences:**

- ◆ Use transition words such as "however," "in contrast," and "on the other hand" to clearly show the differences between two items.

Effective Note-Taking

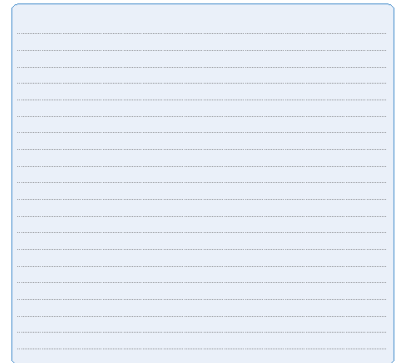
Lesson 3

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- ◆ Concluding sentence: wrap up the paragraph by summarizing the differences. Ex: "These differences show that while both are efficient, scooters offer convenience that bicycles may lack."
- ◆ Transition words help contrast ideas: "however," "on the other hand," "in contrast," "while," and "although."

■ Write a paragraph to describe the differences between "Smart Study vs. Hard Study"

- ◆ Then revise your two paragraphs and write a complete essay about the similarities and differences of "Smart Study vs. Hard Study"



◆ Organize your paragraph: Start with a topic sentence that introduces the differences, use supporting sentences to explain each difference with clear examples, and conclude by summarizing the key differences.

★ **Answers:** Students' own answers..

● *Islamic Values Project:*

1. Preparation:

◆ Introduce the Quranic verse:

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ،
وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ (Luqman 12).

- ◆ Briefly explain the context of Luqman being given wisdom and how it relates to gratitude and personal benefit.
- ◆ Encourage students to think about how the concept of wisdom (Hikma) applies to learning.

Unit 5
Lesson 3
Effective Note-Taking

Islamic Values Project
 The Significance of Learning and Smart Study

Instructions:

﴿وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ﴾ (لقمان: ١٢)

"We endowed Luqman with wisdom: 'Be thankful to Allah.' Whoever is appreciative - is appreciative for the benefit of his own soul. And whoever is unappreciative - Allah is Self-Sufficient, Praiseworthy"

- 1 In small groups, read and interpret the following Quranic verse:
- 2 Research and discuss the following topics:
 - ◆ The importance of learning and studying smartly.
 - ◆ The meaning of "wisdom" (Hikma). Is it related to smart or hard study? Explain your understanding.
 - ◆ How can we apply this verse in our lives to enhance our learning?
- 3 Create an infographic that includes:
 - ◆ The importance of learning and smart study.
 - ◆ An explanation of wisdom (Hikma) and how it connects to effective learning.
 - ◆ Practical tips on how to apply smart study methods based on the verse.
- 4 Present your infographic to the class, highlighting the key points about learning and wisdom.

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2. Research and Group Discussion:

- 1- Divide students into small groups of 3-4 members.
- 2- Each group will read and discuss the verse, exploring the following questions:
 - ◆ What does the Quranic verse say about learning and gratitude?
 - ◆ What is wisdom (Hikma) and how is it related to smart studying?
 - ◆ How can this wisdom be applied to our learning methods?
 - ◆ Have each group brainstorm practical tips on how to study smarter, inspired by the verse.

3. Infographic Creation:

- ◆ Provide students with materials to create an infographic, including the following components:
- ◆ The importance of learning and studying smartly.
- ◆ Explanation of wisdom (Hikma) and its relationship with effective learning.
- ◆ Practical tips for applying smart study methods, inspired by the Quranic verse.
- ◆ Students can use drawing, digital tools, or a combination of both to create the infographic.

Unit 5
Lesson 3
Effective Note-Taking

Islamic Values Project
The Significance of Learning and Smart Study

Instructions:

«وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَفِيرٌ حَمِيدٌ» (لقمان: ١٢)

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- Create an infographic that includes:
 - The importance of learning and smart study.
 - An explanation of wisdom (Hikma) and how it connects to effective learning.
 - Practical tips on how to apply smart study methods based on the verse.
- Present your infographic to the class, highlighting the key points about learning and wisdom.

4. Presentation:

- ◆ Ask each group to present their infographic to the class.
- ◆ Ensure that each group highlights how the verse connects to their ideas about learning and wisdom.

5. Assessment Criteria:

Each student will be assessed based on their understanding, participation, creativity, and presentation skills in the project. The total score is 25 points.

1. Understanding of the Quranic Verse & Discussion (5 points)

- ◆ Clearly explains the meaning of the verse.
- ◆ Connects the verse to the concept of wisdom (Hikma) and gratitude in learning.
- ◆ Engages in a meaningful discussion within the group.

2. Research & Critical Thinking (5 points)

- ◆ Investigates the significance of wisdom and its role in smart studying.
- ◆ Identifies practical ways to apply wisdom in learning strategies.
- ◆ Uses logical and well-researched ideas in discussions and the infographic.

3. Infographic Design & Content (5 points)

- ◆ Includes essential elements: importance of learning, wisdom and its connection to studying, and smart study tips.
- ◆ Presents information in a clear, well-organized, and visually engaging manner.
- ◆ Demonstrates creativity in design using visuals, diagrams, or digital tools.

4. Presentation & Communication (5 points)

- ◆ Presents information clearly and confidently.
- ◆ Explains key points concisely while connecting them to the Quranic verse.
- ◆ Engages with the audience through eye contact and voice clarity.

5. Interactive Participation (5 points)

- ◆ Actively participates in class activities such as discussions, brainstorming, and group work.
- ◆ Contributes effectively to the infographic creation and presentation.
- ◆ Demonstrates teamwork and collaboration in their group.

Bonus Opportunity (+2 points)

- ◆ Groups that creatively integrate multimedia elements (such as digital graphics, storytelling, or role-play) may earn extra points.

Unit
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Lesson 3

Effective Note-Taking

Islamic Values Project

The Significance of Learning and Smart Study

Instructions:

﴿وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنِ اشْكُرْ لِلَّهِ وَمَن يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَن صَفَرَ فَإِنَّ اللَّهَ غَنِيٌ حَمِيدٌ﴾ (لقمان: ١٢)

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- ◆ Practical tips on how to apply smart study methods based on the verse.

4 Present your infographic to the class, highlighting the key points about learning and wisdom.

1 Complete the crossword puzzle with vocabulary words from Lesson 3

- **Extension Ideas:**

1. Have students create their own crossword puzzles using vocabulary words from the lesson.
2. Ask students to create sentences using the vocabulary words to demonstrate their understanding.

★ Answers:

- **Across:**

- 3 Link (A connection between two things)
- 5 Summarize (To provide a brief overview of the main points)

- **Down:**

- 1 **Effective** (Producing the desired result)
- 2 **Session** (A meeting for training or discussion)
- 3 **Record** (To store information for future reference)
- 4 **Active** (In motion or currently happening)

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2 Choose the correct answer :

- ◆ Have students complete the activity independently.
- ◆ Discuss each option after the exercise to ensure understanding.

▪ Extension Ideas:

1. Have students work in pairs to create sentences using each of the vocabulary words.
2. Ask students to summarize a recent lesson or meeting they attended using the new vocabulary words.

★ Answers:

1 b) enhance.

2 b) summarize.

3 b) record.

4 c) active

5 b) workshop

6 b) summarize

3 Language functions:

Students will practice completing a dialogue by using appropriate question-and-answer structures related to daily routines.

▪ Pre-Activity

1. Class Discussion: Ask students to describe their daily routine on school days. Write some key activities on the board (e.g., waking up, going to school, doing homework, relaxing).

2. Prediction Task: Have students guess what kinds of questions might be asked in a conversation about daily routines.

3. Pair Share: In pairs, students discuss their after-school activities and compare routines.

Effective Note-Taking

Unit
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Task 2

Choose the correct answer :

- 1 She wanted to her skills by attending a new course.
 (A) analyze (B) enhance
 (C) summarize (D) ignore
- 2 Before the meeting, the manager asked everyone to their ideas into a single page.
 (A) simplify (B) summarize (C) confuse (D) complicate
- 3 He used a notebook to his thoughts during the conference.
 (A) organize (B) record (C) waste (D) forget
- 4 To stay at work, she takes short breaks every hour.
 (A) idle (B) lazy (C) active (D) distracted
- 5 The team was excited to join the where they could learn new strategies.
 (A) routine (B) workshop (C) vacation (D) break
- 6 It's important to the main points from the meeting so you can remember them later.
 (A) skip (B) summarize (C) complicate (D) avoid

Task 3

Supply the missing parts of the following dialogue:

Farid : What's your daily routine on school days?
 Ahmed:(1).....
 Farid :(2).....?
 Ahmed: I usually do my homework first, then relax for a bit before dinner.
 Farid :(3).....?
 Ahmed: Yes, I watch TV before bed if I'm not too tired

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▪ ***During- Activity***

1. Guided Practice: Read the dialogue aloud, pausing at each gap.

Ask students to predict the missing parts.

2. Think-Pair-Share: Students work in pairs to fill in the missing parts based on context.

3. Role-Play: Once students complete the dialogue, they act it out in pairs, using natural intonation.

▪ ***Post-Activity***

1. Class Discussion: Go over different possible answers as a class, emphasizing natural conversation flow.

2. Dialogue Expansion: Ask students to add two more exchanges to the dialogue to make it longer.

3. Interactive Review: Have students switch partners and perform the dialogue with different classmates.

▪ ***Extension Tasks:***

1. Creative Dialogue Writing: Students write and perform a new dialogue about a weekend routine.

2. Find Someone Who: Students move around the classroom, asking different classmates about their routines and noting similarities.

★ **Answers:**

- ① I wake up early, get ready for school, and have breakfast before leaving.
- ② What do you do after school?
- ③ Do you watch TV in the evening?

Task 2

Choose the correct answer :

- ① She wanted to her skills by attending a new course.
 (A) analyze (B) enhance
 (C) summarize (D) ignore
- ② Before the meeting, the manager asked everyone to their ideas into a single page.
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 Farid :(3).....?
 Ahmed: Yes, I watch TV before bed if I'm not too tired

4 Writing:

▪ **Task:** Write a paragraph to describe the differences between "Study wasting time vs Study saving time".

▪ **Objective:**

By the end of this task, students will be able to write a complete essay comparing and contrasting "Study Wasting Time" and "Study Saving Time" with an introduction, paragraphs about similarities and differences, and a conclusion stating their opinion.

1. Introduction to the Task:

◆ Explain the Topic: Introduce students to the two types of study habits: "Study Wasting Time" and "Study Saving Time."

- ▶ Study Wasting Time refers to spending excessive time on non-productive activities, distractions, or inefficient study habits.
- ▶ Study Saving Time focuses on managing study time effectively, minimizing distractions, and using strategies that enhance learning.
- ◆ Encourage Brainstorming: Have students brainstorm ideas on both types of study habits and the ways they can identify similarities and differences.

2. Writing the Similarities Paragraph:

◆ Recap the Similarities Paragraph: Remind students of their previous task where they compared similarities between two items. Here, they will do the same for "Study Wasting Time" and "Study Saving Time."

Unit 5 Effective Note-Taking

Task 4

Write a paragraph to describe the differences between "Study wasting time vs Study saving time":

.....

.....

.....

.....

- 1 Revise your paragraphs from Lessons 2 and 3.
- 2 Combine the revised paragraphs into an essay with:
 - ◆ An introduction explaining the topic.
 - ◆ One paragraph about similarities.
 - ◆ One paragraph about differences.
 - ◆ A conclusion sharing your opinion

.....

.....

.....

.....

- ◆ Use a Venn diagram or T-chart: To help organize ideas, students can create a Venn diagram or T-chart to list the similarities.
- ◆ Writing Tips: Guide students to write a clear topic sentence, provide supporting sentences with examples, and end with a concluding sentence. Emphasize the use of transition words like "both," "similarly," and "in the same way."

3. Writing the Differences Paragraph:

- ◆ Guide the Focus: Shift the focus to differences. Students will now write a paragraph about how "Study Wasting Time" differs from "Study Saving Time."
- ◆ Use of Transition Words: Remind students to use transition words such as "however," "on the other hand," and "in contrast" to clearly show the differences between the two study habits.
- ◆ Example: "While study wasting time often leads to procrastination and distractions, study saving time focuses on efficient methods and time management strategies."

4. Essay Structure:

- ◆ Introduction: Students should write an introduction explaining what they are going to compare and contrast. The introduction should give a brief overview of the two study habits.
- ◆ Similarities Paragraph: Students should write a paragraph highlighting the similarities between "Study Wasting Time" and "Study Saving Time."
- ◆ Differences Paragraph: Students should describe the differences between the two types of study habits.

Task 4

Write a paragraph to describe the differences between "Study wasting time vs Study saving time":

.....

.....

.....

.....

.....

- ① Revise your paragraphs from Lessons 2 and 3.
- ② Combine the revised paragraphs into an essay with:
 - ◆ An introduction explaining the topic.
 - ◆ One paragraph about similarities.
 - ◆ One paragraph about differences.
 - ◆ A conclusion sharing your opinion

.....

.....

.....

.....

.....

◆ Conclusion: In conclusion, students should express their opinion on which study habit is better and why.

5. Interactive Extension Ideas:

◆ Extension Idea 1: Have students pair up and discuss their ideas on the similarities and differences. They can share examples of times when they either wasted or saved study time.

◆ Extension Idea 2: Peer review: After writing the essay, students can exchange their essays with a partner and give constructive feedback on each other's writing. Focus on the clarity of the introduction, use of transition words, and strong conclusion.

▪ Top Tip for Writing Compare and Contrast Essays:

◆ Organize your essay clearly by starting with an introduction, followed by paragraphs for similarities and differences, and concluding with your opinion.

◆ Use transitions like "in contrast," "however," "on the other hand," and "both" to help guide your reader through your ideas.

*** Answers: Students' own ideas.**



Unit 6

Artificial Intelligence



Featured skills

Reading: Distinguishing between fact and opinion.

Writing: A mind map to review key features of an app.

Listening: Listening for specific details in an interview.

Speaking: Applying follow-up questions to clarify or deepen interviewee's meaning.

Language focus: Adverbial clause of manner & contrast.

Pronunciation: Intonation in "yes or no" questions.

Islamic values project: Interpreting a Quranic verse addressing the significance of AI.

Essential Questions

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

◆ How is Artificial Intelligence changing our lives today and for the future?

◆ In what ways can technology help us and challenge us?

Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:

By the end of the lesson, students will:

- ◆ apply the meaning of new target unfamiliar words.
- ◆ differentiate between facts and opinions in a reading text.
- ◆ create follow-up questions to clarify or deepen interviewee's meaning.
- ◆ make use of the adverb clause of manners accurately in writing.
- ◆ complete a mind map to review key features of a web or phone app.

● Vocabulary:

◆ AI (artificial intelligence) (n.), transform (v.), task (n.), machine learning (n.), neural networks (n.), recognize (v.), advancement (n.)

● Materials:

◆ Student's Book - Practice Book

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.

2. Draw a picture that either shows the word or an example of it.

3. Answer the question or complete the command provided for each word.

■ Objective:

To develop understanding and application of vocabulary related to Artificial Intelligence, technology, and machine learning.

① Read and define the words:

1. Pronounce each vocabulary word clearly (e.g., transform).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed (e.g., rec-og-nize).

Unit 6 Lesson 1 Exploring AI Technologies: Unveiling Artificial Intelligence

ILOs: By the end of the lesson, students will be able to:

- ★ apply the meaning of new target unfamiliar words.
- ★ differentiate between facts and opinions in a reading text.
- ★ create follow-up questions to clarify or deepen interviewee's meaning.
- ★ make use of the adverb clause of manner accurately in writing.
- ★ complete a mind map to review key features of a web or phone app.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

AI (artificial intelligence) (n.)	Technology that helps computers act smart, like How does AI help computers do things like humans?
Transform (v.)	To how something looks or works. How can water transform into ice?
Task (n.)	A job or thing you need What is a task you do every day?

2 Complete the definition

1. Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

Example: A job or thing you need
(missing word: to do).

2. After students guess the missing word, confirm the correct answer through a choral response.

3 Draw a picture

1. Ask students to quickly sketch a simple image representing the meaning of the word.

► **Example:** For AI, students can draw a robot or computer with a brain.

4 Partner discussion and writing

1. Pair students and ask them to discuss questions or commands using the vocabulary word in context.

Example: How can water transform into ice?

2. Students write their responses after the discussion.

5 Reinforce pronunciation

1. Review the pronunciation of each word.

2. Have the students repeat each word aloud, making sure everyone pronounces it correctly.

6 Contextual application

1. Discuss how each word is used in context to reinforce its meaning and practical applications.

2. Provide example sentences to deepen understanding.

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Machine Learning (n.)	A way for to get better by learning from examples.
	How does machine learning help computers get better at their jobs?
Neural Networks (n.)	Computer programs that try to work like the to solve problems.
	Why do people say neural networks are like the human brain?
Recognize (v.)	To know or remember something you've seen
	How do you recognize your friend in a crowd?
Advancement (n.)	A new or step forward.
	What is an advancement in technology that you use daily?

Reading Comprehension

Pre-Reading Questions:

- What do you already know about Artificial Intelligence (AI)?
- Have you ever used any AI tools, like voice assistants or facial recognition? How did they work?
- Do you think AI can do all the things a human can? Why or why not?

■ Vocabulary Words & Definitions

1. AI: Technology that helps computers act smart, like people.

2. Transform: To change how something looks or works.

3. Task: A job or thing you need to do.

4. Machine Learning: A way for computers to get better by learning from examples.

5. Neural Networks: Computer programs that try to work like the human brain to solve problems.

6. Recognize: To know or remember something you've seen before.

7. Advancement: A new improvement or step forward.

Exploring AI Technologies: Unveiling Artificial Intelligence

Lesson 1

Unit 6

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■ Tasks for all words:

- Practice pronunciation with repetition.
- Draw a simple representation of each word.
- Partner up for discussion and writing tasks related to context-based questions.
- Use the words in sample sentences to reinforce their meanings.

■ Application Activity

◆ Ask students to write a short paragraph on how AI, machine learning, or neural networks could improve an aspect of their daily life (e.g., education, transportation, healthcare) using at least three of the vocabulary words.

★ **Answers:** people - change - to do - computers - human -

before - improvement.

• *Reading comprehension*

▪ *Objective:*

Students will develop their reading comprehension skills by identifying key concepts about AI, distinguishing between facts and opinions, and analyzing AI's impact on daily life.

▪ *Pre-Reading Activity*

1. Brainstorming: Write "Artificial Intelligence (AI)" on the board and ask students to share what they know about it.
2. Think-Pair-Share: Have students discuss their experiences with AI tools and how they worked.
3. Prediction Task: Ask students to predict whether AI can do all the things a human can. Encourage them to give reasons for their answers.

▪ *Instructions for the Top-Tip: Facts vs. Opinions*

1. **Explain the concept:** Read through the table with students, discussing each aspect of comparison.
2. **Guided Practice:** Write a few statements on the board (some factual, some opinion-based). Have students classify them correctly.
3. **Quick Test:** Ask students to apply the "Can I prove it?" test to decide if statements are facts or opinions.

▪ *While-Reading Activity*

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Lesson 1 Exploring AI Technologies: Unveiling Artificial Intelligence

While-Reading Questions:

- 1 Scan the article to find two examples of AI in use today. Are these examples of Narrow AI or General AI?
- 2 Underline a fact in the article that explains how deep learning simulates the human brain.
- 3 Identify one opinion mentioned in the article. How can you tell it's an opinion?



The Rise of Artificial Intelligence: Shaping Our Future

Artificial Intelligence (AI) is transforming the way we live and work. Often compared to a digital assistant, AI performs tasks once thought possible only for humans. From voice assistants to facial recognition, AI is shaping the technology we use every day.

Narrow AI vs. General AI

AI comes in two types: Narrow AI and General AI. Narrow AI, also known as Weak AI, is designed for specific jobs. Think of tools like Siri or Alexa—they can answer questions and set reminders but can't carry on long conversations like a human. General AI, on the other hand, is still something for the future. It would be an AI that thinks and understands like a person, across many subjects.

Machine Learning: Teaching AI to Learn

One of the most important parts of AI is Machine Learning. Instead of following strict instructions, computers learn by looking at lots of examples. For example, a computer can learn to recognize animals by being shown thousands of labeled pictures. Over time, it picks up patterns, much like how people learn through practice.

Neural Networks: AI's Brain

Neural Networks are the foundation of deep learning, a method that helps AI recognize complex patterns. Just like the human brain uses neurons, AI uses connected "artificial neurons" to process data.

1. Scanning for Information:

Ask students to quickly scan the text and find two examples of AI in use today.

2. Finding Key Details:

Have students underline a fact explaining how deep learning simulates the human brain.

3. Identifying Opinions:

Guide students in finding an opinion in the text and discussing how they can tell it's an opinion.

★ Answers:

- ◆ **Examples of AI in use today:** Voice assistants (Siri, Alexa) and facial recognition. These are examples of **Narrow AI**.
- ◆ **Fact about deep learning:** "Just like the human brain uses neurons, AI uses connected 'artificial neurons' to process data."
- ◆ **Opinion in the article:** "The possibilities for AI seem endless." It is an opinion because it expresses a belief rather than a verifiable fact.

■ Post-Reading Activity

- 1. Class Discussion:** Discuss the differences between Narrow AI and General AI.
- 2. Fact vs. Opinion Sorting:** Provide students with statements from the text and have them classify each as a fact or an opinion.
- 3. Debate:** Divide the class into two groups—one arguing that AI will replace humans in all tasks, the other arguing that it won't.

This is how your phone can unlock using facial recognition—AI learns by processing data over time.

In conclusion, AI is becoming an essential part of our daily lives. As technology continues to evolve, the possibilities for AI seem endless, promising exciting advancements in the future.

Post-Reading Questions:

- 1 What are the differences between Narrow AI and General AI?
- 2 What do you think is the most important development in AI, according to the article? Is this a fact or an opinion?
- 3 Do you believe AI can replace humans in all tasks one day? Why or why not? Support your answer with reasoning from the article and your own ideas.

Facts vs. Opinions

To help you distinguish between facts and opinions, consider these key points:

Aspect of Comparison	Fact	Opinion
Definition	A statement that can be proven true or false.	A statement of belief that may or may not be supported by facts but cannot be proven.
Language	Uses neutral, objective words.	Often uses emotive or subjective language.
Nature	Objective and based on evidence.	Subjective and based on personal beliefs or interpretations.
Origin	Discovered from data or evidence.	Created based on personal viewpoints or feelings.
Function	States reality and provides concrete information.	Interprets reality and shares individual perspectives.
Verification	Can be verified or disproven with evidence.	Cannot be verified or disproven definitively.
Common sources	Found in sources like news reports, scientific studies.	Common in sources like editorials, opinion columns.
Clue words	Typically neutral; may include precise details like dates or statistics.	Often includes words like "think," "feel," "believe," "probably."

Quick test: Ask yourself:

- 1 Can I prove it? If yes, it's a fact.
- 2 Is it how someone feels or thinks? If yes, it's an opinion.

★ Answers:

- 1 Narrow AI is designed for specific tasks (e.g., Siri, Alexa). General AI would be able to think and learn like a human, but it does not exist yet.
- 2 The most important AI development in the article is deep learning. This is a fact because it is based on scientific research.
- 3 AI may improve efficiency in some tasks but cannot replace humans completely because it lacks creativity, emotions, and critical thinking.

▪ Extension Tasks:

1. **AI Design Challenge:** Students design their own AI assistant, listing its abilities and limitations.
2. **AI Debate:** In pairs, students argue for or against AI replacing human jobs, using evidence from the text.

• Vocabulary Practice

Task: Match each word to its definition :

1. Review the definitions and words with the students.
2. Ask students to match each word to its correct definition
3. Encourage students to discuss why they think a particular word matches a definition and provide examples where possible.
4. To make the task more interactive, you can have students work in pairs or small groups to match the words with their definitions, promoting collaboration and discussion.

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Lesson 1 Exploring AI Technologies: Unveiling Artificial Intelligence

VOCABULARY Practice:

Match each word to its definition :

1 AI	A A piece of work or duty that needs to be done.
2 Transform	B A type of artificial intelligence that allows computers to learn on their own.
3 Task	C Effective or important.
4 Machine learning	D To change something completely.
5 Neural Networks	E To identify or know something or someone.
6 Recognize	F Progress or development in a particular area.
7 Advancement	G The simulation of human intelligence in computers.
	H A computer system inspired by the human brain that helps recognize patterns.

Grammar

I can use adverbial clauses accurately.

Adverbial Clauses

Adverbial clauses of manner:

1 They describe how something is done, indicating the way or method in which an action is performed.

Example: "He runs as if he were in a race."

Key Words: as, as if, as though, like

Adverbial clauses of contrast:

1 They show an unexpected or opposite relationship between two ideas.

Example: "Although it was raining, they went for a walk."

Key Words: although, even though, though, while, whereas

Interactive Tips:

- ◆ Use flashcards: One set of cards with the words and another set with the definitions. Have students take turns picking a word and matching it with a definition
- ◆ Group discussions: After matching, have students share their reasoning with the class and discuss any difficulties they encountered in finding the correct matches

★ Answers:

1 G

2 D

3 A

4 B

5 H

6 E

7 F

● Grammar

Objective :

Students will learn to use adverbial clauses of manner and contrast accurately, helping them to improve their sentence structure and express relationships between ideas.

Task 1: Read each sentence and identify if the adverbial clause is showing manner or contrast.

Instructions:

1. Begin by explaining that adverbial clauses give more information about the verb in the main clause.
2. Focus on two types:
 - ◆ Manner (how something is done)
 - ◆ Contrast (shows something unexpected or opposite)
3. Write and explain common connectors:

Unit 6 Lesson 1 Exploring AI Technologies: Unveiling Artificial Intelligence

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Key Words: although, even though, though, while, whereas

- ◆ Manner: as if, like
- ◆ Contrast: although, though, even though

▪ **Activity Steps:**

- ◆ Read each sentence aloud.
- ◆ Ask students to underline the adverbial clause.
- ◆ Then, ask them to decide if it shows manner or contrast.
- ◆ Discuss the answers as a class and reinforce the function of each clause.

Task 2: Complete each sentence by adding an adverbial clause of manner or contrast.

▪ **Instructions:**

1. Write or display incomplete sentences that end with a main clause.
2. Ask students to complete each sentence by adding an adverbial clause of manner or contrast.
3. Encourage them to think creatively and use the connectors discussed (e.g., although, as if).

▪ **Tips:**

- ◆ Provide one example on the board first and model your thinking.
- ◆ Remind students that the clause they add must match the meaning and tone of the main sentence.
- ◆ Have students compare their sentences with a partner before sharing with the class.

Task 1 Read each sentence and identify if the adverbial clause is showing manner or contrast.

- 1 She acted as if she had never seen him before.
- 2 Although he was tired, he finished the race.
- 3 The children play as though they were professionals.
- 4 Even though it was late, they kept talking.
- 5 He behaves as if he were the boss.

Task 2 Complete each sentence by adding an adverbial clause of manner or contrast.

- 1 She looked at me
- 2 We went hiking
- 3 He drives the car
- 4, they were able to solve the problem.
- 5 The baby cried

Task 3 Rewrite the following sentences by adding an adverbial clause of manner or contrast. Use the given prompts.

- 1 The team won the match. (even though)
- 2 She sings beautifully. (as if)
- 3 It started raining heavily. We continued the picnic. (although)
- 4 He fixed the bike quickly. (as though)
- 5 They were nervous about the exam. They did well. (even though)

Task 3: Rewrite the following sentences by adding an adverbial clause of manner or contrast. Use the given prompts.

▪ **Instructions:**

1. Provide students with basic or simple sentences and a prompt (e.g., "Rewrite using although" or "Add an adverbial clause of manner using as if").
2. Students will rewrite the sentence to include the correct type of adverbial clause.
3. Emphasize that this task helps them build fluency and variety in writing.

▪ **Classroom Tips:**

- ◆ Model the first rewrite as a class activity.
- ◆ Remind students to keep the sentence meaning clear when they add the new clause.
- ◆ Invite a few students to share their rewritten sentences and explain their choice of connector.

▪ **Instructions for Top Tips:**

- ◆ Adverbial clauses of manner show how something is done. Use words like "as," "as if," "like," or "as though" to express the method or way an action happens.

Example: "He smiled as if he had won the lottery."

- ◆ Adverbial clauses of contrast show a relationship of opposition between two ideas. Use words like "although," "even though," "though," "whereas," or "while" to show contrast. Example: "She

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went to the party although she was feeling sick."

▪ **Interactive Task Ideas for Teachers:**

1. Group Activity: Have students work in pairs or small groups to create sentences using adverbial clauses of manner and contrast. After creating their sentences, they can share them with the class and explain why they chose specific clauses. This will enhance collaboration and reinforce their understanding of the concepts.

2. Sentence Transformation Game: Give students a list of simple sentences and have them rewrite the sentences with adverbial clauses of manner or contrast. Students can work in teams and race to see who can come up with the most creative transformations in a limited time.

▪ **Extension Ideas:**

1. Role-play: Have students role-play different scenarios in pairs. One student can perform an action (e.g., cleaning, running, talking), and the other student must describe how it was done using an adverbial clause of manner or contrast.

2. Story Completion: Give students the beginning of a short story, and ask them to complete the story using at least three adverbial clauses of manner or contrast. They can then share their stories in groups.

Task 1 Read each sentence and identify if the adverbial clause is showing manner or contrast.

- 1 She acted as if she had never seen him before.
- 2 Although he was tired, he finished the race.
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- 4 He fixed the bike quickly. (as though)
- 5 They were nervous about the exam. They did well. (even though)

★ **Answers:**

• **Task 1**

- 1 **Manner:** "She acted as if she had never seen him before."
- 2 **Contrast:** "Although he was tired, he finished the race."

- 3 Manner: "The children play as though they were professionals."
- 4 Contrast: "Even though it was late, they kept talking."
- 5 Manner: "He behaves as if he were the boss."

• **Task 2:**

- 1 She looked at me as if she had seen a ghost. (manner)
- 2 We went hiking even though it was raining heavily. (contrast)
- 3 He drives the car as though he were a racing driver. (manner)
- 4 Although they had limited time, they were able to solve the problem. (contrast)
- 5 The baby cried as though something was hurting him. (manner)

• **Task 3:**

- 1 The team won the match, even though they were playing against stronger opponents. (contrast)
- 2 She sings beautifully, as if she were an opera singer. (manner)
- 3 It started raining heavily, but we continued the picnic, although we were getting wet. (contrast)
- 4 He fixed the bike quickly, as though he had done it a thousand times. (manner)
- 5 They were nervous about the exam, even though they had studied hard. (contrast)

• **Writing**

▪ **Objective:**

Students will practice writing a product review by evaluating key features of a popular app, using a mind map to organize their ideas. This will help them develop skills in analyzing products and expressing opinions clearly.

Task: Create a product mind map about any application of your choice.

■ Instructions:

1. Ask students to choose a digital product they use regularly (e.g., a learning app, game, or social media app).
2. Guide them to draw a central circle and write the app's name inside.
3. Help students create branches for categories like:
 - ◆ User Interface (UI) – Is it easy to use?
 - ◆ Performance – Is it fast and reliable?
 - ◆ Design – How does it look?
 - ◆ Functionality – What features does it have?
 - ◆ Price/Value – Is it worth the cost?
4. Encourage them to write brief notes under each branch from their own experience.

Unit 6
Lesson 1 Exploring AI Technologies: Unveiling Artificial Intelligence

Writing
I can write a product review properly.

Writing Reviews
TOP

To write a product review we need to complete a mind map to review key features of a web or phone app, as the following:

Introduction to product reviews:

- ◆ A product review is an evaluation of a product's key features, strengths, and weaknesses. It helps users decide if they want to use or buy it. Ex: Instagram, Amazon. The reviewer should focus on (usability, design, features, etc.).

Key Features to consider in app reviews:

- ◆ Introduce the common features that should be covered in a product review of a web or phone app.
- ◆ User Interface (UI): How easy it is to navigate and use.
- ◆ Performance: Speed, responses, and stability
- ◆ Functionality: What tasks or features the app provides (e.g., messaging, music streaming, editing, products)
- ◆ Design: The look and feel of the app (colours, layout)
- ◆ User experience (UX): How satisfying or easy the app is to use over time.
- ◆ Price/Value: Is it free or paid, and is the price worth it for what it offers?
- ◆ Support and updates: How frequently the app is updated, and whether support is available.

Creating a mind map:

- ◆ Choose a popular app we use, like WhatsApp. To create your own mind map, you should focus on:
- ◆ Writing the app name in the centre.
- ◆ Adding main branches for features like UI, performance, design, functionality, etc.
- ◆ Expanding each branch with key points based on your experience.

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Task 2: Writing the Product Review:

■ Instructions:

1. Ask students to use their mind maps as a guide for writing.
2. The review should include:
 - ◆ A short description of the app.
 - ◆ Strengths and weaknesses based on the features.
 - ◆ Their personal opinion and whether they recommend it.
3. Remind students to write clearly and give examples (e.g., "The app loads quickly and looks modern").

■ **Instructions for Top Tips:**

- ◆ What to include in a product review:
 - **Introduction:** Start with the app's name and what it's used for.
 - **Key features:** Discuss the app's user interface (UI), design, performance, and functionality. Mention how the app is useful and what it does well.
 - **Strengths and weaknesses:** Give your opinion on the app's strengths (e.g., easy to use, fast) and weaknesses (e.g., bugs, slow updates).
 - **Conclusion:** End by stating whether you recommend the app, based on your evaluation.

■ **Interactive Task Ideas for Teachers:**

1. **Mind Map Collaboration:** Have students work in pairs or small groups to create a collective mind map for the same app. Each student can contribute by focusing on a different branch (e.g., one focuses on UI, another on performance). Afterward, they can compare mind maps and discuss their points.
2. **App Demo:** Ask students to demonstrate the app they are reviewing to their classmates. They should explain its key features and show how it works. This will give others a better understanding of the app and allow them to ask questions to deepen their analysis.

★ **Answers:** Students' own answers.



▪ **Extension Ideas:**

1. App Comparison: Have students review two similar apps (e.g., WhatsApp vs. Telegram) and compare their features, design, performance, and value. They can then write a comparison paragraph, highlighting the strengths and weaknesses of each.

2. App Pitch: Ask students to pitch a new app idea to the class, outlining its key features and why it would be useful. They can use the mind map format to organize their thoughts and explain the app's functions, design, and target audience.

Lesson 1 Practice Book

① **Choose the correct answer :**

- Briefly introduce the topic of AI and technology.
- Have students read each sentence and choose the correct word.
- Discuss answers as a class, explaining the correct choices.

▪ **Interactive Tips:**

- ♦ Ask students to create their own sentences with the vocabulary words.
- ♦ Use visuals to clarify terms like "neural networks."

▪ **Extension:**

- ♦ Students can research a term and present it to the class

★ **Answers:**

- b) advancement**

Unit 6
Exploring AI Technologies
Lesson 1

Task 1

Choose the correct answer :

- The invention of robots is a major in technology.

(A) process
 (B) advancement
 (C) material
 (D) connection
- Machine learning is a system that helps computers patterns.

(A) recognize
 (B) replace
 (C) describe
 (D) divide
- A simple like sorting emails can be automated using AI.

(A) task
 (B) object
 (C) program
 (D) idea
- AI has the ability to industries like healthcare and education.

(A) transform
 (B) delay
 (C) combine
 (D) separate
- is a part of AI that mimics how the human brain works.

(A) Neural networks
 (B) Experiment
 (C) Program
 (D) Innovation
- is used to teach computers how to learn from experience.

(A) Machine learning
 (B) Programming
 (C) Data entry
 (D) Communication

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- 2 a) recognize
- 3 a) task
- 4 a) transform
- 5 a) Neural networks
- 6 a) Machine learning

2 Fill in the gaps with the provided words :

1. Review the vocabulary words with students.
2. Ask students to read each sentence and fill in the correct word from the list.
3. Go over the answers as a class, ensuring understanding of the vocabulary.

▪ Interactive Tips:

- ◆ Have students explain their choices for each sentence.
- ◆ Encourage students to use the words in their own sentences.

▪ Extension:

- ◆ Students can work in pairs to create similar fill-in-the-gap sentences.

★ Answers:

1 AI	2 Machine learning	3 Task
4 Neural networks	5 Transform	6 Recognize

3 Choose the correct answers:

▪ Objective:

Students will practice identifying and using adverbial clauses of manner and contrast, enhancing their ability to express actions and

Task 2

Fill in the gaps with the provided words :

(advancement, task, AI, machine learning, recognize, transform, neural networks)

- 1 is a branch of technology that allows computers to think and act like humans.
- 2 Scientists use to help computers learn from examples and improve over time.
- 3 One of AI is to help doctors identify diseases faster.
- 4 are computer systems designed to work like the human brain.
- 5 Technology has the power to our daily lives and make tasks easier.
- 6 AI can faces in photos and match them to a database

Task 3

Choose the Correct Answer:

- 1 Which of the following sentences contains an adverbial clause of manner?
 - Ⓐ I left early because it was raining.
 - Ⓑ She sings as if she were a professional.
 - Ⓒ We went to the park after lunch.
 - Ⓓ He stayed home while I went shopping.
- 2 Complete the sentence with an adverbial clause of manner:

He acted

 - Ⓐ although he knew better
 - Ⓑ as though he had never been there before
 - Ⓒ because it was necessary
 - Ⓓ after we arrived

relationships clearly in sentences.

1. Explain that adverbial clauses of manner show how something is done (e.g., He sings as if he were a pop star).
2. Ask students to read each sentence carefully and choose the correct option that best completes the sentence.
3. Remind them to focus on phrases like "as if" or "as though" when identifying manner.

★ Answers:

- 1 b). 2 b). 3 c). 4 b).
5 b). 6 b).

4 Correct the Underlined Mistakes

1. Give students sentences with underlined errors in the use of manner clauses.
2. Ask them to find the mistake and rewrite the sentence using the correct adverbial clause of manner.
3. Remind them to check for proper use of expressions like as though and correct verb forms.

▪ Instructions for the Top Tips:

- ◆ Adverbial clauses of manner:
- ◆ These clauses describe how an action is done.
- ◆ They often start with words like as, as if, as though, or like.
- ◆ Pay attention to the sentence structure and use the correct conjunction based on how the action is expressed.

Unit 6 Exploring AI Technologies

- 1 Identify the adverbial clause of manner in this sentence:
The teacher explained the problem as though it were simple.
A The teacher explained B the problem
C as though it were simple D explained the problem
- 2 Which word is commonly used in adverbial clauses of manner?
A although B as if
C before D since
- 3 Choose the sentence with the correct use of an adverbial clause of manner:
A He cleaned the room because he was asked to.
B She danced as if no one were watching.
C They left after the meeting ended.
D I will call you whenever I arrive.
- 4 Adverbial clauses of manner typically answer which question?
A Where B How
C When D Why

Task 4

Correct the underlined mistakes in the following sentences:

- 1 He spoke like he knows everything.
- 2 She ran as she was chasing a thief.
- 3 They work like if they don't need any rest.
- 4 He smiled as though he is nervous.
- 5 She explained it as she has all the details.
- 6 The cat jumped as if it is a tiger.

▪ Interactive Task Ideas for Teachers:**1. Sentence Correction Game:**

- ◆ Write sentences with mistakes in the use of adverbial clauses on the board.
- ◆ Ask students to work in pairs to find and correct the errors. Afterward, discuss the corrections with the class.

2. Story Building:

- ◆ Divide students into small groups and ask them to build a short story by adding adverbial clauses of manner to sentences. Each group will share their story with the class.

▪ Extension Interactive Ideas:

1. Adverbial Clause Roleplay: Have students work in pairs, where one student acts out an action (e.g., dancing, cooking, reading), and the other student describes how the action is performed using adverbial clauses (e.g., "She danced as though no one were watching").

2. Create Your Own Sentences: After discussing examples, ask students to write their own sentences using adverbial clauses of manner to describe actions they've recently seen or performed. They can share their sentences with the class, discussing how each clause changes the meaning of the action.

Task 5

Read the following passage then answer questions below:

AI has made great progress in recent years, changing the way we do tasks. Using neural networks, AI can now handle complex jobs like translating languages, recognizing images, and helping doctors diagnose diseases. These systems learn from data and get better over time. AI is used in fields like healthcare, education, and finance to make work faster and cheaper. As AI keeps improving, it could change many areas of life and create new ways to solve problems. However, it also brings up questions about its effect on jobs and society.

A Answer the following questions:

- ❶ Which fields can AI be used?
- ❷ How can doctors benefit from AI?
- ❸ What problems might AI cause for people?

A Choose the correct answers:

- ❶ Neural networks help AI.....
 - Ⓐ store data
 - Ⓑ learn from data
 - Ⓒ create images
 - Ⓓ manage money
- ❷ The underlined pronoun (it) refers to.....
 - Ⓐ AI
 - Ⓑ work
 - Ⓒ job
 - Ⓓ finance

★ **Answers:**

- ① He spoke as if he knew everything.
- ② She ran as though she were chasing a thief.
- ③ They work as if they don't need any rest.
- ④ He smiled as though he were nervous.
- ⑤ She explained it as if she knew all the details.
- ⑥ The cat jumped as if it were a tiger.

⑤ **Reading Comprehension :**▪ **Objective:**

Students will read and comprehend a passage about Artificial Intelligence (AI) and answer related questions, identifying key information and understanding how AI affects various fields and society.

1. Pre-Activity:

- ◆ Ask students to discuss or write about AI and what they know about its uses. Provide some prompts like:
 - ▶ "What do you think AI can do?"
 - ▶ "Have you ever heard of AI being used in healthcare or education?"

2. During-activity

- ◆ Have students read the passage aloud, either individually or in pairs.
- ◆ Encourage students to underline or highlight key information, such as examples of AI in use and its effects.

3. Post-Activity:

- ◆ Assign the comprehension questions (A and B).

Exploring AI Technologies Unit 6

Task 5

Read the following passage then answer questions below:

AI has made great progress in recent years, changing the way we do tasks. Using neural networks, AI can now handle complex jobs like translating languages, recognizing images, and helping doctors diagnose diseases. These systems learn from data and get better over time. AI is used in fields like healthcare, education, and finance to make work faster and cheaper. As AI keeps improving, it could change many areas of life and create new ways to solve problems. However, it also brings up questions about its effect on jobs and society.

A) Answer the following questions:

- ① Which fields can AI be used?
- ② How can doctors benefit from AI?
- ③ What problems might AI cause for people?

B) Choose the correct answers:

- ④ Neural networks help AI.....
 - Ⓐ store data Ⓑ learn from data
 - Ⓒ create images Ⓓ manage money
- ⑤ The underlined pronoun (it) refers to.....
 - Ⓐ AI Ⓑ work
 - Ⓒ job Ⓓ finance

- ◆ For Question A, students should write short answers in their notebooks.
- ◆ For Question B, students can choose the correct answer based on the passage.

4. Interactive Learning Tips:

- ◆ After completing the comprehension questions, engage students in a brief discussion about how they feel AI could change their lives in the future.
- ◆ If possible, introduce real-life examples of AI they might use, such as Siri, Google Assistant, or online shopping recommendations.

▪ Extension Ideas:

1. Discussion Activity:

After completing the reading and answering the questions, ask students to discuss in pairs or small groups how AI could help them in their daily lives. Encourage them to think about positive and negative aspects.

2. Creative Writing:

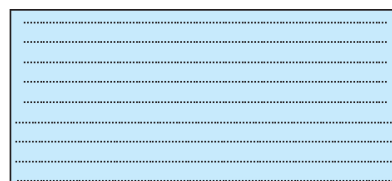
Have students write a short story or dialogue in which they imagine living in a world where AI helps them at school or at home. They could discuss what AI does for them and how they feel about it.

★ Answers:

- 1 AI can be used in healthcare, education, and finance.
- 2 Doctors can benefit from AI by using it to help diagnose diseases.
- 3 AI might cause problems for people by affecting jobs and society.
- 4 learn from data.
- 5 AI.

Create a product mind map about any application of your choice.
Instructions:

- 1 Choose an application to focus on (e.g., a learning app or a game).
- 2 Draw a central circle with the app name in it.
- 3 Add branches for key features, target users, benefits, and challenges.
- 4 Write brief points for each branch.



6 Writing:

Task: Create a product mind map about any application of your choice.

▪ **Objective:**

Students will learn how to organize their thoughts and ideas by creating a mind map to describe a product, focusing on key features, target users, benefits, and challenges.

▪ **Introduction**

◆ Ask students to think of an app they regularly use (e.g., WhatsApp, Duolingo, Minecraft).

▪ **Guide Mind Map Creation**

◆ Instruct students to draw a large circle in the center of their paper or screen and write the app's name inside.

◆ Have them draw four branches labeled: Key Features, Target Users, Benefits, and Challenges.

◆ From each branch, students should add smaller points with short, clear notes or examples (e.g., under Key Features: "easy interface," "voice calls").

▪ **Support and Encourage**

◆ Encourage creativity and neat visuals.

◆ Walk around to guide students, ask questions, and help them expand their ideas.

▪ **Share and Reflect**

Invite volunteers to present their mind maps and explain what they like or find challenging about the app.

Unit 6 Exploring AI Technologies

Task 6

Create a product mind map about any application of your choice.
Instructions:

- 1 Choose an application to focus on (e.g., a learning app or a game).
- 2 Draw a central circle with the app name in it.
- 3 Add branches for key features, target users, benefits, and challenges.
- 4 Write brief points for each branch.

◆ Instructions for the Top Tips:**● Mind Mapping Tips:**

- ▶ Start with the main topic in the center (the app's name).
- ▶ Use branches to organize your ideas clearly.
- ▶ For each branch, think about the specific details that help explain each aspect (e.g., how the app works, who uses it, why it is helpful, what challenges might exist).
- ▶ Use simple language that makes sense for the target audience.

■ Interactive Task Ideas:**1. Group Mind Mapping:**

◆ Divide students into small groups and assign each group an app. Have each group create a mind map on large paper or digital boards. Afterward, each group presents their mind map to the class, explaining each part of their map.

2. App Show-and-Tell:

◆ Ask students to present their mind map and explain the app they chose. Allow the class to ask questions about the app and its features.

■ Extension Interactive Ideas:**1. Mind Map Challenge:**

◆ Give students a random app or game and have them create a mind map within 10 minutes. They then present their mind maps and discuss each branch.

2. Peer Review:

◆ After creating the mind map, have students pair up and give feedback on each other's mind maps. They can suggest improvements or additional details to make the mind maps more detailed and accurate.

★ Answers: Students' own answers..

Lesson objectives:**By the end of the lesson, students will:**

- ◆ apply the meaning of new target unfamiliar words.
- ◆ recognize inconsistencies in an author's argument in a reading text.
- ◆ create follow-up questions to clarify or deepen an interviewee's meaning.
- ◆ apply adverbial clauses of contrast accurately in writing.
- ◆ use sentence frames to expand phrases from a mind map into a

● **Vocabulary:**

challenge (n.), sensor (n.), virtual (adj.), tutor (n.), fair (adj.), stereotype (n.), ethical (adj.)

● **Materials:**

Student's Book - Practice Book

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Unit 6 Lesson 2 The Future of AI: Opportunities, Challenges

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of new target unfamiliar words.
- ★ recognize inconsistencies in an author's argument in a reading text.
- ★ create follow-up questions to clarify or deepen an interviewee's meaning.
- ★ apply adverbial clauses of contrast accurately in writing.
- ★ use sentence frames to expand phrases from a mind map into a paragraph.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Challenge (n.)	Something that needs effort to do or solve. What is a challenge you have faced recently?
Sensor (n.)	A device that or senses things like light, sound, or movement. Have you seen a sensor before? Where?

Objective:

To explore the meanings and applications of words related to technology, fairness, and ethics.

1. Read and Define the Words

- ◆ Pronounce each vocabulary word clearly (e.g., challenge).
- ◆ Ask students to repeat the word aloud. Break it into syllables if helpful (e.g., sen-sor).
- ◆ Emphasize correct stress and pronunciation.

2. Complete the Definition

- ◆ Read the partial definition aloud, leaving a blank for students to fill in using the vocabulary word.

► **Example:** Something that needs effort to do or solve is a... (answer: difficult).

- ◆ Encourage choral response or cold calling for answers.
- ◆ Confirm the correct answer and write it on the board.

3. Draw a Picture

- ◆ Ask students to draw a quick sketch that shows the meaning or use of the word.

Example: For sensor, they might draw a motion light turning on when someone walks by.

4. Partner Discussion and Writing

- ◆ Pair students up and ask them to discuss the prompt or question related to each word.

Example: What is a challenge you have faced recently?

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of new target unfamiliar words.
- ★ recognize inconsistencies in an author's argument in a reading text.
- ★ create follow-up questions to clarify or deepen an interviewee's meaning.
- ★ apply adverbial clauses of contrast accurately in writing.
- ★ use sentence frames to expand phrases from a mind map into a paragraph.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Challenge (n.)	Something that needs effort to do or solve.
	What is a challenge you have faced recently?
Sensor (n.)	A device that or senses things like light, sound, or movement.
	Have you seen a sensor before? Where?

◆ After discussion, students should write down a short response in their notebooks.

5. Reinforce Pronunciation

- ◆ After finishing the words, review them again as a class.
- ◆ Have students repeat each word clearly to build confidence and accuracy.

6. Contextual Application

- ◆ Discuss how each word is used in real-life contexts.
- ◆ Provide example sentences and ask students to create their own.
 - **Example:** “My biggest challenge this year was learning to speak in front of the class.”

▪ Vocabulary Words & Definitions

- 1. Challenge:** Something difficult that needs effort to do or solve.
- 2. Sensor:** A device that detects or senses things like light, sound, or movement.
- 3. Virtual– Something** that happens online or on a computer, not in person.
- 4. Tutor – A person** who helps someone learn or understand a subject better.
- 5. Fair:** Treating everyone equally and honestly.
- 6. Stereotype:** A simple idea about a group of people that might not be true.
- 7. Ethical:** Doing what is right and good.

Lesson 2 Unit 6

Virtual (adj.)	Something that happens or on a computer, not in person. Have you ever taken a virtual class or meeting?
Tutor (n.)	A person who helps someone learn or a subject better. How can a tutor help you learn a difficult subject?
Fair (adj.)	Treating everyone and honestly. What does it mean to be fair to others?
Stereotype (n.)	A simple about a group of people that might not be true. Can you share a stereotype you have heard about a group of people? Why do you think this stereotype exists?
Ethical (adj.)	Doing what is and good. What is an example of an ethical choice?

■ *Tasks for All Words*

- ◆ Practice pronunciation aloud.
- ◆ Draw a simple sketch for each word.
- ◆ Discuss and write short answers to each word's prompt.
- ◆ Use the vocabulary in context through example sentences and sharing.

■ *Application Activity*

- ◆ Ask students to write a paragraph about how technology can be used to promote fairness and challenge stereotypes, using at least three of the vocabulary words.

★ **Answers:** difficult - detects - online - understand - equally - idea - right.

● *Reading Comprehension*

■ *Objective:*

Students will practice reading comprehension by analyzing how the article presents both the benefits and challenges of AI, recognizing the main idea, and distinguishing between positive and negative aspects of AI's impact on society.

■ *Pre-Reading Activity*

1. *True or False:*

Read each statement aloud and ask students to mark them as "True" or "False" based on their prior knowledge of AI.

Afterward, allow them to skim the article to check their answers.

Reading Comprehension

A- Pre-Reading Questions:

Read each statement carefully. Write "True" if you believe the statement is correct and "False" if you think it is incorrect. Then read the article quickly to check your answers.

- 1 AI will only have positive effects on our lives in the future. ()
- 2 Voice assistants like Siri or Alexa are examples of AI technology. ()
- 3 Using a voice assistant makes everyone feel comfortable about AI. ()
- 4 AI can help us in various fields, such as healthcare and education. ()

B- While-Reading Questions:

As you read the article, answer the questions below.

- 1 Highlight any statements the author makes about how AI can help us. Do these ideas seem believable? Why or why not?
- 2 Look for parts where the author mentions problems with AI. Do you see any statements that seem confusing or don't match? What do they say?

The Future of Artificial Intelligence

Artificial Intelligence (AI) is becoming a big part of our lives, bringing exciting changes and challenges. AI can change many areas, like healthcare, transportation, and education.

In transportation, self-driving cars that use AI could be everywhere. These cars can drive by themselves, using sensors and smart technology. This could make roads safer, reduce traffic, and help people who cannot drive.

Education will also benefit from AI. Imagine having a virtual tutor that knows how you learn best. AI can give lessons that fit your needs, making learning more fun and effective for each student. This could help students do better in school.

However, there are challenges to think about. One important concern is making sure AI systems are fair and unbiased. If AI learns from unfair information, it could support stereotypes. We need to make AI that is clear and fair.

Another challenge is the effect on jobs. While AI can help people work faster,



2. Group Discussion:

Have students discuss in pairs whether they think AI will only have positive effects or if there are potential challenges.

■ While-Reading Activity

1. Highlighting Key Information:

Ask students to highlight or underline statements in the article about how AI helps in various fields such as healthcare, education, and transportation. Discuss whether these ideas seem realistic, giving reasons for their opinions.

2. Identifying Problems with AI:

Ask students to look for parts where the author mentions issues with AI, such as bias, job loss, and ethical concerns. Discuss any confusing or mismatched statements and have students explain why they might feel that way.

★ Answers:

◆ **AI's Benefits:** The author mentions that AI can improve transportation with self-driving cars, healthcare with smarter systems, and education with personalized tutoring. These ideas seem believable because the article explains how AI helps different fields practically.

◆ **Problems with AI:** The author mentions challenges such as AI being unfair or biased, affecting jobs, and ethical concerns around privacy and decision-making. These issues seem valid, as the article explains how AI systems could go wrong if not properly managed.

Lesson 2 Unit 6

It might also take some jobs away. We must prepare for new jobs that need creativity, critical thinking, and emotional skills—things that machines cannot easily do.

There are also ethical issues about how we use AI, especially regarding privacy and decision-making. As AI grows, we must guide its development to help everyone while being careful about its problems.

C- Post-Reading Questions:

■ Complete the sentences with the appropriate words or phrases from the article:

3. AI can improve by creating self-driving cars.

4. A challenge of AI is ensuring that it is and unbiased.

5. Some jobs may change due to the rise of technology.

■ Answer the following questions.

① What is the main idea the author shares about AI's future? Does this idea stay the same throughout the article? Why do you think so?

② When the author talks about AI affecting jobs, do you think that matches the positive things mentioned earlier? Explain your answer.

Vocabulary Practice

■ Fill in the gaps with the correct word from the list below:

sensor	stereotype	virtual tutor	support
ethical	challenge	fair	

Many students find that preparing for exams can be a real (1) as it requires focus and dedication. Fortunately, modern technology offers tools like the (2), which provides guidance and personalized feedback. Devices equipped with a (3) can also make studying more interactive, as they can detect movement or sound to enhance learning experiences.

In addition, it's essential to be (4) when working with others, treating everyone equally and without bias. Unfortunately, some people still believe outdated (5) about different groups, which can create misunderstandings. To avoid this, teachers and students should follow (6) practices, ensuring respect and fairness in all interactions.

■ Post-Reading Activity

1. Sentence Completion:

Have students complete the sentences based on information from the article.

2. Class Discussion:

Lead a class discussion about the main idea of the article and whether the challenges to AI's growth align with the positive points raised in the text. Encourage students to provide evidence from the article to support their responses.

★ Answers:

① Complete the sentences:

- ◆ AI can improve transportation by creating self-driving cars.
- ◆ A challenge of AI is ensuring that it is fair and unbiased.
- ◆ Some jobs may change due to the rise of AI technology.

● Main idea and analysis of AI's impact on jobs:

① The main idea the author shares about AI's future is that it has the potential to bring both exciting opportunities and significant challenges. This idea remains consistent throughout the article, as it discusses both benefits (like self-driving cars and virtual tutors) and challenges (like job displacement and bias).

② When the author talks about AI affecting jobs, it contrasts with the positive aspects discussed earlier. While AI can improve efficiency, it could also result in job loss. However, the author emphasizes the need for creativity and emotional skills, which are things AI cannot easily replicate.

it might also take some jobs away. We must prepare for new jobs that need creativity, critical thinking, and emotional skills—things that machines cannot easily do.

There are also ethical issues about how we use AI, especially regarding privacy and decision-making. As AI grows, we must guide its development to help everyone while being careful about its problems.

C- Post-Reading Questions:

● Complete the sentences with the appropriate words or phrases from the article:

3. AI can improve _____ by creating self-driving cars.
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Many students find that preparing for exams can be a real ____ (1) ____, as it requires focus and dedication. Fortunately, modern technology offers tools like the ____ (2) ____, which provides guidance and personalized feedback. Devices equipped with a ____ (3) ____ can also make studying more interactive, as they can detect movement or sound to enhance learning experiences.

In addition, it's essential to be ____ (4) ____ when working with others, treating everyone equally and without bias. Unfortunately, some people still believe outdated ____ (5) ____ about different groups, which can create misunderstandings. To avoid this, teachers and students should follow ____ (6) ____ practices, ensuring respect and fairness in all interactions.

▪ *Tips for making these tasks interactive*

- 1. Debate:** Organize a class debate where half the class defends the benefits of AI, while the other half argues its challenges.
- 2. Role-Play:** Have students role-play as AI developers and society members discussing how to address the ethical concerns of AI.
- 3. AI Survey:** Ask students to survey family or friends about their views on AI (benefits and concerns) and share their findings with the class.

▪ *Extension Tasks:*

- 1. AI Impact Project:** Students can create a project on how AI might change a specific industry in the future (e.g., education, transportation, healthcare).
- 2. Research and Presentation:** Students research a specific type of AI (e.g., facial recognition or self-driving cars) and present its benefits, challenges, and ethical issues to the class.

• *Vocabulary Practice*

Task : Fill in the gaps with the correct word from the list below:

1. Review the words in the list with the students.
2. Have students complete the sentences individually or in pairs.
3. Discuss each sentence after completion, asking students to explain why they chose each word.

Lesson 2 Unit 6

It might also take some jobs away. We must prepare for new jobs that need creativity, critical thinking, and emotional skills—things that machines cannot easily do.

There are also ethical issues about how we use AI, especially regarding privacy and decision-making. As AI grows, we must guide its development to help everyone while being careful about its problems.

C- Post-Reading Questions:

3. AI can improve by creating self-driving cars.
4. A challenge of AI is ensuring that it is and unbiased.
5. Some jobs may change due to the rise of technology.

Answer the following questions.

1. What is the main idea the author shares about AI's future? Does this idea stay the same throughout the article? Why do you think so?
2. When the author talks about AI affecting jobs, do you think that matches the positive things mentioned earlier? Explain your answer.

Vocabulary Practice

Fill in the gaps with the correct word from the list below:

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ethical	challenge	fair	

Many students find that preparing for exams can be a real (1), as it requires focus and dedication. Fortunately, modern technology offers tools like the (2), which provides guidance and personalized feedback. Devices equipped with a (3) can also make studying more interactive, as they can detect movement or sound to enhance learning experiences.

In addition, it's essential to be (4) when working with others, treating everyone equally and without bias. Unfortunately, some people still believe outdated (5) about different groups, which can create misunderstandings. To avoid this, teachers and students should follow (6) practices, ensuring respect and fairness in all interactions.

4. For an interactive approach, use a word-matching activity where students match the words with their definitions before filling in the gaps. This reinforces their understanding of the vocabulary.

▪ **Interactive Tips:**

- ◆ **Peer review:** After completing the task, students can exchange their work with a partner and check each other's answers.
- ◆ **Group discussion:** Allow students to share their answers with the class, and encourage them to explain their choices, fostering a deeper understanding of the vocabulary.

★ **Answers:**

1 challenges

2 virtual tutor

3 sensor

4 fair

5 stereotypes

6 ethical

● **Grammar**

▪ **Objective :**

Students will learn to identify, correct, and create adverbial clauses of manner and contrast to enhance their sentence structure and writing.

Task 1: Correct the Mistakes

1. Read each sentence aloud and ask students to follow along.
2. Guide students in identifying incorrect or awkward use of adverbial clauses (e.g., extra words, wrong conjunctions).

Unit 6

Lesson 2

The Future of AI: Opportunities, Challenges

Grammar

I can use adverbial clauses accurately

Understanding Clauses and Adverbial Clauses

Review: A clause is a meaningful group of words made up of a subject and a predicate. Clauses can be independent or dependent.

- ◆ Independent Clause (also called a main clause): A clause that can exist alone as a full sentence.
- ◆ Dependent Clause (also called a subordinate clause): A clause that can't exist on its own as a full sentence.

Adverbial clause (also called an adverb clause): A dependent clause that cannot stand alone as a complete sentence. It needs an independent clause to form a complete thought.

For example:

- ◆ Incorrect: "Because she was tired."
- ◆ Correct: "She went to bed early because she was tired."

Adverbial clauses often begin with subordinating conjunctions like because, if, although, when, and since, which means that they will add information to a main clause.

TOP

Task 1 Correct the mistakes:

Each sentence contains an error in the adverbial clause of manner or contrast. Rewrite the sentence correctly.

- 1 Although he was very sick, but he still went to work.
- 2 She spoke as though she is a queen.
- 3 He runs fast like he is trying to escape.
- 4 Even though they were tired, but they kept walking.

3. Encourage learners to rewrite the sentence correctly using a proper adverbial clause of manner or contrast.
4. Review responses as a class and explain the corrections if needed.

▪ Focus Points:

- ◆ Use of "as if" / "as though" for manner
- ◆ Use of "although," "even though," or "while" for contrast

Task 2: Create Your Own Sentences

1. Ask students to write two original sentences using adverbial clauses of manner.

- ◆ They should include "as if" or "as though."

2. Then, ask them to write two sentences using adverbial clauses of contrast.

- ◆ These should include "although," "even though," or "while."

3. Monitor students' use of structure and meaning in each sentence.

4. Invite a few students to share their examples with the class.

▪ Example:

- ◆ She danced as if she were a professional. (manner)
- ◆ Although he was tired, he kept working. (contrast)

Task 3: Combine the Sentences

1. Provide students with pairs of simple sentences.

- ◆ **Example:** He looks confident. He is nervous inside.

2. Ask students to combine each pair using an appropriate adverbial clause of manner or contrast.

- ◆ **Example:** He looks confident, although he is nervous inside.

Task 2 Create your own sentences

- Write two sentences for each type of adverbial clause:

- 1 Adverbial clause of manner (using "as if," "as though");

a)

b)

- 2 Adverbial clause of contrast (using "although," "even though," "while");

a)

b)

Task 3 Combine the sentences

- Combine the following sentences using appropriate adverbial clauses of manner or contrast.

- 1 He smiled. He was hiding something. (as if)

.....

- 2 She didn't have much experience. She performed well. (although)

.....

- 3 The teacher explained the problem. He was talking to beginners.

(as though)

.....

- 4 They were tired. They kept walking. (even though)

.....

- 5 He cooked the meal. He was a professional chef. (as if)

.....

3. Review the combinations and discuss how the clause changes or deepens the meaning.

■ *Instructions for the Top Tips:*

- ◆ Using Adverbial Clauses Correctly:
- ◆ Adverbial clauses are always dependent clauses. They need an independent clause to form a complete sentence.
- ◆ Use subordinating conjunctions like "because," "if," "although," "when," and "since" to connect ideas and explain reasons, contrasts, or actions.
- ◆ Pay attention to the structure of the sentence. An adverbial clause should add more detail to the main action and cannot stand alone.

■ *Interactive Task Ideas for Teachers:*

1. *Adverbial Clause Sorting:*

- ◆ Provide students with a set of sentences that have adverbial clauses. Have them sort the sentences into "Manner" and "Contrast" categories. After sorting, discuss the differences between the two types of clauses.

2. *Sentence Pairing:*

- ◆ Give students pairs of simple sentences. They need to combine each pair using the correct adverbial clause. Encourage them to use a variety of conjunctions (although, because, as though, etc.) to add variety to their sentences.

Lesson 2 **Unit 6**

Task 2 Create your own sentences

Write two sentences for each type of adverbial clause:

1 Adverbial clause of manner (using "as if," "as though"):

a)

b)

2 Adverbial clause of contrast (using "although," "even though," "while"):

a)

b)

Task 3 Combine the sentences

Combine the following sentences using appropriate adverbial clauses of manner or contrast.

1 He smiled. He was hiding something. (as if)

.....

2 She didn't have much experience. She performed well. (although)

.....

3 The teacher explained the problem. He was talking to beginners. (as though)

.....

4 They were tired. They kept walking. (even though)

.....

5 He cooked the meal. He was a professional chef. (as if)

.....

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▪ **Extension Interactive Ideas:**

1. **Sentence Expansion:**

◆ Ask students to expand simple sentences by adding adverbial clauses of manner or contrast. For example, take a basic sentence like "He ran" and have students expand it to "He ran as though he were being chased."

2. **Role Play:**

◆ Have students create short dialogues where they must use adverbial clauses to explain their actions or reactions. For example, "He acted as if he knew the answer" could be turned into a role play where one student pretends to be confident while the other is unsure.

Lesson 2 Unit 6

Task 2 Create your own sentences

Write two sentences for each type of adverbial clause:

1 Adverbial clause of manner (using "as if," "as though");

a)
b)

2 Adverbial clause of contrast (using "although," "even though," "while");

a)
b)

Task 3 Combine the sentences

Combine the following sentences using appropriate adverbial clauses of manner or contrast:

1 He smiled. He was hiding something. (as if)
.....

2 She didn't have much experience. She performed well. (although)
.....

3 The teacher explained the problem. He was talking to beginners. (as though)
.....

4 They were tired. They kept walking. (even though)
.....

5 He cooked the meal. He was a professional chef. (as if)
.....

★ **Answers:**

• **Task 1:**

- 1 Although he was very sick, he still went to work.
- 2 She spoke as though she were a queen.
- 3 He runs fast as if he is trying to escape.
- 4 Even though they were tired, they kept walking.

• **Task 2: Sample Sentences**

1 **Adverbial Clause of Manner:**

- a) He acted as if he were the boss.
- b) She smiled as though she had won a prize.

2 **Adverbial Clause of Contrast:**

- 3 a) Although it was raining, they continued their walk.
- b) Even though he was late, he still managed to catch the bus.

• **Task 3: Combine the sentences**

- 1 He smiled as if he were hiding something.
- 2 Although she didn't have much experience, she performed well.
- 3 The teacher explained the problem as though he were talking to beginners.
- 4 Even though they were tired, they kept walking.
- 5 He cooked the meal as if he were a professional chef.

• **Writing**

▪ **Objective:**

Students will learn to use sentence frames to structure a coherent and detailed paragraph about an application, integrating key features and personal insights.

1. Prepare for Writing

- ◆ Ask students to choose one app they use regularly (e.g., WhatsApp, Duolingo, Minecraft).
- ◆ Have them review or complete their mind maps, focusing on the following categories:
 - User Interface (UI)
 - Performance
 - Functionality
 - Design
 - User Experience

2. Guide the Introduction

- ◆ Provide sentence frames such as:
"One of my favorite apps is ___ because it helps me ___."
- ◆ Encourage students to introduce the app and give a general reason for choosing it.

Unit 6 Lesson 2 The Future of AI: Opportunities, Challenges

Writing

I can use sentence frames to write a paragraph accurately.

Writing Paragraph Using Sentence Frames

Review the mind map:
You will use the ideas you brainstormed about WhatsApp's key features (e.g., user interface, performance, functionality, design, user experience) to write a paragraph.

The Sentence frames:
These frames will help you structure your ideas and expand phrases into full sentences. Here are some examples:

Introduction (general statement)
Example: WhatsApp is a popular messaging app that offers a variety of features designed to make communication easier.

▪ **Body Sentences (details from the mind map)**
One key feature of WhatsApp is its _____ (user interface, performance, functionality, etc.), which _____ (explanation).
For example: One key feature of WhatsApp is its user interface, which is simple and easy.
In terms of _____ (performance, functionality, design), (The App name) _____ (additional detail).
For example: In terms of performance, WhatsApp provides fast messaging and reliable connection, even in low-data environments.
Another important aspect is _____ (functionality, user experience), where _____
users can _____ (example or further explanation).
For example: Another important aspect is functionality, where users can send voice and video messages, as well as share files easily.

▪ **Use some transition phrases:**
Furthermore, WhatsApp is known for _____.
In addition to that, the app provides _____.
What makes WhatsApp stand out is _____.

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3. Support Body Paragraph Development

◆ Ask students to write 2–4 body sentences using sentence frames like:

“One important feature of the app is”

“This feature helps users by”

“Another useful part of the app is”

◆ Remind them to pull ideas directly from their mind maps and describe how each feature benefits the user.

4. Teach Transitions

◆ Model how to use basic transition phrases to improve flow:

“In addition,” “Also,” “Another reason is,”

“However,” “Because of this,” etc.

◆ Ask students to add these phrases where needed to connect their ideas smoothly.

5. Conclude the Paragraph

◆ Provide a sentence frame such as:

“Overall, this app is a great choice for anyone who ____.”

◆ Remind students that the conclusion should summarize the value or overall experience of using the app.

6. Monitor and Support

- ◆ Walk around the classroom, checking that students are:
- ◆ Using complete sentences
- ◆ Referring back to their mind maps
- ◆ Applying sentence frames correctly
- ◆ Making logical connections with transitions

Conclusion (closing statement):

Overall, WhatsApp is highly valued because of its _____. (e.g., ease of use, speed, versatile functionality).

For example: Overall, WhatsApp is highly valued because of its versatile functionality and user-friendly interface, making it one of the most widely used apps for communication.

Task 4

Use the sentence frames in the Top Tip to write paragraph about the application you chose in the task in Lesson 1

.....

.....

.....

.....

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.....

▪ *Optional Extension:*

◆ Pair students to read their paragraphs aloud and give each other feedback on content, clarity, and transitions.

▪ *Instructions for the Top Tips:*

◆ Using Sentence Frames:

◆ Sentence frames are a useful tool to organize your ideas. They can guide you through the process of writing a well-structured paragraph.

◆ Make sure to expand your ideas with explanations. A sentence frame is a starting point, but you need to fill in the details for clarity and depth.

◆ Transitions help your paragraph flow naturally. Use them to connect sentences that explain different aspects of the app, such as features, benefits, and performance.

◆ Conclusion: Your final sentence should summarize the app's key value, leaving the reader with a clear understanding of why the app is popular or effective.

★ Answers: Students' own answers.

Lesson 2 Practice Book

1 Match the words with their definitions or related concepts:

1. Review the words and definitions with the students.
2. Have students match each word to its corresponding meaning.
3. Discuss the answers as a class to ensure comprehension.

▪ Interactive Tips:

- ◆ Ask students to explain why they chose a particular definition for each word.
- ◆ Use real-life examples to help clarify the meanings of each word.

▪ Extension:

- ◆ Students can create sentences using the words to show their understanding.

★ Answers:

- 1 a. 2 c. 3 b. 4 f. 5 g.
6 e.

Lesson 2

The Future of AI: Opportunities, Challenges

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Task 1

Match the words with their definitions or related concepts:

Word	Meaning
1. Sensor	A A device that detects or measures physical properties.
2. Stereotype	B A teacher or assistant in an online setting.
3. Virtual Tutor	C The idea that all members of a group are the same without recognizing individuality.
4. Support	D Difficult situations or tasks that require effort to overcome.
5. Ethical	E Treating people or situations equally.
6. Fair	F Assistance or help given to someone.
	G Relating to moral principles or right conduct.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

Task 2

Choose the correct answer :

- 1 A can detect changes in temperature or light.
A sensor B button C computer D speaker
- 2 Assuming all teenagers love video games is an example of a
A stereotype B fact C prediction D support
- 3 A can guide students by explaining difficult subjects online.
A Coach B Doctor C Sensor D Virtual tutor

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2 Choose the correct answer:

1. Present the questions to the students.
2. Have them select the correct answer for each question.
3. Discuss the answers and provide explanations to ensure understanding.

▪ Interactive Tips:

- ◆ Encourage students to justify their answers by asking questions like, "Why do you think this is the correct answer?"
- ◆ Use visuals or examples to support the understanding of terms like "sensor," "stereotype," and "support."

▪ **Extension:**

◆ Have students create their own questions using the vocabulary words to quiz their peers.

★ **Answers:**

1 a) sensor

2 a) stereotype

d) Virtual tutor

4 c) support

5 a) ethical

a) challenges

3 Choose the correct answers:

▪ **Objective:**

Students will learn to identify, use, and correct adverbial clauses of contrast in various contexts, improving their grammar accuracy.

A. Introduce the Task:

1. Explain to the students that they will be working on adverbial clauses of contrast. These clauses are used to show an unexpected or opposite relationship between two ideas.
2. Provide examples of contrast clauses like "although," "even though," "while," and "whereas".

Example: Although it was raining, we went for a walk.

3. Tell the students that they will read a sentence and select the correct adverbial clause of contrast from multiple options.

B. Provide Directions:

1. Ask the students to read each sentence carefully and focus on identifying the correct conjunction that shows contrast between the ideas.
2. Encourage them to think about the relationship between the two parts of the sentence—whether they show something unexpected or opposite.

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- 1 Friends and family can provide during tough times.
 A challenges B advice C support D problems
 2 Making choices that are fair and honest shows behavior.
 A ethical B wrong C selfish D careless
 3 Solving a puzzle can be fun, even if it has
 A challenges B mistakes C answers D shortcuts

Task 3

Choose the correct answers:

- 1 Which of the following sentences contains an adverbial clause of contrast?
 A We stayed home because it was raining.
 B Although he was tired, he kept working.
 C She went to the market after the meeting.
 D If you are free, we can meet later.
 2 Identify the adverbial clause of contrast in the sentence:
 Even though it was cold, they went for a swim.
 A Even though it was cold B they went for a swim
 C it was cold D they went
 3 Complete the sentence with an adverbial clause of contrast:
 I decided to go out
 A after the rain stopped.
 B because I needed fresh air.
 C even though I was feeling sick.
 D when my friends called me.

C. Monitor and Assist:

1. Walk around the class and offer help to any students who need clarification.
2. Prompt students to think about why one option works over others and encourage them to discuss their reasoning with their peers.

D. Review the Answers:

1. After the task, go over the correct answers with the class.
2. Ask students to explain why the correct choice is appropriate and clarify any misunderstandings.

Interactive Learning Tips for Teachers:**1. Pair Work:**

Have students pair up to compare their answers. Ask them to justify their choices and explain why they picked a particular conjunction. This encourages deeper understanding and peer learning.

Example prompt: Why did you choose this answer? How does it show contrast?

2. Class Discussion:

After completing the task, ask a few students to share their answers with the class. Lead a brief discussion on how each answer creates contrast and the effect of using different conjunctions.

*** Answers:**

- 1 b) 2 a) 3 c) 4 c) 5 d) 6 c)

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- 1 Which conjunction is commonly used in adverbial clauses of contrast?
 Ⓐ since Ⓑ unless Ⓒ although Ⓓ because
- 2 Choose the sentence with the correct use of an adverbial clause of contrast:
 Ⓐ She left before the meeting ended.
 Ⓑ Even if it rains, we will play the match.
 Ⓒ He worked hard so that he could succeed.
 Ⓓ While she was tired, she kept running.
- 3 Adverbial clauses of contrast typically show:
 Ⓐ A reason for an action.
 Ⓑ A comparison between two actions.
 Ⓒ A contradiction or unexpected result.
 Ⓓ A sequence of events.

Task 4

Correct the underlined mistakes in the following sentences:

- 1 He continued working despite he was exhausted. (.....)
- 2 She smiled in spite of she was angry. (.....)
- 3 But they were poor, they were happy. (.....)
- 4 Even though he is late, but I will wait for him. (.....)
- 5 In spite of she was unprepared, she gave a great speech. (.....)
- 6 He acted calmly because he was nervous. (.....)

4 Correct the underlined mistakes in the following sentences

1. Introduce the Task:

◆ Explain that in this task, students will work on sentences that contain errors related to the use of adverbial clauses of contrast.

◆ Review the common mistakes, such as using both a subordinating conjunction (e.g., although) and a coordinating conjunction (e.g., but) in the same sentence.

Example of a mistake:

Although she was tired, but she went to bed late. Correct version: Although she was tired, she went to bed late.

2. Provide Directions:

◆ Instruct the students to carefully read each sentence and find the mistakes related to the use of contrast conjunctions.

◆ Ask them to rewrite the sentence correctly, using only one subordinating conjunction of contrast.

3. Monitor and Assist:

◆ Walk around to check the students' progress and assist them in identifying and correcting the errors.

◆ Encourage students to work together and discuss their answers, particularly if they are unsure about why something is wrong.

4. Review the Answers:

◆ Once all students have completed the task, review the sentences with the class.

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- 1 Which conjunction is commonly used in adverbial clauses of contrast?
 Ⓐ since Ⓑ unless Ⓒ although Ⓓ because
- 2 Choose the sentence with the correct use of an adverbial clause of contrast:
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- 5 In spite of she was unprepared, she gave a great speech. (.....)
- 6 He acted calmly because he was nervous. (.....)

- ◆ Ask students to explain the changes they made and why the original sentences were incorrect.
- ◆ Reinforce the importance of using only one conjunction when forming adverbial clauses of contrast.

▪ **Interactive Learning Tips for Teachers:**

◆ **Group Work:**

Write a few sentences with errors (like the ones in Task 2) on the board. Divide students into small groups and ask them to find and correct the mistakes together.

Afterward, have each group share their corrections with the class.

◆ **Contrast Sentence Creation:**

Have students write five original sentences using adverbial clauses of contrast from their own experiences. This helps personalize the learning and make the grammatical structure more meaningful.

Once finished, they can share their sentences with a partner to check if they used the correct structure.

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- Which conjunction is commonly used in adverbial clauses of contrast?
 Ⓐ since Ⓑ unless Ⓒ although Ⓓ because
- Choose the sentence with the correct use of an adverbial clause of contrast:
 Ⓐ She left before the meeting ended.
 Ⓑ Even if it rains, we will play the match.
 Ⓒ He worked hard so that he could succeed.
 Ⓓ While she was tired, she kept running.
- Adverbial clauses of contrast typically show:
 Ⓐ A reason for an action.
 Ⓑ A comparison between two actions.
 Ⓒ A contradiction or unexpected result.
 Ⓓ A sequence of events.

Task 4

Correct the underlined mistakes in the following sentences:

- He continued working despite he was exhausted. (.....)
- She smiled in spite of she was angry. (.....)
- But they were poor, they were happy. (.....)
- Even though he is late, but I will wait for him. (.....)
- In spite of she was unprepared, she gave a great speech. (.....)
- He acted calmly because he was nervous. (.....)

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★ **Answers:**

- 1 He continued working despite being exhausted. (although he was exhausted)
- 2 She smiled although she was feeling angry.
- 3 Although they were poor, they were happy.
- 4 Even though he is late, I will wait for him.
- 5 In spite of being unprepared, she gave a great speech.
- 6 He acted nervously although he was calm.

5 Reading Comprehension :**▪ Objective:**

Students will read a paragraph on the challenges of AI, focusing on understanding the ethical concerns and identifying key issues related to its use.

1. Pre-Activity:

◆ Begin by asking students to discuss AI's benefits and challenges. Prompt them with questions like:

- ▶ "What do you think AI can do in the future?"
- ▶ "What are some problems that could arise with AI?"

2. During-Activity:

◆ Ask students to read the passage carefully and underline or highlight any parts related to challenges or concerns with AI. This will help them identify the main issues and key details.

3. Post-Activity

- ◆ After reading, have students answer the comprehension questions (A and B). Encourage them to refer back to the passage for evidence in their answers.
- ◆ Discuss the correct answers as a class, focusing on the ethical issues mentioned and the importance of fairness in AI development

▪ Extension Tasks:**1. Group Discussion:**

After answering the questions, have students discuss how they think AI could be improved to avoid biases. Encourage them to think of solutions or ways AI could be made more ethical.

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Task 5

Read the following paragraph then answer questions below:

AI brings many benefits, but it also faces several challenges. One major concern is the ethical issues that arise as AI becomes more advanced. AI systems can sometimes learn stereotypes from the data they are trained on, which can lead to unfair decisions. For example, an AI system might make biased decisions about hiring or loan approvals if it learns from biased data. These challenges highlight the importance of ensuring AI is used fairly. Developers need to make sure that AI systems are designed to avoid discrimination and treat everyone equally. As AI continues to grow, solving these ethical problems will be key to ensuring it benefits all people.

Ⓐ Answer the following questions:

- ① What is the main challenge of the AI?
.....
- ② What are the expected results of AI when it learns stereotypes?
.....
- ③ How should AI be used in the future?
.....

Ⓑ Choose the correct answers:

- ① What is one challenge with AI systems?
 Ⓐ They are always accurate.
 Ⓑ They can learn stereotypes.
 Ⓒ They never make mistakes.
 Ⓓ They are easy to create.
- ② AI systems should be used fairly, to
 Ⓐ make AI smarter. Ⓑ avoid discrimination.
 Ⓒ increase data usage. Ⓓ reduce cost.

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2. Research Task:

Assign students to research a real-life example where AI faced challenges related to fairness (e.g., biased facial recognition or hiring algorithms) and have them present their findings to the class.

★ Answers:

- 1 The main challenge of AI is ethical issues that arise as AI becomes more advanced.
- 2 The expected result of AI learning stereotypes is biased decisions.
- 3 AI should be used fairly.
- 4 b) They can learn stereotypes.
- 5 b) to avoid discrimination.

6 Writing:

Use the sentence frames mentioned above to write a paragraph about the application you chose in the writing task in Lesson 1.

▪ Objective:

Students will be able to write a well-structured paragraph about an app they chose in the previous lesson, using sentence frames to help organize and expand their ideas.

1. Pre-Writing Activity:

- ◆ Review the mind map from Lesson 1 where students listed the key features of the app they chose.
- ◆ Explain that today's task is to take those ideas and organize them into a full paragraph using the provided sentence frames.
- ◆ Walk through the sentence frames as a class, ensuring students understand how to use them effectively. Model a few examples using the app they are most familiar with (e.g., WhatsApp).

Task 6

Use the following sentence frames to write a paragraph about the application you chose in the writing task in Lesson 1.

The Sentence frames:

These frames will help you structure your ideas and expand phrases into full sentences. Here are some examples:

◆ Introduction (general statement)

Example: WhatsApp is a popular messaging app that offers a variety of features designed to make communication easier.

◆ Body Sentences (details from the mind map)

One key feature of WhatsApp is its (user interface, performance, functionality, etc.), which (explanation).
For example: One key feature of WhatsApp is its user interface, which is simple and easy to navigate.

In terms of (performance, functionality, design), (The App name) (additional detail).

For example: In terms of performance, WhatsApp provides fast messaging and reliable connection, even in low-data environments. Another important aspect is (functionality, user experience), where users can (example or further explanation).

For example: Another important aspect is functionality, where users can send voice and video messages, as well as share files easily.

2. Writing the Paragraph:

◆ Instruct students to start with an introduction sentence using the first frame: "..... is a popular that offers a variety of features designed to make easier."

◆ Ask students to fill in the details for the body sentences, starting with the key features they identified in their mind maps. Remind them to explain these features using the sentence frames provided.

◆ Encourage students to use transition phrases such as "Furthermore" or "In addition to that" to connect ideas smoothly.

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◆ **Use some transition phrases:**
Furthermore, WhatsApp is known for
In addition to that, the app provides
What makes WhatsApp stand out is
◆ **Conclusion (closing statement):**
Overall, WhatsApp is highly valued because of its (e.g., ease of use, speed, versatile functionality).
For example: Overall, WhatsApp is highly valued because of its versatile functionality and user-friendly interface, making it one of the most widely used apps for communication.

.....

.....

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3. Peer Review (Optional):

◆ After students finish their paragraphs, they can work in pairs to read each other's writing and offer feedback on clarity, structure, and grammar.

4. Extension Task (Optional):

◆ Ask students to choose one additional feature of the app that wasn't mentioned in their paragraph and write an additional sentence to explain it.

★ **Answers:** Students' own answers.

Lesson objectives:**By the end of the lesson, students will:**

- ◆ apply the meaning of new target unfamiliar words.
- ◆ listen for specific details in an interview.
- ◆ apply the correct words in the suitable context.
- ◆ use parentheses to add information to existing sentences.
- ◆ carry out a project about a Quranic verse addressing the value of knowledge.

● **Vocabulary:**

application (n.), voice assistant (n.), reminder (n.), integrated (adj.), recommendation (n.), analyse (v.), diagnose (v.)

● **Materials:**

Student's Book - Practice Book, Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Unit 6 Lesson 3 Unveiling AI Magic: Everyday Applications

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of new target unfamiliar words.
- ★ recognize inconsistencies in an author's argument in a reading text.
- ★ create follow-up questions to clarify or deepen an interviewee's meaning.
- ★ apply adverbial clauses of contrast accurately in writing.
- ★ use sentence frames to expand phrases from a mind map into a paragraph

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Application (n.)	A or tool on a computer or phone that helps you do something.
	What is your favorite application on your phone?
Voice assistant (n.)	A on your phone or device that responds when you talk to it.
	Do you use the voice assistant on your phone?

▪ **Objective:**

Students will practice vocabulary comprehension, pronunciation, and application in context through definition, discussion, drawing, and writing tasks.

1 **Read and Define the Words**

- ◆ Pronounce each vocabulary word clearly (e.g., application).
- ◆ Ask students to repeat the word aloud. Break it into syllables if helpful (e.g., ap-pli-ca-tion).
- ◆ Emphasize the correct stress and pronunciation.

2 **Complete the Definition**

- ◆ Read the partial definition aloud, leaving a blank for students to complete with the correct word.
- ▶ **Example:** A or tool on a computer or phone that helps you do something.
- ◆ Encourage students to respond chorally or individually.
- ◆ Confirm the correct word and write the completed definition on the board.

3 **Draw a Picture**

- ◆ Ask students to draw a quick sketch showing the meaning or use of the word.
- ▶ **Example:** For voice assistant, students might draw a phone with a speech bubble saying, "What's the weather today?"

Unit 6 Lesson 3 Unveiling AI Magic: Everyday Applications

- ILOs** By the end of the lesson, students will be able to:
- ★ apply the meaning of new target unfamiliar words,
 - ★ recognize inconsistencies in an author's argument in a reading text,
 - ★ create follow-up questions to clarify or deepen an interviewee's meaning,
 - ★ apply adverbial clauses of contrast accurately in writing,
 - ★ use sentence frames to expand phrases from a mind map into a paragraph

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Application (n.)	A or tool on a computer or phone that helps you do something.
	What is your favorite application on your phone?
Voice assistant (n.)	A on your phone or device that responds when you talk to it.
	Do you use the voice assistant on your phone?

4 **Partner Discussion and Writing**

◆ Pair students and have them discuss the question or prompt related to each word.

► **Example:** What is your favorite application on your phone?

◆ After discussion, ask students to write a short answer in their notebooks.

◆ Encourage complete sentences and use of the vocabulary word in their writing.

5 **Reinforce Pronunciation**

◆ After all words have been introduced, review them together.

◆ Have students repeat each word clearly and confidently as a class or in pairs.

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Reminder (n.)	A message or note that helps you something.
	What reminder do you set to help you remember things?
Integrated (adj.)	When parts are combined or work as one.
	How are different tools integrated in your phone?
Recommendation (n.)	A about what might be best to do or try.
	Who do you ask for a recommendation on what to watch?
Analyse (v.)	To look at something to understand it better.
	How do you analyse something to understand it better?
Diagnose (v.)	To find out what is wrong or the of a problem.
	How does a doctor diagnose an illness?

6 **Contextual Application**

◆ Discuss how each word is used in real-life situations.

◆ Provide example sentences and ask students to create their own using the new vocabulary.

► **Example:** "I use a voice assistant to set alarms in the morning."

■ **Tasks for All Words:**

◆ Practice pronunciation aloud.

◆ Draw a simple sketch for each word.

◆ Discuss and write short answers based on the prompt or question.

◆ Use each word in a complete sentence that shows understanding and context.

■ Vocabulary Words & Definitions:

1. **Application:** A program or tool on a computer or phone that helps you do something.
2. **Voice Assistant:** A helper on your phone or device that responds when you talk to it.
3. **Reminder:** A message or note that helps you remember something.
4. **Integrated:** When parts are combined or work together as one.
5. **Recommendation:** A suggestion about what might be best to do or try.
6. **Analyse:** To look closely at something to understand it better.
7. **Diagnose:** To find out what is wrong or the cause of a problem.

★ **Answers:** program - helper - remember - together - suggestion - closely - cause

● Listening

■ Objective:

Students will be able to listen to an interview, identify examples, benefits, and concerns related to Artificial Intelligence (AI), and engage in discussions and role-play activities to deepen their understanding.

■ A. Pre-Listening Questions

1. Discussion in Pairs or Groups:

- ◆ Ask students to define Artificial Intelligence (AI) in their own words.

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Unveiling AI Magic: Everyday Applications

Listening

I can listen to an interview and identify examples, benefits, and concerns about Artificial Intelligence.

A. Pre-Listening Questions

🔗 **Instructions:** Discuss the following questions as a class or write down your answers in your notebook. Think about what you know regarding AI.

- 1 Define Artificial Intelligence (AI) in your own words?
- 2 Can you name any examples of AI you have encountered in your life?
- 3 How do you think AI might impact your future? What are your thoughts or concerns about it?

B. While-Listening Activity

🔗 As you listen to the interview with Dr. Henry, use the graphic organizer below to take notes on key points. Focus on examples, problems, and benefits of AI mentioned in the interview.

Category	Details
Examples of AI in daily life	1 _____ 2 _____ 3 _____
Problems or concerns about AI	1 _____ 2 _____ 3 _____
Benefits of AI	1 _____ 2 _____ 3 _____



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- ◆ Encourage students to share examples of AI they have encountered, such as voice assistants, recommendation systems, or self-driving cars. Discuss these examples with the class.
- ◆ Invite students to think about the possible impact of AI on their future. They should consider both the benefits and potential concerns, like privacy, job loss, or ethical issues. This will prepare them for listening to the interview and thinking critically about AI.

▪ B. While-Listening Activity

1. Graphic Organizer:

Provide the students with the graphic organizer to fill in while listening to the interview with Dr. Henry. Encourage students to listen for examples of AI in daily life, problems or concerns mentioned, and the benefits of AI that Dr. Henry talks about.

As they listen, they should take notes under the appropriate categories:

- ▶ Examples of AI in daily life
- ▶ Problems or concerns about AI
- ▶ Benefits of AI

2. Note-taking:

Remind students to focus on key details and listen carefully for the parts of the interview that discuss AI's practical uses, problems, and advantages. This helps them stay engaged and gather information effectively.

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C. Post-Listening Questions

1. Answer the following questions based on the interview.

- What are two examples of how AI is used in everyday life?
- How does AI help doctors in healthcare, according to Dr. Henry?
- What is one concern Dr. Henry mentioned about AI?
- In your opinion, how could AI change the way we live in the future?

2. Speaking task: Follow-up interview on AI.

Instructions:

1 Pair up

- Work with a partner

◆ One person will be the interviewer, and the other will act as Dr. Henry (an AI expert).

2 Main question

- Begin with a key question from the listening activity, such as:
- ◆ "What is AI, and how is it used in everyday life?"

3 Follow-up questions

- After Dr. Henry responds, ask follow-up questions to clarify or explore further, like:
- ◆ "Can you give an example of that?"
- ◆ "Why is that important?"
- ◆ "What do you mean by that?"
- ◆ "How will that affect our lives in the future?"

4 Questions from Dr. Henry

◆ Dr. Henry can also ask the interviewer questions to keep the conversation going, such as:

- ◆ "What do you think are the benefits of using AI in healthcare?"
- ◆ "Have you ever used a voice assistant? What was your experience?"
- ◆ "What are some concerns you have about AI?"
- ◆ "How do you think AI will change education in the future?"

5 Switch roles:

- After 5-7 minutes, switch roles so both partners experience being the interviewer and Dr. Henry.

★ **Answers:**

Category	Details
Examples of AI in daily life:	1 Voice assistants like Siri or Google Assistant. 2 Recommendation systems on streaming services like YouTube. 3 AI in self-driving cars.
Problems or concerns about AI	1 AI systems could be biased if they learn from unfair information. 2 AI might take away some jobs. 3 Ethical concerns related to privacy and decision-making
Benefits of AI	1 AI helps in diagnosing diseases by analyzing medical images. 2 AI improves our daily lives with voice assistants and recommendations. 3 AI can help doctors respond quickly to health crises.

■ **C. Post-Listening Questions****1. Class Discussion:**

After listening, ask students to answer the post-listening questions based on the interview. This will allow students to confirm their understanding and discuss the points raised in the interview.

2. Speaking Task: Follow-up Interview on AI:

Organize students into pairs to role-play an interview scenario. One student will take on the role of Dr. Henry, an AI expert, and the other will be the interviewer.

- ◆ Begin by asking the main question from the listening activity: "What is AI, and how is it used in everyday life?"

◆ Encourage students to ask follow-up questions like:

- ▶ "Can you give an example of that?"
- ▶ "Why is that important?"
- ▶ "What do you mean by that?"
- ▶ "How will that affect our lives in the future?"

future?"

◆ After 5-7 minutes, switch roles so that both students can practice both the interviewer and the expert roles.

3. Example Dialogue:

Interviewer: "What is AI, and how is it used in everyday life?"

Dr. Henry: "AI allows machines to think and learn like humans. For example, Siri can help us with tasks."

Interviewer: "Can you give an example of how Siri helps us?"

Dr. Henry: "Sure! Siri can set reminders or answer questions quickly. What do you think are the benefits of using AI in healthcare?"

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Example Dialogue:

Interviewer: "What is AI, and how is it used in everyday life?"

Dr. Henry: "AI allows machines to think and learn like humans. For example, Siri can help us with tasks."

Interviewer: "Can you give an example of how Siri helps us?"

Dr. Henry: "Sure! Siri can set reminders or answer questions quickly. What do you think are the benefits of using AI in healthcare?"

Vocabulary Practice:

Choose the correct answer for each sentence:

- The teacher set a (n) to alert students about the upcoming test.
A note B reminder C summary D outline
- This new software is fully into the school's learning system, making it easier to access all resources in one place.
A organized B divided C integrated D removed
- The doctor gave a (n) on how to improve my health based on my recent tests.
A warning B recommendation C solution D answer
- Scientists need to data carefully to make accurate predictions about climate change.
A guess B ignore C analyze D repeat
- The doctor will the patient's symptoms to identify the illness.
A describe B predict C prevent D diagnose

▪ Speaking Task:

Follow-up Interview on AI: After role-playing the interview, students will practice using their listening comprehension and critical thinking to ask and answer questions about AI. Encourage students to provide detailed responses and explore further by asking clarifying or follow-up questions.

▪ Extension tasks:

1. AI in the News: Have students research recent news articles about AI and present how AI is being used in different fields such as healthcare, education, or entertainment.

2. Debate on AI: Organize a class debate on whether AI will have more positive or negative impacts on society in the future, encouraging students to use examples from the interview and their own research.

★ Answers:

- 1 Voice assistants like Siri or Google Assistant, recommendation systems on streaming platforms like YouTube.
- 2 AI helps doctors diagnose diseases by analyzing medical images like X-rays and MRIs. It also predicts disease outbreaks by analyzing patterns in data.
- 3 One concern is that AI could be biased if it learns from unfair information, leading to unjust outcomes.
- 4 Answers may vary, but students might mention how AI could make tasks easier, improve healthcare, or lead to job displacement.

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Example Dialogue

Interviewer: "What is AI, and how is it used in everyday life?"

Dr. Henry: "AI allows machines to think and learn like humans. For example, Siri can help us with tasks."

Interviewer: "Can you give an example of how Siri helps us?"

Dr. Henry: "Sure! Siri can set reminders or answer questions quickly. What do you think are the benefits of using AI in healthcare?"



Vocabulary Practice:

Choose the correct answer for each sentence:

- 1 The teacher set a (n) to alert students about the upcoming test.
A note B reminder C summary D outline
- 2 This new software is fully into the school's learning system, making it easier to access all resources in one place.
A organized B divided C integrated D removed
- 3 The doctor gave a (n) on how to improve my health based on my recent tests.
A warning B recommendation C solution D answer
- 4 Scientists need to data carefully to make accurate predictions about climate change.
A guess B ignore C analyze D repeat
- 5 The doctor will the patient's symptoms to identify the illness.
A describe B predict C prevent D diagnose

The Listening Script

Interviewer: Good morning, everyone! Today, we have a special guest, Dr. Henry, an expert in Artificial Intelligence. Dr. Henry, could you please explain what Artificial Intelligence is in simple terms?

Dr. Henry: Good morning! Absolutely, I'd be happy to. Imagine a computer system that can think and make decisions just like humans. That's what we call Artificial Intelligence, or AI for short. It is all about creating machines that can learn from experiences, adapt to new situations, and perform tasks that normally require human intelligence.

Interviewer: That sounds really cool, Dr. Henry! So, how is AI used in our everyday lives?

Dr. Henry: Great question! AI has become a part of our daily routines in various ways. For example, have you ever used voice assistants like Siri or Google Assistant? These are powered by AI. They can answer questions, set reminders, play music, and even tell jokes!

Interviewer: Wow, I use Siri all the time! Can you give us more examples of how AI is integrated into our lives?

Dr. Henry: Of course! Another common application is in recommendation systems. Have you noticed how streaming services like YouTube suggest movies and videos you might like? AI analyzes what you have watched before and predicts what you might enjoy next. This makes finding new content much easier and more enjoyable.

Interviewer: That is pretty smart! What about in healthcare? How is AI making a difference there?

Dr. Henry: AI is making a big impact in healthcare too. Doctors can use AI to help diagnose diseases by analyzing medical images like X-rays and MRIs. It can also predict outbreaks of diseases by analyzing patterns in data. This helps doctors respond quickly and effectively to health crises.

Interviewer: That is really important, especially with everything happening in the world right now.

Thank you, Dr. Henry, for sharing your insights on AI!

• Vocabulary Practice

Task : Choose the correct answer for each sentence:

1. Present each question to the class and have students choose the correct answer.
2. After completing the task, go over the answers as a class and explain why the correct options are chosen.
3. For interactivity, allow students to explain the context of each sentence in pairs or small groups to ensure they fully understand the vocabulary.

▪ Interactive Tips:

◆ **Pair Work:** Let students work in pairs to discuss why certain choices are correct, encouraging collaborative learning.

◆ **Class Discussion:** After the task, engage the class in a discussion about how each word fits into the sentence, encouraging deeper thinking.

★ Answers:

1 b) reminder	2 c) integrated	3 b) recommendation
4 c) analyze	5 d) diagnose	6 c) application
7 b) voice assistant.		

• Writing :

▪ Objective:

Students will practice using parentheses to add extra information or citations in a paragraph about an app, demonstrating how to provide clarifications and support their writing with evidence.

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Example dialogue:

Interviewer: "What is AI, and how is it used in everyday life?"

Dr. Henry: "AI allows machines to think and learn like humans. For example, Siri can help us with tasks."

Interviewer: "Can you give an example of how Siri helps us?"

Dr. Henry: "Sure! Siri can set reminders or answer questions quickly. What do you think are the benefits of using AI in healthcare?"

Vocabulary Practice:

Choose the correct answer for each sentence:

- The teacher set a (n) to alert students about the upcoming test.
A note B reminder C summary D outline
- This new software is fully into the school's learning system, making it easier to access all resources in one place.
A organized B divided C integrated D removed
- The doctor gave a (n) on how to improve my health based on my recent tests.
A warning B recommendation C solution D answer
- Scientists need to data carefully to make accurate predictions about climate change.
A guess B ignore C analyze D repeat
- The doctor will the patient's symptoms to identify the illness.
A describe B predict C prevent D diagnose

1. Introduce the Grammar Concept:

- ◆ Begin by explaining to students the function of parentheses.

Discuss how parentheses can add extra information without interrupting the main sentence. Use examples like the ones provided in the "Top Tip" section.

- ◆ Provide further examples from real-life scenarios (e.g., adding dates or citations to support claims).

2. Top Tip for Students:

- ◆ Walk students through the "Top Tip" section. Highlight the different uses of parentheses: adding clarifications, giving additional details, or citing sources.
- ◆ Encourage students to refer to the "Top Tip" when they feel unsure about where to place parentheses in their own writing.

3. Task 1 – Completing Sentence Frames:

- ◆ Have students work individually or in pairs to complete the sentence frames in Task 1. This will allow them to practice adding extra details or citations using parentheses.
- ◆ Remind students to be careful with punctuation when using parentheses.

4. Task 2 – Revising a Paragraph:

- ◆ Ask students to choose an app they have written about (or any other app of their choice) and revise their paragraph from the previous task by adding three pieces of information in parentheses. These could be clarifications or citations for evidence.
- ◆ Encourage peer collaboration for sharing ideas and offering feedback on how parentheses are used in each other's work.

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- 1 A mobile..... allows users to access various services, like games, tools, and social media, directly on their devices.
A reminder B voice assistant C application
- 2 Many smartphones now come with a built-in to help answer questions, set alarms, and give directions.
A diagnose B voice assistant C recommendation

Writing

I can use parentheses for adding information.

The Use of Parentheses

- ◆ Parentheses are used to add extra information to a sentence without interrupting the main idea. This additional information can include:

- ◆ Extra details or clarifications
- ◆ Dates or specific information
- ◆ Author citations for evidence

Example: The app has over 2 billion active users (as of 2024).

Parentheses for Citations

- ◆ Parentheses are also used to cite sources after a quote or piece of evidence. When citing a source, include only the author's last name and the publication year.

Example: "WhatsApp is one of the most widely used communication apps globally" (Abad, 2020).

- ◆ Combined use of additional information and citations

Parentheses can be used to combine extra details and citations in a single sentence.
Example: "The app has over 2 billion active users (as of 2024), and it is praised for its reliability (Jones, 2019)."

Task 1

- ◆ Complete these sentence frames:

- 1 The product has many users (number) and is often recommended by experts (author's last name, year).
- 2 It is known for being user-friendly (feature) and has won several awards (author's last name, year).

5. Interactive Task Ideas:

◆ **Peer Collaboration:** Pair students to work together, sharing and revising their paragraphs by suggesting different ways to incorporate parentheses.

◆ **Class Discussion:** After Task 2, hold a class discussion where students can share their revised paragraphs and explain how they used parentheses to add information.

▪ **Top Tips for Teachers:**

- ◆ Provide examples of how parentheses can be used in different writing contexts.
- ◆ Highlight how parentheses allow students to keep the flow of their writing while adding essential information or citations.
- ◆ Remind students that parentheses are a great way to include important details without making the main point of the sentence feel cluttered or confusing.

▪ **Extension Ideas:**

1. Interactive Application Search:

Have students research apps of their choice and find statistics or citations about them online. They can then include these citations in their writing using parentheses.

2. Parentheses Charades:

Turn parentheses into a guessing game. One student reads out a sentence with parentheses, and the others guess what information was added within the parentheses.

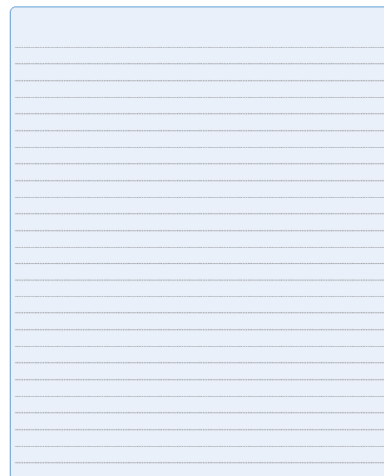
★ **Answers:** Students' own answers.

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Task 2

Revise your paragraph using the sentence frames about any application of your choice. Then add three details in parentheses for clarifications or for evidence you've found.



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• **Islamic Values Project:**

1. **Reflect and Discuss:**

◆ Begin by discussing the Quranic verse (Surah An-Nisa, 4:113) and its meaning. Guide students to reflect on how the verse highlights the importance of knowledge in Islam.

◆ Encourage students to relate the verse to modern concepts such as Artificial Intelligence (AI), focusing on how knowledge leads to progress and how AI advances human understanding.

2. **Plan the Podcast:**

◆ Divide the students into small groups (3-5 members). Assign roles such as host, speakers, and researchers.

◆ Encourage students to brainstorm and outline the key points they want to cover:

- ◆ Knowledge in Islam and its emphasis on learning.
- ◆ Scientific miracles in the Quran that relate to modern discoveries.
- ◆ AI's contributions to advancing understanding and its alignment with the Quranic message of knowledge.

3. **Record the Podcast:**

◆ Provide students with devices to record their discussions (smartphones, tablets, or laptops).

◆ Remind students to keep the conversation natural, with each group member contributing examples, insights, and explanations.

4. **Share with the Class:**

◆ After completing the podcast, play it for the class. Encourage the students to answer any questions or discuss the connections made between the Quranic message and AI.

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Islamic Values Project

I can carry out a project about a Quranic verse addressing the value of knowledge

﴿وَأَنْزَلَ اللَّهُ عَلَيْكَ الْكِتَابَ وَالْحِكْمَةَ وَعَلَّمَكَ مَا لَمْ تَكُن تَعْلَمُ وَكَانَ فَضْلُ اللَّهِ عَلَيْكَ عَظِيمًا﴾
[النساء: ١١٣]

"Allah has sent down the Book and Wisdom to you and has taught you what you did not know. Great has been the Grace of Allah to you."

Steps to complete the project:

1 Reflect and discuss

- ◆ Reflect on the meaning of the verse.
- ◆ Discuss how it highlights the value of knowledge in Islam.
- ◆ Relate it to Artificial Intelligence (AI) and its role in advancing understanding.

2 Plan your podcast

- ◆ Assign roles (host, speakers, etc.).
- ◆ Outline key points:
- ◆ Knowledge in Islam.
- ◆ Scientific miracles in the Quran linked to modern discoveries.
- ◆ AI's contribution to progress and its connection to the Quranic message.

■ **Interactive Tips:**

- ◆ **Group Discussions:** Encourage open dialogue during the planning and recording stages to ensure everyone shares their ideas.
- ◆ **Peer Feedback:** After playing the podcast, allow classmates to give constructive feedback on the content and delivery.

■ **Extension Interactive Ideas:**

1. Discussion Circles: After listening to the podcasts, hold a class discussion on how AI relates to the concept of knowledge in the Quran and whether there are other examples of technological advancements inspired by Islamic teachings.

2. Research Project: Have students research specific scientific miracles in the Quran that align with modern discoveries and present them in a short report or presentation.

5. **Assessment Criteria:**

Students will be assessed on their understanding, participation, creativity, and communication skills in the podcast project. The total score is 25 points.

1. **Understanding of the Quranic Verse & Discussion (5 points)**

- ◆ Clearly explains the meaning of Surah An-Nisa (4:113).
- ◆ Connects the verse to the importance of knowledge in Islam.
- ◆ Discusses the relationship between AI and Islamic teachings on knowledge.

2. **Research & Critical Thinking (5 points)**

- ◆ Investigates relevant scientific miracles in the Quran.

Islamic Values Project

I can carry out a project about a Quranic verse addressing the value of knowledge

﴿وَأَنْزَلَ اللَّهُ عَلَيْكَ الْكِتَابَ وَالْحِكْمَةَ وَعَلَّمَكَ مَا لَمْ تَكُنْ تَعْلَمُ وَكَانَ فَضْلُ اللَّهِ عَلَيْكَ عَظِيمًا﴾ النساء: ١١٣

"Allah has sent down the Book and Wisdom to you and has taught you what you did not know. Great has been the Grace of Allah to you."

Steps to complete the project:

- 1 **Reflect and discuss**
 - ◆ Reflect on the meaning of the verse.
 - ◆ Discuss how it highlights the value of knowledge in Islam.
 - ◆ Relate it to Artificial Intelligence (AI) and its role in advancing understanding.
- 2 **Plan your podcast**
 - ◆ Assign roles (host, speakers, etc.).
 - ◆ Outline key points:
 - ◆ Knowledge in Islam.
 - ◆ Scientific miracles in the Quran linked to modern discoveries.
 - ◆ AI's contribution to progress and its connection to the Quranic message.

- ◆ Analyzes how AI contributes to human understanding.
- ◆ Uses logical reasoning and well-researched ideas in discussions and the podcast.

3. Podcast Content & Structure (5 points)

- ◆ Includes key topics: knowledge in Islam, Quranic scientific miracles, and AI's role in learning.
- ◆ Maintains a clear and structured conversation throughout the podcast.
- ◆ Demonstrates creativity in content delivery.

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Record the podcast

- ◆ Use a device to record your group discussion.
- ◆ Keep it natural, with everyone contributing examples and insights.

Share with the class

- ◆ Play your podcast for the class.
- ◆ Answer any questions from classmates about your discussion.

4. Communication & Delivery (5 points)

- ◆ Each group member actively participates in the podcast.
- ◆ Presents information clearly and confidently.
- ◆ Uses engaging and interactive speaking techniques.

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5. Engagement & Collaboration (5 points)

- ◆ Effectively divides roles among group members (host, speakers, researchers).

Shows teamwork and cooperation during planning and recording.

- ◆ Responds thoughtfully to peer feedback and class discussion.

Bonus Opportunity (+2 points)

- ◆ Groups that creatively enhance their podcast (e.g., background sounds, interviews, storytelling elements) may earn extra points.

Lesson 3 Practice Book

1 Fill in the gaps using the provided words:

1. Present the sentences to the students and ask them to fill in the blanks with the correct words from the list.
2. Review the answers with students and provide explanations if necessary.

▪ Interactive Tips:

- ◆ Ask students to explain their choice of word after completing the task.
- ◆ For better understanding, you can give examples for each word in context.

▪ Extension:

Have students create their own sentences using the words from the list.

★ Answers:

1 voice assistant	2 analyse	3 diagnose
4 voice assistant	5 integrated	6 recommendation

2 Match the words to their meanings:

1. Ask students to read the list of words and meanings.
2. Have students match each word with its corresponding meaning.
3. Review the answers together and discuss any unfamiliar terms.

▪ Interactive Tips:

- ◆ Encourage students to guess the meanings of the words before matching them.
- ◆ Use real-life examples to illustrate each word's meaning.

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Task 1

Fill in the gaps using the provided words:

(recommendation - analyse - style - diagnose - integrated - voice assistant - reminder)

- 1 The..... helps you manage your tasks by setting alerts for important events.
- 2 This software..... data to find patterns that can help improve your experience.
- 3 The doctor used a new tool to..... the patient's condition quickly and accurately.
- 4 The smartphone..... can answer your questions and perform tasks like setting alarms.
- 5 The system is..... with several apps, making it easier to access everything in one place.
- 6 The app offers a..... based on your previous activity and preferences.

▪ **Extension:**

◆ Ask students to create new sentences using the vocabulary words to reinforce their understanding.

★ **Answers:**

- 1 g) 2 d) 3 a) 4 f) 5 b) 6 c)

③ **Language functions: Supply the missing parts of the following dialogue:**

▪ **Objective:**

Students will complete a dialogue using context clues and their understanding of the role of AI in education.

1. **Pre-Activity:**

◆ Introduce the topic of AI in education by asking students questions like:

- ▶ "How do you think AI could help us learn?"
- ▶ "What are some possible challenges of using AI in schools?"

2. **During-Activity:**

◆ Have students read the incomplete dialogue carefully and consider the flow of the conversation. Encourage them to think about the natural responses and missing parts based on the context of AI in education.

3. **Post-Activity:**

◆ After completing the dialogue, ask students to explain their choices for the missing parts, providing evidence from the dialogue or their own ideas about how AI impacts education.

Unit 6 Unveiling AI Magic: Everyday Applications

Task 2

Match the words to their meanings:

Word	Meaning
1 Recommendation	A A way of doing something, like dressing or writing.
2 Analyse	B Combined parts working together as one.
3 Style	C A digital helper that listens to your commands and responds.
4 Diagnose	D To look closely at something to understand it.
5 Integrated	E A note or message to help you remember something.
6 Voice assistant	F To find out the cause of a problem or illness.
	G A suggestion about what to do or try.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

Task 3

Supply the missing parts of the following dialogue:

A student and a teacher are talking about using AI in education.

Student:(1).....?

Teacher: AI can make learning easier and give quick feedback on mistakes.

Student: Could AI replace teachers?

Teacher:(2).....

Student: Are there any problems with using AI in schools?

Teacher:(3)..... But we should overcome these challenges.

▪ **Extension Tasks:****1. Debate Activity:**

Organize a debate on the topic "Can AI replace teachers?" Divide students into groups, one supporting and one opposing, and have them present arguments based on the information discussed in the dialogue.

2. Creative Writing Task:

Ask students to write a short story or a letter describing how their school would look if AI were used more in education. They should discuss the benefits and challenges of such a change.

★ **Answers:**

- ① **How can AI help in education?**
- ② **No, AI can support learning, but it cannot replace the role of teachers .**
- ③ **Yes, there are some challenges, such as making sure AI is accurate**

▪ **Writing:**▪ **Objective:**

Students will practice completing sentence frames with relevant details and revise their paragraphs by incorporating parentheses for additional information or citations.

1. Introduce the Task:

- ◆ Begin by explaining how to use parentheses to add extra information or citations to a sentence without interrupting the flow of the main idea.
- ◆ Provide examples on the board, focusing on how the sentence frames help structure a response with supporting details or evidence.

Task 4

Complete these sentence frames:

- ◆ The product has many users (number) and is often recommended by experts (author's last name, year).
- ◆ It is known for being user-friendly (feature) and has won several awards (author's last name, year).

Then, Revise your paragraph using the sentence frames about any application of your choice. Then add three details in parentheses for clarifications or for evidence you've found

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2. Complete the Sentence Frames (Task 1):

- ◆ Ask students to complete the sentence frames provided in Task 4. Ensure they add specific numbers or features to the first sentence frame and appropriate citations or evidence to the second.
- ◆ Remind students that they can use any app they know or have written about earlier in the course.

3. Revise the Paragraph (Task 2):

- ◆ Once students have completed the sentence frames, have them choose an app they know well or one they wrote about in previous lessons.
- ◆ Ask students to revise their paragraph using the sentence frames and to add three pieces of additional information or citations in parentheses. They can use the internet to find relevant statistics, quotes, or facts to support their writing.
- ◆ Encourage students to read each other's revised paragraphs for peer feedback.

4. Interactive Ideas for the Task:

- ◆ Peer Review: Have students exchange their revised paragraphs with a partner and discuss how parentheses are used in each other's work.
- ◆ Class Sharing: Ask for volunteers to read their revised paragraphs aloud to the class. Discuss the use of parentheses and the added information or citations.

▪ Top Tips for Teachers:

- ◆ Encourage students to use parentheses to make their writing more informative, but remind them not to overuse them.
- ◆ Explain that parentheses allow additional details or evidence to be integrated smoothly without disrupting the main sentence structure.
- ◆ Guide students in checking the accuracy of the details they add in parentheses (e.g., dates, statistics, or citations).

★ **Answers:** Students' own answers.



Unit 7

Protecting our Environment

Featured skills

Reading: Identifying persuasive language and techniques used to convince the reader of an argument.

Writing: Choosing a thesis statement and writing an argument essay.

Listening: Recognizing the implied meaning in a listening text.

Speaking: Applying a variety of expressions to express preference in extended talk.

Language focus: Infinitive & gerund forms.

Pronunciation: Intonation in “yes or no” questions.

Islamic values project: Interpreting a Quranic Verse about the significance of keeping our environment safe and clean.

Essential Questions

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

1. How does pollution affect our planet and its ecosystems?
2. What actions can we take to create a healthier environment for ourselves and future generations?

Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:

▪ By the end of the lesson, students will:

- ◆ apply the meaning of unfamiliar vocabulary about the environment using definitions.
- ◆ read to identify persuasive language to convince the reader of an argument.
- ◆ use infinitive forms & gerund forms properly.
- ◆ use the correct words in the correct context.
- ◆ take part in a conversation using a variety of expressions to express preference in extended talk.
- ◆ write a conclusion paragraph for an argumentative essay

● **Vocabulary:**

alternative (n.), exposure (n.), harmful (adj.), hidden (adj.), interfere (v.), natural fiber (n.), sustainable (adj.)

● **Materials:**

Student's Book - Practice Book

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary:**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

■ **Objective:**

To help students understand and use terms related to the environment, health, and materials.

① **Read and Define the Words**

- ◆ Pronounce each vocabulary word clearly (e.g., alternative).
- ◆ Ask students to repeat the word aloud. Break it into syllables if helpful (e.g., ex-po-sure).
- ◆ Emphasize correct stress and pronunciation.

Unit 7 Lesson 1 Understanding Your Learning Style

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of unfamiliar vocabulary about the environment using definitions.
- ★ read to identify persuasive language to convince the reader of an argument.
- ★ use infinitive forms & gerund forms properly.
- ★ take part in a conversation using a variety of expressions to express preference in extended talk.
- ★ write a conclusion paragraph for an argumentative essay.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Alternative (n.)	Another or choice
	What is an alternative to using plastic bags?
Exposure (n.)	Coming into with something
	How can you reduce exposure to the sun?

2 Complete the Definition

- ◆ Read the partial definition aloud, pausing to let students guess the missing word.
- ◆ Example: Another _____ or choice.
(answer: option)
- ◆ Encourage choral response or choose individual students to answer.
- ◆ Confirm and write the completed definition on the board.

3 Draw a Picture

- ◆ Ask students to draw a small, simple sketch that shows the word's meaning or an example of it.
- ◆ Example: For harmful, a student might draw a cigarette or polluted water.

6 Partner Discussion and Writing

- ◆ Pair students and have them discuss the prompt or question related to each word.
- ◆ Example: What is an alternative to using plastic bags?
- ◆ After the discussion, students write a short personal response in their notebooks using the vocabulary word if possible.

5 Reinforce Pronunciation

- ◆ Once all words have been introduced, review them aloud with the class.
- ◆ Have students repeat each word together and individually to build fluency and confidence.

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Harmful (adj.)	Something that can cause or hurt What are some harmful things you do and need to avoid?
Hidden (adj.)	Something that is out of or hard to find. Where might something valuable be hidden?
Interfere (v.)	To get in the way or something How can noise interfere with studying?
Natural fiber (n.)	 from plants or animals used to make clothes, like cotton or wool. What is an example of a natural fiber you wear?
Sustainable (adj.)	Something that can a long time without harming the environment. What are some ways to make our lives more sustainable?

6 Contextual Application

- ◆ Discuss how each word fits into real-life situations.
- ◆ Provide example sentences and ask students to create their own.
- ◆ Example: "Recycling is a sustainable habit that helps the planet."

■ Vocabulary Words & Definitions

1. Alternative (n.): Another option or choice.
2. Exposure (n.): Coming into contact with something.
3. Harmful (adj.): Something that can cause damage or hurt.
4. Hidden (adj.): Something that is out of sight or hard to find.
5. Interfere (v.): To get in the way or disturb something.
6. Natural fiber (n.): Material from plants or animals used to make clothes, like cotton or wool.
7. Sustainable (adj.): Something that can last a long time without harming the environment.

■ Tasks for All Words

- ◆ Practice pronunciation aloud as a class.
- ◆ Draw a sketch that shows the word's meaning or an example.
- ◆ Discuss and write answers to the related prompt or question.
- ◆ Use the word in a sentence to show understanding.

★ **Answers:** option - contact - damage - sight - disturb - Materials -last.

Tackling Plastic Waste		Lesson 1	Unit 7
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	What are some harmful things you do and need to avoid?		
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	Where might something valuable be hidden?		
Interfere (v.)	To get in the way or something		
	How can noise interfere with studying?		
Natural fiber (n.)	 from plants or animals used to make clothes, like cotton or wool.		
	What is an example of a natural fiber you wear?		
Sustainable (adj.)	Something that can a long time without harming the environment.		
	What are some ways to make our lives more sustainable?		

● **Reading comprehension:**

■ **Objective**

Students will develop reading comprehension skills by identifying key points, understanding risks related to plastic use, and recognizing persuasive language in a text about plastic pollution.

■ **Pre-Reading:**

1. **Activate prior knowledge:**

Ask students to brainstorm what they already know about plastic pollution. Write key ideas on the board.

2. **Discussion:**

Have students share their responses to the pre-reading questions with a partner or in small groups before writing their answers.

3. **Predicting:**

Encourage students to predict what they might learn from the text based on the title and the first paragraph.

■ **While-Reading:**

1. **Guided reading:**

Read the text aloud or have students read in pairs. pause after key sections to discuss.

2. **Highlighting:**

Instruct students to use a highlighter to mark key information related to plastic risks and alternatives.

3. **Graphic organizer:**

Have students fill in the organizer by writing three key points about plastic risks and three examples of persuasive language.

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Reading Comprehension

A Pre-Reading Questions:

Before you start reading, think about what you know about plastic pollution. Write your answers in your notebook.

- 1 How does plastic pollution affect the environment and our health?
- 2 What are two questions you want to answer by the end of the reading?

B While-Reading Questions:

As you read, look for important points and words that try to convince you. Use a highlighter to mark key parts in the text and answer the questions below.

- 1 What are the main points about the dangers of plastic and the alternatives mentioned in the text? Write down what you find important.
- 2 Can you find any words or phrases in the text that try to persuade you to reduce plastic use? What examples did you notice?

Graphic Organizer

Key points about plastic risks	Persuasive language examples
1	1
2	2
3	3

• Sample answers for graphic organizer

<i>Key points about plastic risks</i>	<i>Persuasive language examples</i>
① BPA in plastic can affect hormones and cause health problems. ② Microplastics can enter our food and water, possibly harming our health. ③ Plastic pollution damages the environment and marine life.	① "plastic may be convenient, but it's important to be aware of its potential risks." ② "by making smart, eco-friendly choices, we can reduce our exposure to harmful plastics." ③ "Let's work together to embrace safer, more sustainable alternatives!"

■ **Post-Reading:**

1. True/False discussion: After students complete the true/false activity, encourage them to justify their answers with evidence from the text.
2. Group brainstorming: Have students discuss ways to reduce plastic use in their community and present their ideas to the class.
3. Future impact reflection: Ask students to write a short paragraph on how reducing plastic today will impact future generations.

★ **Answers:**

- ① true ② true ③ false ④ false ⑤ true

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Health Risks of Plastic and Solutions

Hello, students! You've probably heard a lot about plastic pollution and how it's damaging our oceans and environment. But did you know that plastic can also affect our health? In this post, we'll explore how plastic impacts us directly and look at some alternatives to reduce exposure to harmful plastics.



The Hidden Dangers of Plastic

Plastic is everywhere in our daily lives—from the bottles we drink from to the food containers we use. Unfortunately, certain plastics can leach harmful chemicals into our food and drinks. One of the most problematic is BPA (Bisphenol A), which is commonly found in plastic products. BPA can interfere with our hormones and may lead to health problems like fertility issues, obesity, and even cancer.

Microplastics are another concern. These tiny plastic particles break down from larger items or come from personal care products like exfoliating scrubs. They can end up in the food we eat and the water we drink, and might carry harmful chemicals into our bodies. While scientists are still studying their full impact, it's important to be mindful of them.

Healthier Alternatives

Now that we know some of the risks, here are a few alternatives to reduce exposure:

- ★ **Glass and stainless steel:** Using these for food storage and water bottles helps avoid harmful chemicals.
- ★ **Biodegradable plastics:** These break down faster than traditional plastics, though they aren't perfect solutions.
- ★ **Recycled bags and containers:** Carrying cloth or recycled bags and reusable containers can help cut down on waste.

▪ Interactive Teaching Tips

◆ **Role play:** Assign students roles (scientist, environmental activist, business owner, consumer) and have them debate the use of plastics.

◆ **Think-Pair-Share:** After reading, have students think of a question they still have about plastic pollution, discuss with a partner, then share with the class.

▪ Extension activities

1. Class pledge: Students create a class pledge to reduce plastic use, including actions they will take at home and school.

2. Poster project: Students design posters promoting alternatives to plastic, using persuasive language and visuals.

● Vocabulary Practice:

Task : Match each word to its definition :

◆ Read each vocabulary word aloud to the class.

◆ Ask students to read all the definitions silently.

◆ Instruct students to draw lines or write the matching letter next to each word.

◆ After matching, review the correct answers together and briefly discuss each word and its meaning.

◆ (Optional) Ask students to use one or two words in a sentence to check comprehension.

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★ **Natural Fiber Clothing:** Clothes made from cotton or wool are better than synthetic fibers like polyester, which release microplastics.

Conclusion

Plastic may be convenient, but it's important to be aware of its potential risks. By making smart, eco-friendly choices, we can reduce our exposure to harmful plastics and help protect the environment. Let's work together to embrace safer, more sustainable alternatives!

Post-Reading Questions:

1) Read each statement carefully. Write "True" if you believe the statement is correct and "False" if you think it is incorrect. Discuss your answers with a partner and provide reasons for your choices.

- 1 Plastic can release harmful chemicals into our food and drinks. (True/False)
- 2 Using glass containers helps reduce exposure to harmful plastics. (True/False)
- 3 Microplastics are large pieces of plastic that do not harm our health. (True/False)
- 4 Biodegradable plastics are a perfect solution for reducing plastic waste. (True/False)
- 5 Reducing single-use plastics can help protect our health and the environment. (True/False)

2) In small groups, think of three ways to reduce plastic use in your community. What ideas do you want to share with the class?

3) How will our choices about plastic today affect future generations?

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Vocabulary Practice

Match each word to its definition:

1 alternative	A	Able to be maintained without depleting natural resources.
2 exposure	B	To prevent or disrupt the progress of something.
3 harmful	C	Made from materials found in nature.
4 hidden	D	A different option or choice.
5 interfere	E	Unseen or difficult to detect.
6 natural fiber	F	Causing damage or injury.
7 sustainable	G	material or substance.
	H	Coming into contact with something, often over time.

Grammar

I can apply infinitive forms accurately.

The Infinitive Form

It is the base form of a verb, usually preceded by "to" (e.g., to eat, to run, to think).

Uses of infinitive:

- ◆ As subjects: For example - "To swim is fun."
- ◆ As objects: Infinitives can follow certain verbs (e.g., "I want to go").
- ◆ As complement: After a BE verb, they can complete a sentence (e.g., "Her dream is to travel").
- ◆ As adjectives or adverbs: For example - "He is the person to see" or "She studies hard to succeed."

★ Some verbs are followed by the to infinitive of another verb:
Example: We expected to win the game. I can't afford to buy a bike.

Other verbs like this include:

agree, appear, attempt, begin, decide, demand, fail, hope, intend, learn, manage, offer, plan, pretend, promise, refuse, seem, want, would like.

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■ *Tips for Teachers:*

- ◆ **Pre-teaching vocabulary:** Before starting the activity, introduce the key vocabulary words using visuals or real-life examples. This will help students connect the words to concrete ideas.
- ◆ **Pair or group work:** Have students work in pairs or small groups to match the words and definitions. This encourages discussion and helps students share their understanding.
- ◆ **Check understanding:** After completing the task, ask students to give examples of how they can use each word in a sentence or real-life situation.

● *Grammar*

■ *Objective:*

Students will practice identifying and using the infinitive form of verbs in sentences, applying their understanding of infinitives in different contexts.

1. *Introduce the Grammar Concept (Infinitive Form):*

- ◆ Explain to students that the infinitive form is the base form of a verb, usually preceded by "to" (e.g., to eat, to run, to think).
- ◆ Discuss the different uses of the infinitive form:
 - ▶ As a subject ("To swim is fun.")
 - ▶ As an object ("I want to go.")
 - ▶ As a complement after a BE verb ("Her dream is to travel.")
 - ▶ As an adjective or adverb ("She studies hard to succeed.")
 - ▶ Point out that some verbs are followed by an infinitive, like "agree," "hope," "plan," and "decide."

2. *Task 1: Identifying Infinitives*

- ◆ Instruct students to carefully read each sentence and underline

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Vocabulary Practice

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the infinitive form of the verb.

◆ Explain that the infinitive is always the verb that comes after "to" and is usually in its base form.

◆ After completing the task, review the answers as a class and discuss the role of infinitives in each sentence.

3. Task 2: Creating Sentences

◆ Ask students to use each of the provided infinitives in their own sentences. Encourage them to think about the different ways they can use infinitives (e.g., as subjects, objects, or complements).

◆ After students complete their sentences, allow them to share with a partner or the class for peer feedback.

■ Top Tips for Teachers:

◆ Emphasize that infinitives often appear after certain verbs (e.g., "want," "hope," "decide") and may sometimes act as the subject of the sentence.

◆ Remind students that the infinitive form is always used with "to," but sometimes it is difficult to know which verbs are followed by an infinitive. You can give students a list of common verbs that are followed by an infinitive to help them.

◆ Encourage students to practice using the infinitive form in a variety of ways by changing the structure of their sentences (e.g., from subject to object).

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Lesson 1

Tackling Plastic Waste

Task 1

Identifying infinitives:

Underline the infinitive form in each sentence.

- 1 She plans to study engineering in college.
- 1 They hope to win the championship this year.
- 1 I want to learn how to play the guitar.
- 1 He refused to apologize for his mistake.
- 1 She decided to travel during the summer.

Task 2

Creating sentences:

Write a sentence using each of the following infinitives.

- 1 to learn
- 1 to finish
- 1 to travel
- 1 to practice
- 1 to remember

Writing

I can choose a thesis statement and compose an introduction paragraph of an argumentative essay.

Writing a strong thesis and introduction:

How to choose a thesis statement and write a compelling introduction for an argumentative essay

Uses of infinitive:

- 1 The purpose of an argumentative essay.
- 1 An argumentative essay presents a clear position on an issue, supported with evidence. The introduction is crucial as it creates the first impression and sets the stage for the argument.
- 1 Choosing a thesis statement

A good thesis should be:

- 1 Specific: Clearly state the argument.
- 1 Debatable: Present a position others may challenge.
- 1 Focused: Address a particular aspect of the topic.

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▪ *Interactive Ideas for Tasks:*

1. *Group Sentence Creation:*

Divide students into small groups and assign each group a verb that is commonly followed by an infinitive (e.g., want, plan, decide). Each group must create and share five sentences using that verb and the infinitive form.

2. *Infinitive Charades:*

In pairs, students act out sentences using infinitives, while their partner guesses the verb and infinitive combination. For example, one student might act out "to travel" (pretending to pack a suitcase), and the other guesses the correct infinitive.

★ **Answers:**

• **Task 1:**

① to study ② to win ③ to learn ④ to apologize ⑤ to travel

• **Task 2:** (Examples of sentences students might write):

- ① I want to learn how to cook new recipes.
- ② She hopes to finish her homework before the weekend.
- ③ They decided to travel abroad for their vacation.
- ④ He needs to practice his piano skills every day.
- ⑤ I will try to remember all the vocabulary words for the test.

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Tackling Plastic Waste

Task 1

Identifying infinitives:

- Underline the infinitive form in each sentence.
 - ① She plans to study engineering in college.
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Creating sentences:

- Write a sentence using each of the following infinitives.
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 - ② to finish ⑤ to remember
 - ③ to travel

Writing

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Writing a strong thesis and introduction:

How to choose a thesis statement and write a compelling introduction for an argumentative essay

Uses of infinitive:

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• Writing

Task: Choose a thesis statement and compose an introduction paragraph of an argumentative essay.

▪ Objective:

Students will practice selecting a thesis statement and composing an introduction paragraph for an argumentative essay, following a clear structure to create a compelling argument.

1. Introduce the Topic of Argumentative Essays:

- ◆ Explain that in an argumentative essay, the goal is to present a clear position on a topic and support it with evidence. The introduction is important because it sets up the argument and grabs the reader's attention.
- ◆ Discuss the components of a strong introduction:
 - Hook: A statement that catches the reader's attention.
 - Background Information: Context that helps the reader understand the issue.
 - Thesis Statement: A concise statement of the main argument, which will guide the rest of the essay.

2. Teaching Thesis Statement:

- ◆ Emphasize that a good thesis should be:
 - Specific (clearly stating the argument),
 - Debatable (presenting a position others may challenge),
 - Focused (addressing a particular aspect of the topic).

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Lesson 1 Unit 7

Example thesis statement:

- Topic: Climate change
- Thesis: "Immediate action to combat climate change is essential for ensuring a sustainable future for our planet."

The introduction paragraph

An effective introduction includes:

- 1 Hook: Start with an attention-grabbing statement, like a fact or question.
- 2 Background Information: Provide context to help the reader understand the issue.
- 3 Thesis Statement: End with a clear thesis outlining your main argument.

Example: "The Impact of pollution on the environment"

Introduction:

Every year, tons of trash and harmful stuff get thrown into the environment, making our planet sick. Pollution is everywhere, like the dirty air in cities and the plastic in the oceans. The World Health Organization says that air pollution causes around 7 million deaths each year. Some people care more about making money, but we need to find ways to protect the Earth for future generations.

Task 1

Use the following thesis statement about "The Impact of Plastic Products on the Environment" to write an introduction paragraph. Follow the structure outlined in the Top Tip:

- Thesis Statement: "The use of plastic products has several effects on the environment."

- ▶ Show the example thesis statement: "Immediate action to combat climate change is essential for ensuring a sustainable future for our planet." Break down why this is a good thesis.

3. Writing the Introduction Paragraph:

- ◆ Walk students through the structure of an introduction paragraph. Start with a hook to grab attention (a fact, a question, or a shocking statement), provide some background information to set the stage for the topic, and then conclude with a clear thesis statement.

4. Task Instructions:

- ◆ For Task 1, students will write an introduction paragraph based on the provided thesis statement about the impact of plastic products on the environment. Encourage them to:
 - ▶ Start with a hook related to the topic.
 - ▶ Provide brief background information about the environmental effects of plastic.
 - ▶ End with the thesis statement.

5. Interactive Task Ideas:

- ◆ Peer Feedback: After writing their introductions, students can exchange paragraphs with a partner to give constructive feedback on the clarity and structure of the thesis statement and the overall introduction.
- ◆ Group Discussion: Have students discuss their hooks with the class, then collaboratively choose the best hook for a class-wide introduction.

Tackling Plastic Waste Lesson 1 Unit 7

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▪ **Top Tips for Teachers:**

- ◆ Focus on how a good hook can make the reader want to continue reading. Encourage students to start with surprising facts or questions.
- ◆ Remind students that the thesis statement must be clear and strong, as it will be the main argument they will defend in their essay.
- ◆ Encourage students to use transition phrases when moving from the hook to background information and from background information to the thesis.

▪ **Extension Ideas:**

1. Argumentation Practice:

Have students write three different thesis statements on the same topic and choose the one they feel is the strongest. This will help them understand the importance of focusing their argument.

2. Interactive Essay Mapping:

Students can use graphic organizers to map out their essay before writing. They will outline their introduction, body paragraphs, and conclusion, ensuring that their thesis statement is well-supported.

★ **Answers:** Students' own answers.

Lesson 1 Practice Book

1 Fill in the gaps sentences using the provided words:

1. Provide students with the list of vocabulary words and the incomplete sentences.
2. Ask them to complete the sentences by selecting the correct word for each gap.
3. Review the answers together, ensuring students understand the context of each word.

● Interactive Tips:

- ◆ Encourage students to use context clues from the sentences to predict the meaning of each word before filling in the gaps.
- ◆ Discuss the meaning of each word and provide additional examples of how they can be used.

● Extension:

- ◆ Have students write their own sentences using the vocabulary words to demonstrate understanding.

★ Answers:

1 natural fiber	2 alternative	3 exposure
4 harmful	5 hidden	6 interfere

2 Match each word to its antonym :

1. Provide the students with a list of vocabulary words and their corresponding antonyms.
2. Ask students to match each word with its opposite.
3. Review the answers and clarify any confusion regarding the antonyms.

Lesson 1 Tackling Plastic Waste Unit 7

Task 1

Fill in the gaps sentences using the provided words:
(alternative - exposure - harmful - hidden - interfere - natural fiber - Sustainable)

- 1 Cotton is a..... that is both breathable and comfortable to wear.
- 2 Using solar power is a great..... to traditional electricity.
- 3 Prolonged..... to loud noise can damage your hearing.
- 4 Smoking is..... to your health and should be avoided.
- 5 The key was..... under the doormat, where no one could easily find it.
- 6 Too much screen time can..... with your sleep cycle.

Task 2

Match each word to its antonym:

Word	Antonym
1 Alternative	A Visible.
2 Exposure	B Dark.
3 Harmful	C Traditional.
4 Hidden	D Safe.
5 Natural Fiber	E Man-made.
6 Sustainable	F Protection.
	G Unsustainable.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

● **Interactive Tips:**

◆ Encourage students to think of the meaning of each word to help them identify the antonym.

◆ To make it interactive, you could ask students to create their own antonym pairs using other vocabulary words they've learned.

● **Extension:**

Ask students to form sentences using the words and their antonyms to deepen their understanding of both words.

★ **Answers:**

① **Alternative - Traditional**

② **Exposure - Protection**

③ **Harmful - Safe**

④ **Hidden - Visible**

⑤ **Natural Fiber - Man-made**

⑥ **Sustainable - Unsustainable**

③ **Choose the correct answer:**

● **Objective:**

Students will practice identifying and correctly using the infinitive form of verbs in sentences.

1. Introduce the Concept of the Infinitive Form:

◆ Remind students that the infinitive form of a verb is the base form, typically preceded by "to" (e.g., to eat, to play, to read).

◆ Explain that some verbs are followed by the infinitive, while others are followed by a gerund (verb+ing). This is important for forming correct sentences.

2. Task Instructions:

◆ For Task 3, students will need to choose the correct infinitive form from the options provided.

Unit 7 Tackling Plastic Waste

Task 3

Choose the Correct Answer:

- ① I enjoy books in my free time.
(A) to read (B) read (C) reading (D) reads
- ② I plan The holiday in Dahab.
(A) too spend (B) spends (C) to spend (D) to spending
- ③ Which of these sentences uses the infinitive form correctly?
(A) She is trying learn Spanish.
(B) They have to go to the gym every day.
(C) I need studying for the test.
(D) He likes to working on projects.
- ④ I hope you soon.
(A) seeing (B) see (C) to see (D) to seeing
- ⑤ Choose the sentence that uses the infinitive form of the verb correctly.
(A) They have a plan to travel next summer.
(B) He wants to talk with you.
(C) We plan to eat out tonight.
(D) I love reading to books.
- ⑥ Which of the following is the correct use of the infinitive?
(A) She wanted go to the park yesterday.
(B) He promised going to the meeting.
(C) We are trying to understand the instructions.
(D) They plan going on vacation soon.

- ◆ Encourage students to pay attention to the verb in the sentence, as it will guide their choice of infinitive form.
- ◆ Remind them that some verbs are commonly followed by the infinitive form (e.g., plan, hope, want), while others are followed by a gerund (e.g., enjoy, like, love).

3. Task Review:

- ◆ After completing the task, review the answers with the students, explaining why the correct choice was made. Discuss any common mistakes.

• Top Tips for Teachers:

- ◆ Help students remember that verbs like "enjoy" and "like" are followed by a gerund (e.g., "I enjoy reading"), while verbs like "want" and "need" are followed by the infinitive (e.g., "I want to read").
- ◆ Explain that some verbs can take both forms, but the meaning may change slightly (e.g., "I stopped smoking" vs. "I stopped to smoke").
- ◆ Encourage students to use context clues to help them determine whether the verb needs a gerund or infinitive.

• Interactive Ideas for Tasks:

1. Verb Charades:

Have students act out verbs while their classmates guess if they are followed by a gerund or an infinitive. For example, a student might pretend to "hope" by miming a wish, and the others would guess whether it's followed by a gerund or infinitive in a sentence.

2. Group Sentence Creation:

Divide students into small groups and assign each group a different verb. Ask them to create a sentence using the correct form (infinitive or gerund). Afterward, have the groups share their sentences with the class.

Unit 7 Tackling Plastic Waste

Task 3

Choose the Correct Answer:

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 (A) to read (B) read (C) reading (D) reads
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 (C) We are trying to understand the instructions.
 (D) They plan going on vacation soon.

★ **Answers:**

- 1 c). 2 c). 3 b). 4 c). 5 a). 6 c).

4 Correct the underlined mistakes in the following sentences:

▪ **Objective:**

Students will practice identifying and correcting errors with the use of the infinitive form of verbs.

▪ **Instructions for Teachers:**

1. Introduce the Task:

◆ Explain to students that sometimes the infinitive form is used incorrectly in sentences. For example, after certain verbs, students might mistakenly use the gerund instead of the infinitive, or vice versa.

◆ Review that after some verbs (like "decide," "hope," "plan"), the infinitive form is needed (e.g., "decide to go," "hope to see"). Discuss other verbs that may require a gerund (e.g., "enjoy," "love," "look forward to").

2. Task Instructions:

◆ In Task 4, students will read sentences with mistakes and need to correct them.

◆ Encourage students to identify the verb in each sentence and determine whether it needs the infinitive or the gerund form. They should think about the verb's usage rules to make the correction.

3. Interactive Task Ideas:

◆ Peer Review: Let students pair up and check each other's answers, discussing why the correction was made and sharing any mistakes.

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Task 4

Correct the mistakes in the following sentences:

- 1 She decided going to the party.
- 2 I would love visiting that museum.
- 3 They are looking forward to meet her.
- 4 He plans to taking a trip to Paris.
- 5 We need to studying for the final exam.
- 6 I hope to seeing you at the concert.

Task 5

Read the following text then answer the questions:

Plastic has a harmful impact on health in many ways. It contains toxic chemicals that can leak into food and water, causing hidden dangers. When plastics break down, they release microplastics that are harmful to the body and environment. These materials take years to decompose, making them unsustainable. People often use plastic without considering its long-term effects. There are alternative materials like glass, paper, and biodegradable products that are safer for both health and the planet. Reducing plastic use and choosing sustainable alternatives can help protect the environment and improve health outcomes.

Answer the following questions:

- 1 What is the harmful impact of plastic on health?
- 2 What are some practical alternatives to plastic that people can use in daily life?
- 3 How can individuals and communities reduce their dependence on plastic?

◆ Sentence Scramble: Write the incorrect sentences on the board, scramble the words, and ask students to correct them as a class.

■ **Top Tips for Teachers:**

- ◆ Emphasize the difference between verbs that are followed by the infinitive (e.g., "decide to," "hope to," "plan to") and those that require a gerund (e.g., "enjoy," "look forward to," "love").
- ◆ Provide examples to reinforce this rule before the task (e.g., "I plan to study," "They love playing games").
- ◆ Encourage students to re-read the sentence after correcting it to ensure that the change makes sense in context.

★ **Answers:**

- 1 She decided to go to the party.
- 2 I would love to visit that museum.
- 3 They are looking forward to meeting her.
- 4 He plans to take a trip to Paris.
- 5 We need to study for the final exam.
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5 **Reading comprehension:**

● **Objective**

Students will develop reading comprehension skills by identifying the harmful effects of plastic, exploring alternatives, and discussing ways to reduce plastic dependence.

Pre-Activity

1. Activate prior knowledge: ask students to brainstorm what they already know about plastic's effects on health and the environment.

Task 4

Correct the mistakes in the following sentences:

- 1 She decided going to the party.
- 2 I would love visiting that museum.
- 3 They are looking forward to meet her.
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Answer the following questions:

- 1 What is the harmful impact of plastic on health?
- 2 What are some practical alternatives to plastic that people can use in daily life?
- 3 How can individuals and communities reduce their dependence on plastic?

2. Prediction: based on the title and first sentence, have students predict what the text will discuss.

3. Vocabulary preview: introduce key terms like toxic chemicals, microplastics, decompose, biodegradable, sustainable.

● ***During- Activity:***

1. Silent reading: students read the passage independently while underlining key information.

2. Guided reading: read the text aloud, pausing to discuss important points.

3. Note Taking: students list harmful effects of plastic and alternative materials mentioned in the text.

● ***Post- Activity***

1. Pair discussion: students compare their answers to the comprehension questions with a partner.

2. Whole-class review: discuss answers together, allowing students to justify their responses using the text.

3. Application: students suggest one action they can take to reduce plastic use in their own lives.

● ***Extension Activities***

1. Research Project: students investigate a country's policy on plastic waste and present their findings.

2. Poster Campaign: students design posters promoting alternatives to plastic.

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Task 4

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④ Answer the following questions:

- ① What is the harmful impact of plastic on health?
- ② What are some practical alternatives to plastic that people can use in daily life?
- ③ How can individuals and communities reduce their dependence on plastic?

★ **Answers:**

- ① It is harmful to health and the environment.
- ② e glass, paper, and biodegradable products because they are safer and decompose faster.
- ③ Individuals can reduce plastic use by choosing reusable bags and containers.
- ④ It can leak toxic chemicals into food.
- ⑤ Glass.

⑥ **Writing:**

● **Task:** Use the following thesis statement about “New trends for protecting the environment” to write an introduction paragraph. Follow the structure outlined mentioned in your students’ book.

● **Objective:**

Students will practice writing an introduction paragraph for an argumentative essay, focusing on crafting a strong thesis statement and structuring their introduction.

1. Introduce the Task:

◆ Begin by explaining the importance of a clear and engaging introduction in an argumentative essay. The introduction should catch the reader’s attention, provide necessary background information, and end with a clear thesis statement that outlines the main argument.

◆ Remind students that the thesis statement clearly expresses the main point they want to argue and should be specific, debatable, and focused on a particular aspect of the topic.

2. Task Instructions:

◆ In Task 6, students will use the provided thesis statement to write an introduction paragraph.

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⑧ Choose the correct answers:

- ④ What is one harmful effect of plastic on health?
- Ⓐ It is a renewable resource.
Ⓑ It can leak toxic chemicals into food.
Ⓒ It improves air quality.
Ⓓ It provides nutrition.
- ⑤ is a sustainable alternative to plastic?
- Ⓐ Glass. Ⓑ Styrofoam.
Ⓒ Aluminum foil. Ⓓ Plastic bags.

Task 6

Use the following thesis statement about “New trends for protecting the environment” to write an introduction paragraph. Follow the structure outlined mentioned in your students’ book.

Thesis Statement: “As people become more aware of environmental problems, new ideas like using renewable energy, farming in a more sustainable way, and reducing waste are becoming important methods to fight climate change and protect the Earth for the future.”

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- ◆ The structure for the introduction should include:
 - Hook: A sentence that grabs the reader's attention, which could be a fact, statistic, or a thought-provoking question related to environmental protection.
 - Background Information: A brief explanation of why protecting the environment is important or why this topic is relevant today.
 - Thesis Statement: The provided thesis statement, which clearly outlines the methods to protect the environment.
- ◆ Encourage students to keep their introduction clear and concise, providing just enough background to set up the argument without going into too much detail.

● ***Interactive Task Ideas:***

- ◆ Group Brainstorming: Before students begin writing, have them work in pairs or small groups to brainstorm ideas for the hook or background information related to environmental protection.
- ◆ Peer Review: After students write their paragraphs, have them swap with a partner to check each other's work, focusing on whether the thesis statement is clear and if the background information makes sense.

● ***Top Tips for Teachers:***

- ◆ Remind students that the thesis statement is a clear, debatable position that will guide the rest of the essay.
- ◆ Encourage students to think about the "why" and "how" behind their topic (e.g., "Why are new trends for protecting the environment important?" and "How can they make a difference?").
- ◆ Be sure that students understand that the hook should be attention-grabbing but not overly detailed—just enough to make the reader interested.

★ **Answers:** Students' own answers.

Lesson objectives:▪ **By the end of the lesson, students will:**

- ◆ apply the meaning of unfamiliar vocabulary about the environment using definitions.
- ◆ read to interpret the text to make a judgment about information.
- ◆ apply infinitive forms & gerund forms properly.
- ◆ take part in a conversation using a variety of expressions to express preference in extended talk.
- ◆ compose a body paragraph with reasons, evidence in quotation marks, and sources cited in parentheses.

● **Vocabulary:**

waste (n.), single-use (adj.), solution (n.), melt (v.), upcycling (n.), valuable (adj.), contamination (n.)

● **Materials:**

Student's Book -Practice Book

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Unit 7 Lesson 2 Recycling Plastic for a Greener Future

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of unfamiliar vocabulary about the environment using definitions.
- ★ read to interpret the text to make a judgment about information.
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Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Waste (n.)	Things we away or don't need anymore. How can we reduce waste in our daily lives?
Single-Use (adj.)	Something you use and then throw away. What is a single-use item you use every day?

▪ **Objective:**

To help students understand and use terms related to sustainability and waste management.

1 **Read and Define the Words**

- ◆ Pronounce each vocabulary word clearly (e.g., waste).
- ◆ Ask students to repeat the word aloud. Break it into syllables if helpful (e.g., val-u-a-ble).
- ◆ Emphasize correct stress and pronunciation for each word.

2 **Complete the Definition**

- ◆ Read the partial definition aloud with a blank and pause for students to complete it.
 - **Example:** Things we away or don't need anymore. (Answer: throw)
- ◆ Accept responses as a group (choral response) or individually (cold call).
- ◆ Confirm and write the full, correct definition on the board.

3 **Draw a Picture**

- ◆ Have students draw a quick, simple sketch that represents the meaning or use of the word.
 - **Example:** For single-use, a student may draw a plastic spoon or a straw.

Recycling Plastic for a Greener Future Lesson 2 Unit 7	
Solution (n.)	An to a problem What is a good solution for cleaning up a mess?
Melt (v.)	To turn from solid to, like ice becoming water What happens when ice starts to melt?
Upcycling (n.)	 old things in a new way to make them useful. How can upcycling help reduce waste?
Valuable (adj.)	Something that is a lot or important. What is something valuable to you?
Contamination (n.)	When something gets or polluted How does contamination make water unsafe to drink?

4 *Partner Discussion and Writing*

◆ Pair students and ask them to discuss the related question or prompt for each word.

► **Example:** How can we reduce waste in our daily lives?

◆ After the discussion, students should write a brief personal response in their notebooks, using the word if possible.

5 *Reinforce Pronunciation*

◆ Once all words have been introduced, revisit them aloud with the whole class.

◆ Practice saying each word clearly and confidently—repeat as needed for reinforcement.

6 *Contextual Application*

◆ Discuss how each vocabulary word fits into real-life situations or environmental discussions.

◆ Give example sentences and have students try creating their own.

► **Example:** “One solution to plastic pollution is using reusable shopping bags.”

■ *Vocabulary Words & Definitions*

1. **Waste (n.):** Things we throw away or don’t need anymore.

2. **Single-use (adj.):** Something you use once and then throw away.

3. **Solution (n.):** An answer to a problem.

4. **Melt (v.):** To turn from solid to liquid, like ice becoming water.

Recycling Plastic for a Greener Future Lesson 2 Unit 7	
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Contamination (n.)	When something gets or polluted How does contamination make water unsafe to drink?

5. Upcycling (n.): Using old things in a new way to make them useful.

6. Valuable (adj.): Something that is worth a lot or important.

7. Contamination (n.): When something gets dirty or polluted.

■ **Tasks for All Words**

- ◆ Practice pronunciation aloud with students.
- ◆ Draw a simple illustration for each word.
- ◆ Discuss each question in pairs and write a response.
- ◆ Use each word in a complete sentence to build contextual understanding.

★ **Answers:** throw - once - answer - liquid - Reusing - worth - dirty.

● **Reading Comprehension**

■ **Objective**

Students will improve reading comprehension by identifying key points about plastic waste, understanding the role of recycling, and discussing solutions to reduce plastic pollution.

■ **Pre- Reading**

1. Activate prior knowledge: ask students to share what they know about plastic waste and its impact. write their ideas on the board.

Unit 7
Lesson 2 Recycling Plastic for a Greener Future

Reading Comprehension

A Pre-Reading Questions:

Before reading, think about what you know about plastic waste. Write your answers in your notebook.

- 1 Why do you think it's important to understand the impact of plastic?
- 2 What are some common items made of plastic that you use every day?

B While-Reading Questions:

As you read, pay attention to key points. Use a highlighter to mark important parts in the text and answer the questions below.

- 1 What are some key points about the problems caused by plastic waste?
- 2 Can you find any examples of how recycling helps reduce plastic waste? Write them down.



Plastic waste is a big problem for the environment. We produce a lot of plastic, which harms our land, oceans, and ecosystems. However, recycling and better plastic waste management can help us create a cleaner, greener future. Plastic is strong and useful, but this strength can be harmful when it is thrown away. Single-use plastics, like bottles, bags, and packaging, are especially bad because they can take hundreds of years to break down.

Recycling is an important solution to the plastic problem. It involves collecting and reusing plastics to make new products. This process saves energy and protects resources. It also reduces pollution. There are different ways to recycle plastic. For example, mechanical recycling melts plastic to make new items. Chemical recycling breaks plastic down into

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2. Discussion: have students answer the pre-reading questions individually, then discuss their responses with a partner or small group.

3. Predicting: encourage students to predict what solutions the text might offer based on its title.

■ While- Reading

1. Guided reading: read the text aloud or have students read in pairs. pause after key sections to check understanding.

2. Highlighting: instruct students to highlight key points about plastic waste problems and examples of how recycling helps.

3. Note Taking: have students take notes in a table format, listing plastic waste issues and recycling solutions.

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its basic parts. Upcycling is another method that turns old plastic into valuable products, such as fashion items or building materials.

Even though recycling is helpful, some challenges remain. One major issue is contamination. This happens when non-recyclable items mix in with recyclables. This makes recycling less effective. Education and better recycling systems can help solve this problem. Many areas also need improved recycling facilities to make the process easier.

Everyone needs to be involved for recycling to work. People can reduce their plastic use by choosing reusable items. They can also cut back on single-use plastics and recycle properly. Communities can help by creating better systems for collecting and sorting plastic waste. Together, we can reduce plastic pollution and protect our environment for future generations.

Post-Reading Questions:

After reading, work with a partner to complete the sentences below with suitable word(s):

- 1 Recycling helps reduce plastic waste because it allows us to and reuse plastic to make new products.
- 2 One action I can take to use less plastic in my life is to instead of using single-use plastics.
- 3 Our community can improve recycling by to make it easier for people to recycle their plastic waste.
- 4 The main message of the text about plastic waste and recycling is that and we all need to take action to help.

Discuss the following questions with a partner:

- 1 What challenges does recycling face, according to the text?
- 2 If you could create a plan to reduce plastic waste at school, what two main activities would you include to get everyone involved?

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■ key points about plastic waste problems

1. Plastic waste harms land, oceans, and ecosystems.
2. Single-use plastics take hundreds of years to break down.
3. Contamination in recycling reduces its effectiveness.

■ Examples of how recycling helps reduce plastic waste

1. Recycling saves energy and protects natural resources.
2. Mechanical recycling melts plastic to create new products.
3. Upcycling turns old plastic into valuable items like clothing and building materials.

■ **Post-Reading**

1. Sentence completion: After students complete the activity, have them compare their answers with a partner and discuss.

2. Group discussion: Encourage students to share their answers to the discussion questions in small groups, then present their ideas to the class.

3. Action planning: Have students create a simple action plan for reducing plastic use at school.

★ **Answers:**

- 1 collect
- 2 use a reusable water bottle .
- 3 setting up better recycling bins and educating people
- 4 recycling is important for reducing pollution,.

■ **Interactive teaching tips**

◆ classroom sorting challenge: bring different plastic items and have students sort them into recyclable and non-recyclable categories.

◆ think-pair-share: after reading, have students think of one way they can reduce plastic use, discuss it with a partner, and share it with the class.

■ **Extension activities**

1. School campaign: students create posters and a short presentation encouraging their school to reduce plastic waste.

Recycling Plastic for a Greener Future

Lesson 2 Unit 7

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Discuss the following questions with a partner:

- 1 What challenges does recycling face, according to the text?
- 2 If you could create a plan to reduce plastic waste at school, what two main activities would you include to get everyone involved?

2. **Creative upcycling:** students bring plastic waste items from home and design a creative way to reuse them.

• Vocabulary Practice:

▪ **Task:** Choose the correct answer

▪ Instructions:

- ◆ Read each question aloud or have students read silently.
- ◆ Instruct students to choose the best word that completes the sentence meaningfully.
- ◆ Remind them to think about the sentence context and what makes sense grammatically and logically.
- ◆ After students complete all items, review the answers together as a class.
- ◆ Discuss why each correct answer fits and briefly clarify any confusing choices.
- ◆ (Optional) Ask students to write a sentence using one or two of the vocabulary words correctly.

▪ Tips for Teachers:

◆ Contextual clues:

Encourage students to read the entire sentence to find clues about the correct answer. For example, the words “discarded after the drink is finished” suggest the answer is related to something used only once.

◆ Pair discussions:

After completing the task, have students discuss in pairs why they chose their answers and share examples in different contexts.

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Lesson 2

Recycling Plastic for a Greener Future

Vocabulary Practice:

Choose the correct answer:

1 Plastic straws are considered a _____ item, often discarded after the drink is finished.
A reusable B single-use C durable

2 Scientists are researching a _____ to clean polluted rivers effectively.
A product B solution C method

3 In hot weather, the ice cubes in a drink will quickly _____.
A freeze B melt C evaporate

4 Factories are looking for ways to reduce _____ by reusing materials in production.
A recycling B waste C consumption

5 _____ can turn old clothes or furniture into stylish new items.
A Upcycling B Recycling C Waste

6 Some metals, like gold, are considered highly _____ due to their rarity and demand.
A useful B valuable C common

Grammar

I can use some verbs that can take either an infinitive or a gerund correctly.

Using Gerunds and Infinitives

Gerund form:
A gerund is the -ing form of a verb that acts as a noun (e.g., swimming, running, thinking).

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◆ Interactive follow-up:

Have students create new sentences using the words they selected to reinforce understanding.

★ **Answers:**

1 **b - single-use**

2 **b - solution**

3 **b - melt**

4 **b - waste**

5 **a - upcycling**

6 **b - valuable**

● **Grammar :**

■ **Objective:**

Students will learn how to correctly use gerunds and infinitives in sentences, depending on the verb they follow.

1. **Introduce the Task:**

◆ Start by explaining the difference between gerunds and infinitives:

► Gerunds are the -ing form of verbs (e.g., swimming, running), and they act as nouns

in sentences.

► Infinitives are verbs preceded by "to" (e.g., to play, to eat), and they are often used to express desire, preference, or intention.

◆ Explain that some verbs are followed by gerunds only, some by infinitives only, and some can be followed by either with no significant change in meaning.

◆ Provide examples to show the difference between gerund and infinitive usage.

Uses of the gerund:

- ◆ As subjects: Swimming is fun.
- ◆ As objects: I enjoy reading.
- ◆ After prepositions: She is good at drawing.
- ◆ In compound nouns: a swimming pool.

1 Verbs followed by gerunds:

Some verbs require the -ing form of another verb:

- ◆ Examples: Everyone enjoys listening to music. / I've finished reading my book.
- ◆ Other verbs like this include: admit, avoid, dislike, fancy, imagine, mention, mind, miss, practise, put off, suggest.

2 Verbs that use either gerunds or infinitives (to + verb):

Some verbs can be followed by either the -ing form or the infinitive with similar meanings:

- ◆ Examples: I love playing tennis. / I love to play tennis.
- ◆ Other verbs like this include: begin, continue, hate, like, love, prefer, start.

Infinitive form (to + verb)

The infinitive form often follows verbs that show:

- ◆ Preference or desire: e.g., prefer, want, wish, hope
- ★ I want to play soccer.
- ◆ Decisions or intentions: e.g., decide, plan, need, choose
- ★ She decided to study for the exam.
- ◆ Future actions: e.g., plan, promise, expect, arrange
- ★ They are planning to go to the movies.
- ◆ Gerund (verb + -ing)

The gerund form is often used after verbs that express:

- ◆ Enjoyment or interest: e.g., enjoy, like, love, hate, prefer
- ★ He enjoys reading books.
- ◆ Habitual actions or ongoing activities: e.g., start, finish, keep, stop
- ★ I stopped eating junk food.
- ◆ Memories or experiences: e.g., remember, forget, regret
- ★ I remember going to that concert.

2. Task Instructions:

- ◆ For Task 1, students will choose between the gerund or infinitive to complete the sentences. They should use the clues provided in parentheses to help them decide.
- ◆ Task 2 involves filling in the blanks with either the gerund or infinitive form of the verb in parentheses. Again, clues are provided to guide them.
- ◆ In Task 3, students will choose the correct form of the verb (gerund or infinitive) to complete each sentence.

3. Interactive Task Ideas:

- ◆ Verb Sorting Activity: Write a list of verbs on cards. Some verbs should be followed by a gerund, others by an infinitive, and some by either. Have students sort the verbs into the correct categories (e.g., verbs that are followed by gerunds only, verbs that can take both forms).
- ◆ Sentence Creation Challenge: After completing the tasks, have students work in pairs to create their own sentences using a mix of gerunds and infinitives. Encourage them to use the verbs from the tasks.

■ Top Tips for Teachers:

- ◆ Remind students that gerunds often express enjoyment, interest, or habitual actions, while infinitives are often used to express desire, preference, or future plans.
- ◆ Encourage students to pay attention to the clues in parentheses as they help determine whether a verb is followed by a gerund or infinitive.

Task 1 Choose the correct answer

Choose the correct form (infinitive or gerund) to complete each sentence. Use the clues in parentheses to help you decide.

- ① I prefer (to play / playing) basketball in the evening.
Clue: Think about what you enjoy doing.
- ② He started (to run / running) every morning.
Clue: Consider an activity that begins or continues over time.
- ③ They love (to dance / dancing) at parties.
Clue: This verb often expresses a strong feeling of enjoyment.
- ④ I remember (to send / sending) that email last week.
Clue: This is about recalling a past action.
- ⑤ She hates (to clean / cleaning) the house on weekends.
Clue: This verb describes a dislike for a regular activity.

Task 2 Fill in the blanks:

Complete each sentence with the correct gerund or infinitive form of the verb in parentheses. Use the clues to help you decide.

- ① I can't help (laugh) at his jokes.
Clue: This phrase means you can't control your reaction.
- ② She decided (take) the train instead of driving.
Clue: This verb expresses a choice.
- ③ They enjoy (watch) movies on weekends.
Clue: This verb expresses something that brings happiness.
- ④ He is interested in (learn) more about history.
Clue: This shows curiosity or desire to gain knowledge.

◆ Reinforce that some verbs can take either a gerund or infinitive with similar meanings, so it is important to be aware of context.

▪ **Extension Ideas:**

1. Sentence Expansion: Have students take sentences from the tasks and expand them by adding more details. For example, "He enjoys reading" can be expanded into "He enjoys reading" or "He enjoys reading mystery novels in the evening to relax."

2. Role-Playing Game: Create a role-playing activity where students act out situations using verbs followed by either a gerund or infinitive. For example, one student could be a tourist saying, "I want to visit the museum," and another could be a local saying, "I enjoy going there too!"

★ **Answers:**

● **Task 1:**

- 1 I prefer (playing) basketball in the evening.
- 2 He started (running) every morning.
- 3 They love (dancing) at parties.
- 4 I remember (sending) that email last week.
- 5 She hates (cleaning) the house on weekends.

● **Task 2:**

- 1 I can't help (laughing) at his jokes.
- 2 She decided (to take) the train instead of driving.
- 3 They enjoy (watching) movies on weekends.
- 4 He is interested in (learning) more about history.
- 5 My brother promised (to help) me with my homework.

Recycling Plastic for a Greener Future Lesson 2 Unit 7

- 1 My brother promised (help) me with my homework.
Clue: This indicates a commitment to do something in the future.
- 2 She suggested (go) to the beach this weekend.
Clue: This verb is often used when proposing an idea.
- 3 I would like (travel) to Japan next year.
Clue: This phrase expresses a desire or wish for the future.
- 4 He stopped (smoke) for his health.
Clue: This indicates giving up a habit for a specific reason.

Task 3 Choose the correct answer

Select the correct form (gerund or infinitive) to complete each sentence.

- 1 I forgot (to bring / bringing) my book to class.
- 2 They hate (to wait / waiting) in long lines.
- 3 She prefers (to listen / listening) to music while studying.
- 4 We began (to explore / exploring) the new city yesterday.
- 5 He has no intention of (to quit / quitting) his job.

Writing

I can compose a body paragraph with clear reasoning and evidence in an argumentative essay.

To compose a body paragraph with two or more reasons supported by evidence we need to apply the following:
 The structure of a body paragraph: A well-structured body paragraph typically includes:

- 6 She suggested (going) to the beach this weekend.
- 7 I would like (to travel) to Japan next year.
- 8 He stopped (smoking) for his health.

• Task 3:

- 1 I forgot (to bring) my book to class.
- 2 They hate (waiting) in long lines.
- 3 She prefers (listening) to music while studying.
- 4 We began (exploring) the new city yesterday.
- 5 He has no intention of (quitting) his job.

• Writing

Task : Compose a body paragraph with clear reasoning and evidence in an argumentative essay.

1. Introduce the purpose of a body paragraph.

- ◆ Explain that each body paragraph in an argumentative essay must support the thesis.
- ◆ Highlight the importance of presenting a clear reason, backed with evidence and explanation.

2. Teach the Structure of a strong body paragraph

Write the structure on the board and go through each part:

- ◆ Topic Sentence – introduces the paragraph's main idea.
- ◆ Reason – provides a justification.
- ◆ Evidence – includes facts, examples, or data.
- ◆ Explanation – connects the evidence to the reason.
- ◆ Concluding Sentence – wraps up the paragraph and links it to the argument.

Unit 7 Lesson 2 Recycling Plastic for a Greener Future

- 1 Topic sentence: Introduces the main idea of the paragraph.
 - 2 Reasons: Presents two or more reasons supporting the thesis statement.
 - 3 Evidence: Includes specific evidence (quotations, statistics, facts) that supports each reason, along with citations.
 - 4 Explanation: Explains how the evidence supports the reason and connects back to the thesis.
 - 5 Concluding sentence: Wraps up the paragraph and reinforces the main idea.
- **Choosing reasons and evidence:** we need to choose solid reasons that directly support the thesis statement. Each reason should be backed by credible evidence. Sources can include articles, studies, or expert opinions.

Here's an example of a body paragraph on the topic "The impact of pollution on the environment."

Body paragraph example:

One important reason to fight against pollution is how it harms wildlife. Many studies have shown that pollution in our water can cause fish and other aquatic animals to disappear. For example, a report from the Environmental Protection Agency says, 'Pollution has caused the extinction of over 200 species of fish in North America alone' (Society, 2020). This shocking fact shows us how serious pollution can be for our rivers and lakes. Air pollution is also harmful to birds and other animals because it affects where they go and how they reproduce. According to a study by the National Audubon Society, 'Birds exposed to high levels of air pollution show a marked decrease in reproductive success' (Society, 2021). These findings show us why we need stronger pollution rules to protect different species and keep nature in balance.

Optional: Show a sample body paragraph and identify each part together.

3. Group Brainstorming Activity

- ◆ Divide students into pairs or small groups.
- ◆ Assign each group a different argumentative topic (e.g., pollution, education, social media).
- ◆ Ask them to brainstorm one strong reason and supporting evidence for their topic.
- ◆ Using the structure above, each group writes a full body paragraph.

4. Focus on word choice – strengthening verbs

- ◆ Review the difference between weak verbs (e.g., is, has, does) and strong, specific verbs (e.g., demonstrates, reveals, builds).
- ◆ Show side-by-side examples of how a sentence improves with a stronger verb.

Example: “The author does a good job” □ “The author demonstrates a clear argument.”

5. Practice: verb revision task

- ◆ Hand out or display a few sample sentences that contain weak verbs.
- ◆ Have student pairs identify the weak verbs and replace them with stronger, more precise verbs.
- ◆ Encourage discussion about why their chosen verb is more effective.

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Key components review:

- 1 **Topic sentence:** “One significant reason to combat pollution is its devastating impact on wildlife.”
★ *Clearly states the main idea of the paragraph.*
- 2 **Reason 1:** “Numerous studies have shown that pollutants in water bodies lead to the decline of aquatic species.”
★ *Introduces the first reason.*
- 3 **Evidence for reason 1:** “For instance, a report by the Environmental Protection Agency states, ‘Pollution has caused the extinction of over 200 species of fish in North America alone’ (Author’s last name (Ali), 2020).”
★ *Provides a direct quotation from a credible source with the citation.*
- 4 **Explanation:** “This alarming statistic highlights the direct consequences of neglecting our waterways.”
★ *Connects the evidence back to the main idea.*
- 5 **Reason 2:** “Additionally, air pollution is detrimental to birds and other wildlife, affecting their migration patterns and breeding.”
★ *Introduces the second reason.*
- 6 **Evidence for reason 2:** “According to a study by the National Audubon Society, ‘Birds exposed to high levels of air pollution show a marked decrease in reproductive success’ (Society, 2021).”
★ *Provides additional evidence with a citation.*
- 7 **Concluding sentence:** “These findings emphasize the urgency of implementing stricter pollution regulations to preserve biodiversity and maintain ecological balance.”
★ *Wraps up the paragraph and reinforces the argument.*

6. Peer Review and Revision

- ◆ Ask students to exchange their group-written paragraphs with another group.
- ◆ Partners should check for:
 - Clear structure
 - Use of reasoning and evidence
 - Strong, effective verbs
 - Students revise their work based on feedback, improving clarity and impact.

7. Share and reflect

- ◆ Invite several groups to share their revised paragraphs with the class.
- ◆ Facilitate a short discussion on how strong verbs and solid structure improved the writing.

■ *Wrap-Up and Tips:*

- ◆ Reinforce that strong writing combines clear ideas, solid structure, and precise word choice.
- ◆ Encourage students to apply the structure and strong verbs in future writing tasks.

■ *Top Tips Instructions:*

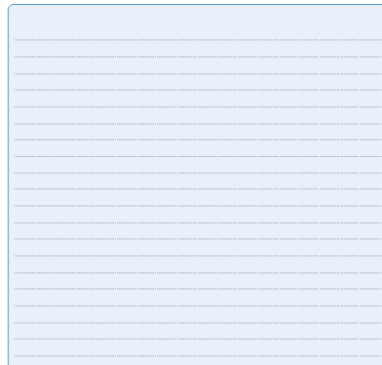
- ◆ Read through the "Top Tips" section with the class. Highlight how each part of the body paragraph is essential to making a strong argument.
- ◆ Encourage students to ask questions if they don't understand any part of the process.

Task1

Support the thesis statement you've previously created about "The impact of plastic products on the environment" with two supporting reasons, then provide evidence for each reason with the source information for the evidence in parentheses after the quote.

1 Write a topic sentence.

2 Compose a body paragraph following the structure outlined above.



◆ Remind them that strong arguments are built from logical reasons and supported by evidence, not just opinions.

▪ ***Extension Interactive Ideas:***

1. Debate preparation: Have students use their body paragraph as part of a mini-debate. Let them take turns presenting their paragraphs and countering each other's points, reinforcing their ideas with additional evidence.

2. Visual mapping: Students can create a mind map for their body paragraph, placing the topic sentence in the center and branching out with reasons, evidence, explanations, and the concluding sentence. This can help them visualize the structure of a solid argument.

★ **Answers:** Students' own answers.

Lesson 2 Practice Book

1 Fill in the gaps:

1. Provide students with the sentences and ask them to fill in the gaps with the correct vocabulary words.
2. Emphasize the importance of using the vocabulary words in context to better understand their meanings.
3. Encourage students to check their answers before submitting.

• Interactive Tips:

After completing the task, discuss each word's meaning and give examples from real life. For further engagement, ask students to share ideas on how to reduce waste in their daily lives.

• Extension Ideas:

1. Have students create posters showing how to reduce waste and recycle.
2. Organize a class debate on the benefits of upcycling versus traditional recycling.

★ Answers:

1 waste	2 single-use	3 upcycling
4 melt	5 contamination	6 valuable
7 contamination		

Lesson 2

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Task 1

Fill in the gaps sentences using the provided words:

(waste, single-use, solution, melt, upcycling, valuable, contamination)

Every year, a lot of..... ends up in landfills. A large part of this waste comes from..... products that people use once and then throw away. One way to reduce waste is through....., where we turn old items into something new and useful. For example, plastic bottles can be..... and turned into new materials. This process can help reduce..... and make our environment cleaner. Items that we often discard can actually be quite..... if we find ways to reuse them. But we must be careful to avoid....., which can make the environment unsafe.

Task 2

Match each word to its meaning:

Word	Meaning
1 Waste	A To change a solid into a liquid with heat.
2 Single-Use	B Something important or worth a lot.
3 Solution	C Reusing items to create something better.
4 Melt	D Trash or unwanted materials.
5 Upcycling	E Pollution or making something dirty.
6 Contamination	F An answer to a problem.
	G Used only once and then thrown away.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

2 Match each word to its meaning:

- ◆ Read the words and their meanings aloud.
- ◆ Get students to match each word to its correct meaning
- ◆ After completing, check the answers provided below.

▪ **Extension Idea 1:** Have students use each word in a sentence to demonstrate understanding.

▪ **Extension Idea 2:** Organize a group discussion where students explain the significance of upcycling and waste reduction in the environment.

★ Answers:

- 1 d) 2 g) 3 f) 4 a) 5 c) 6 e)

3 Choose the correct answer:

▪ Objective:

Students will be able to identify and correctly use gerunds in sentences.

1. Introduce Gerunds:

- ◆ A gerund is the -ing form of a verb that functions as a noun.
- ◆ Examples: Swimming is fun. / I enjoy reading.
- ◆ Gerunds follow certain verbs, such as: enjoy, like, love, dislike, need, avoid.

2. MCQ Activity:

- ◆ Distribute the MCQ worksheet to students.
- ◆ Have students read each sentence and select the correct option.
- ◆ Discuss the answers together, reinforcing why a gerund is needed.
- **Tip:** Ask students to underline the gerund in each correct sentence.

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Task 3

Choose the Correct Answer:

- Which of the following sentences uses a gerund correctly?
 - She enjoys to read books in her free time.
 - I like swimming in the ocean.
 - They decided going to the park.
 - He is excited to meet his friends.
- Choose the sentence that contains a gerund:
 - He loves to play soccer after school.
 - She is thinking about traveling to Japan.
 - They plan to meet us tomorrow.
 - I want going to the movies.
- Which of these sentences correctly uses a gerund?
 - She is interested in learning new languages.
 - We need to studying for the test.
 - He enjoys to playing basketball.
 - They are planning to go to the beach.
- I look forward to (meet) you at the event.
 - meet
 - meeting
 - to meet
 - to meeting
- Choose the correct sentence with a gerund:
 - I am excited for to try the new restaurant.
 - They enjoy reading books in their free time.
 - She wants to seeing the movie.
 - We decided to going hiking.

★ **Answers:**

1 b).

2 b).

3 a).

4 b).

5 b).

6 b).

4 Correct the underlined mistakes in the following sentences:▪ **Objective:**

Students will be able to identify and correct mistakes related to gerund usage in sentences.

1. Write incorrect sentences on the board or distribute them on worksheets.

2. Students will work in pairs or small groups to identify and correct mistakes.

3. Encourage discussion on why each correction is necessary.

4. Review answers together as a class.

Tip: Remind students that some verbs must be followed by gerunds, not infinitives (e.g., enjoy, avoid, suggest, finish, mind, discuss).

● **Interactive Task Ideas:****1. Sentence Transformation:**

- ◆ Write sentences using infinitives (to + verb).
- ◆ Students rewrite them using gerunds.
- ◆ Example: I like to read books. □ I enjoy reading books.

2. Gerund Bingo:

- ◆ Create a bingo card with sentences missing gerunds.
- ◆ Students fill in the blanks with the correct gerund form.
- ◆ Example: She enjoys _____ (dance). □ She enjoys dancing.

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- Which of the following sentences correctly uses a gerund?
- Ⓐ He is afraid of swim in deep water.
 - Ⓑ I love reading books before bed.
 - Ⓒ She plans to traveling next year.
 - Ⓓ They are thinking about to study abroad.

Task 4

Correct the underlined mistakes in the following sentences:

- Ⓐ She enjoys to play the piano every day.
- Ⓑ They are interested in learn more about history.
- Ⓒ He is thinking about buy a new car.
- Ⓓ I prefer playing soccer than watching it.
- Ⓔ She decided going to the concert with her friends.
- Ⓕ We are looking forward to see you soon.

Task 5

Read the following text then answer the questions below:

Cycling plastic waste is important for protecting the environment. Single-use plastics, like bottles and bags, often end up in landfills or oceans, causing pollution. A good solution is upcycling, which turns old plastic into useful items, reducing waste. Upcycling helps to keep plastics out of the environment and gives them a second life. However, contamination can make recycling difficult, as plastic waste must be clean to be reused. By properly sorting and cleaning plastic waste, we can increase recycling efficiency and decrease plastic pollution. Cycling plastic waste helps to create a cleaner, healthier planet for future generations.

● **Extension Activities:**

1. **Error Correction in Context:**

- ◆ Give students a short passage with gerund mistakes.
- ◆ They work in groups to correct them.

2. **Gerund Writing Challenge:**

- ◆ Students write 5 sentences using different gerunds.
- ◆ They swap sentences with a partner for peer correction.

● **Top Tips for Teachers:**

- ◆ Teach students which verbs require gerunds. Some common ones include: enjoy, avoid, suggest, finish, mind, discuss.
- ◆ Focus on meaning. Explain why "I like to read" and "I enjoy reading" are different.
- ◆ Encourage students to underline gerunds in their reading and writing throughout the week.

★ **Answers:**

- 1 She enjoys playing the piano every day.
- 2 They are interested in learning more about history.
- 3 He is thinking about buying a new car.
- 4 I prefer playing soccer to watching it.
- 5 She decided to go to the concert with her friends.
- 6 We are looking forward to seeing you soon.

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- ❶ Which of the following sentences correctly uses a gerund?
- ❶ He is afraid of swim in deep water.
 - ❷ I love reading books before bed.
 - ❸ She plans to traveling next year.
 - ❹ They are thinking about to study abroad.

Task 4

Correct the underlined mistakes in the following sentences:

- ❶ She enjoys to play the piano every day.
- ❷ They are interested in learn more about history.
- ❸ He is thinking about buy a new car.
- ❹ I prefer playing soccer than watching it.
- ❺ She decided going to the concert with her friends.
- ❻ We are looking forward to see you soon.

Task 5

Read the following text then answer the questions below:

Cycling plastic waste is important for protecting the environment. Single-use plastics, like bottles and bags, often end up in landfills or oceans, causing pollution. A good solution is upcycling, which turns old plastic into useful items, reducing waste. Upcycling helps to keep plastics out of the environment and gives them a second life. However, contamination can make recycling difficult, as plastic waste must be clean to be reused. By properly sorting and cleaning plastic waste, we can increase recycling efficiency and decrease plastic pollution. Cycling plastic waste helps to create a cleaner, healthier planet for future generations.

5 Reading Comprehension:**• Objective**

Students will develop reading comprehension skills by understanding the benefits of upcycling, identifying recycling challenges, and exploring solutions for managing plastic waste effectively.

• Pre-Activity

1. Activate prior knowledge: Ask students what they know about plastic waste and upcycling. write their ideas on the board.
2. Discussion: have students predict what the text will be about based on the title and keywords.

Unit 7 Recycling Plastic for a Greener Future**Answer the following questions:**

- How can upcycling reduce plastic waste in communities?
 - Why is contamination a challenge in recycling plastic waste?
 - What can individuals do to properly cycle their plastic waste?
- Choose the correct answers:
- What is the main benefit of upcycling plastic waste?
Ⓐ It makes plastic more toxic. Ⓑ It reduces the need for new plastic.
Ⓒ It increases pollution. Ⓓ It makes plastic easier to discard.
 - What makes recycling plastic difficult?
Ⓐ Excessive use of plastic. Ⓑ Contamination of plastic waste.
Ⓒ Plastic being too expensive to recycle.
Ⓓ Plastic being biodegradable.

Task 6

Support the thesis statement you've previously created about "New trends for protecting the environment" with two supporting reasons, then provide evidence for each reason with the source information for the evidence in parentheses after the quote.

- Write a topic sentence.
- Compose a body paragraph following the structure outlined in your students' book.

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3. Vocabulary preview: Explain key terms like upcycling, single-use plastics, landfills, contamination, recycling efficiency.

▪ During-Activity

1. Silent reading: Students read the passage individually and underline important points.
2. Guided reading: Read the text aloud, pausing to check for understanding.
3. Note Taking: students list the main benefits of upcycling and challenges in recycling.

▪ Post-Activity

1. Pair discussion: Students discuss the comprehension questions with a partner before sharing their answers with the class.
2. Whole-class review: Go over the answers together, encouraging students to refer to the text for evidence.

3. Real-life application: Students brainstorm how their school can promote upcycling and proper recycling.

▪ **Extension Activities**

1. Upcycling project: Students bring plastic items from home and create a useful product, such as a plant pot or pencil holder.
2. Class campaign: Students design posters to educate others about proper recycling and upcycling methods.

★ **Answers:**

- 1 turning old plastic into useful items
- 2 plastic waste must be clean to be reused,
- 3 sort and clean plastic waste properly b
- 4 B) It reduces the need for new plastic.
- 5 B) Contamination of plastic waste.

6 **Writing:**

▪ **Task:** Support the thesis statement you've previously created about "New trends for protecting the environment" with two supporting reasons, then provide evidence for each reason with the source information for the evidence in parentheses after the quote.

▪ **Objective:**

Students will be able to write a body paragraph supporting a thesis statement about "New trends for protecting the environment," using clear reasoning, evidence, and correct paragraph structure.

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Ⓐ Answer the following questions:

- Ⓐ How can upcycling reduce plastic waste in communities?
- Ⓑ Why is contamination a challenge in recycling plastic waste?
- Ⓒ What can individuals do to properly cycle their plastic waste?

Ⓑ Choose the correct answers:

- Ⓐ What is the main benefit of upcycling plastic waste?
Ⓐ It makes plastic more toxic. Ⓑ It reduces the need for new plastic.
Ⓒ It increases pollution. Ⓓ It makes plastic easier to discard.
- Ⓐ What makes recycling plastic difficult?
Ⓐ Excessive use of plastic. Ⓑ Contamination of plastic waste.
Ⓒ Plastic being too expensive to recycle.
Ⓓ Plastic being biodegradable.

Task 6

Support the thesis statement you've previously created about "New trends for protecting the environment" with two supporting reasons, then provide evidence for each reason with the source information for the evidence in parentheses after the quote.

- Ⓐ Write a topic sentence.
- Ⓑ Compose a body paragraph following the structure outlined in your students' book.

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1. Review the Thesis Statement: Begin by reviewing the thesis statement the students created for their argumentative essay about "New trends for protecting the environment." Ensure that students understand that the thesis is the main idea that will guide the body paragraphs.

2. Explain the Structure of a Body Paragraph:

Explain that a well-structured body paragraph typically includes the following parts:

- ◆ Topic sentence: Introduces the main idea of the paragraph.
- ◆ Supporting reasons: Presents two or more reasons that support the thesis.
- ◆ Evidence: Includes specific quotes, statistics, or facts that back up each reason.
- ◆ Explanation: Explains how the evidence connects back to the thesis and strengthens the argument.
- ◆ Concluding sentence: Wraps up the paragraph and reinforces the main idea.

3. Interactive Task - Group Work:

Ask students to work in pairs or small groups. Have them brainstorm new trends in protecting the environment (e.g., renewable energy, sustainable agriculture, plastic reduction). Then, they should come up with two supporting reasons for their thesis. Encourage students to use credible sources or articles for evidence.

4. Focus on Evidence and Citation:

Teach students how to include citations after the evidence. Discuss how citations provide credibility to their claims. For example, "According to a report from the United Nations (2023), renewable energy can reduce carbon emissions by up to 40%."

5. Writing the Body Paragraph:

After brainstorming, ask students to write a body paragraph that follows the structure you've discussed. Emphasize the importance of linking the evidence back to the thesis and explaining its significance.

6. Peer Review:

After students complete their body paragraphs, have them swap papers with a partner. Ask them to review each other's writing for clarity, evidence, and structure.

7. Grammar Focus:

Remind students to use strong, clear verbs when presenting their ideas and evidence. Encourage them to avoid vague verbs like "do" or "make" and instead use more specific verbs like "reduce," "protect," or "support."

• Interactive Extension Ideas:

1. Debate Preparation: Have students use their body paragraphs to participate in a mini-debate. Students can argue in favor of one of the environmental trends they've written about, using their reasons and evidence to support their position.

2. Evidence Scavenger Hunt: Provide students with a list of environmental topics and have them search for articles, reports, or videos that contain evidence supporting their thesis. Students will then cite these sources and incorporate the evidence into their writing.

*** Answers:** Students' own answers.

Lesson objectives:▪ **By the end of the lesson, students will:**

- ◆ apply the meaning of the new words about the environment using definitions.
- ◆ recognize the implied meaning in a listening text.
- ◆ take part in a conversation about plastic pollution.
- ◆ use the correct words in the correct context.
- ◆ write a conclusion paragraph that restates the thesis in other words, explains the impact of the reasons given, and calls the reader to take action
- ◆ carry out a project about a Quranic verse addressing the environment protection.

● **Vocabulary:**

serious (adj.), microplastics (n.), creatures (n.), food chain (n.), toxic chemicals (n.), reproduction (n.)

● **Materials:**

Student's Book - Practice Book - Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

● **Target Vocabulary**

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.

The Impact of Plastic Pollution Lesson 3 Unit 7

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new words about the environment using definitions.
- ★ recognize the implied meaning in a listening text.
- ★ take part in a conversation about plastic pollution.
- ★ Write a conclusion paragraph that restates the thesis.
- ★ Carry out a project about a Quranic verse addressing the environment protection

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Serious (adj.)	Something that can cause or is risky. What is a serious danger in the ocean?
Microplastics (n.)	 pieces of plastic that are very small but can still cause problems. How do microplastics get into the water?

3. Answer the question or complete the command provided for each word.

▪ **Objective:**

To help students understand and use terms related to environmental science and the impact of pollution.

Instructions:

① **Read and Define the Words**

- ◆ Pronounce each vocabulary word clearly (e.g., serious).
 - ◆ Ask students to repeat the word aloud.
- Break it into syllables if helpful (e.g., mi-cro-plas-tics).
- ◆ Emphasize correct pronunciation and stress.

② **Complete the Definition**

- ◆ Read the partial definition aloud, pausing for students to supply the missing word.
 - ▶ **Example:** Something that can cause _____ or is risky.
(Answer: harm)
- ◆ Use choral repetition or individual responses.
- ◆ Confirm the correct answer and write the complete definition on the board.

③ **Draw a Picture**

- ◆ Ask students to draw a simple picture to represent the word or show an example.

Unit 7 Lesson 3 The Impact of Plastic Pollution	
Creatures (n.)	Animals or _____ things. What creatures live in the sea?
Food chain (n.)	The _____ of who eats whom in nature. How does the food chain work in nature?
Toxic chemicals (n.)	_____ substances that can make people or animals sick. Why are toxic chemicals harmful to animals?
Reproduction (n.)	The _____ of making new life, like animals or plants having babies. How does reproduction help animals survive?

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- **Example:** For “food chain”, students might draw fish eating plankton and a shark eating a fish.

4 **Partner Discussion and Writing**

- ◆ Pair students to discuss the question or prompt related to each word.
- **Example:** What is a serious danger in the ocean?
- ◆ After discussing, students write their own sentence or answer in their notebooks using the vocabulary word.

Unit 7 Lesson 3 The Impact of Plastic Pollution	
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5 **Reinforce Pronunciation**

- ◆ Review all vocabulary words aloud with the class once they finish the activity.
- ◆ Practice pronunciation again to build confidence and fluency.

6 **Contextual Application**

- ◆ Discuss real-life situations where the words are used.
- ◆ Give an example sentence for each word, then ask students to create and share their own.
- **Example:** “Microplastics are dangerous because fish can eat them and get sick.”

■ **Vocabulary Words & Definitions**

- Serious (adj.):** Something that can cause harm or is risky.
- Microplastics (n.):** Tiny pieces of plastic that are very small but can still cause problems.

- 3. Creatures (n.):** Animals or living things.
- 4. Food chain (n.):** The order of who eats whom in nature.
- 5. Toxic chemicals (n.):** Dangerous substances that can make people or animals sick.
- 6. Reproduction (n.):** The process of making new life, like animals or plants having babies.

■ **Tasks for All Words**

- ◆ Practice pronunciation aloud as a class.
- ◆ Draw a picture to show the meaning.
- ◆ Discuss and answer each prompt in pairs.
- ◆ Write example sentences or short answers using each word.

★ **Answers:** harm - Tiny - living - order - Harmful - process

● **Listening:**

■ **Objective**

Students will develop listening comprehension skills by identifying key points, understanding the impact of plastic pollution, and discussing solutions to reduce plastic waste.

■ **Pre-Listening**

1. Activate prior knowledge: Ask students to discuss their ideas about plastic waste and recycling in pairs or small groups. Write key points on the board.

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Listening

The Impact of Plastic Pollution on our Oceans

A Pre-Listening Questions:

- Talk with a partner about the topic before listening.
- 1 What problems do you think plastic waste causes for our planet?
- 2 Why is recycling important? How do you recycle at home and at school?

B While-Listening Questions:

- Listen carefully and fill in the gaps in the sentences below.

Focus on the main ideas.

- 1 Plastic waste is a big problem because it _____ our land and oceans.
- 2 Recycling helps reduce pollution by _____ plastic into new products.
- 3 Single-use plastics can take hundreds of years to _____, which is harmful to the environment.

C Post-Listening Questions:

- After listening, answer the questions below. Think about what you heard.
- 1 What did the speaker say about how communities can help with recycling?
- 2 How does the speaker feel about recycling? What did you hear that made you think this?
- 3 Why is it important for everyone to help reduce plastic waste?

Speaking Task: Reducing plastic use

Work in small groups to discuss your preferences on how to reduce plastic use. Use expressions such as "I prefer + gerund phrase," "I would rather + base-form verb phrase," or "I like + infinitive verb phrase" to share your ideas.

Example:

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2. Discussion: Have students answer the pre-listening questions and share their responses. encourage them to predict what they might hear in the listening script.

3. Introduce key vocabulary: Explain words like "microplastics," "food chain," and "single-use plastics" before listening to help with understanding.

■ While-Listening

1. First listening: Play the audio once without pausing. students listen for the main idea.

2. Second listening: Play the audio again, pausing after key parts. students fill in the missing words in the sentences.

3. Pair check: Have students compare their answers with a partner before reviewing them as a class.

★ Answers:

1 pollutes .

2 turning.

3 break down.

■ Post- Listening

1. Class discussion:

After answering the questions, encourage students to share their thoughts with the class.

2. Text evidence:

Ask students to find specific parts of the listening script that support their answers.

3. Real-life connection:

Have students discuss how their communities handle plastic waste and what improvements they would suggest.

Unit 7 Lesson 3 The Impact of Plastic Pollution

★ "I prefer using reusable bags instead of plastic ones because they are better for the environment."

Your Task

- 1 Discuss your preferences with your group.
- 2 Share at least three ideas on how to reduce plastic use.
- 3 Explain why you like each idea.

Things to consider:

- ★ How does this idea help the environment?
- ★ Can it be easy for others to do?
- ★ Why is it important for everyone to try this?

Vocabulary Practice

Fill in the gaps in the following sentences with the correct word from the list:

serious	microplastics	affect	creatures
food chain	summarize	toxic chemicals	reproduction

- 1 Many sea _____ are affected by pollution in their habitat.
- 2 _____ have been found in the stomachs of fish and even in sea salt.
- 3 Certain _____ can cause harm to humans and animals if they enter the body.
- 4 Pollution can disrupt the _____ by poisoning small organisms that are eaten by larger animals.
- 5 Climate change is a _____ threat to ecosystems worldwide.
- 6 Healthy _____ is essential for species to continue thriving in their environment.

★ **Answers:**

- 1 The speaker said communities can help by supporting recycling efforts, reducing single-use plastics, and spreading awareness about plastic pollution.
- 2 The speaker feels positive about recycling and believes it is important. This is clear because they encourage people to take action and say that recycling helps protect the oceans.
- 3 It is important for everyone to help reduce plastic waste because plastic pollution harms marine life, affects the food chain, and releases toxic chemicals that can harm both animals and humans.

▪ **Speaking Task: Reducing Plastic Use**

1. Modeling: Give students examples of how to use the expressions "i prefer + gerund phrase," "i would rather + base-form verb phrase," and "i like + infinitive verb phrase."

2. Group discussion: Put students into small groups to share their preferences on reducing plastic use.

3. Class sharing: Have each group present at least three ideas to the class, explaining why they like each one.

▪ **Interactive Teaching Tips**

- ◆ **Think-pair-share:** Students first think of a way to reduce plastic use, discuss it with a partner, and then share with the class.
- ◆ **Role play:** Students act as environmental activists convincing others to reduce plastic waste.

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Lesson 3 The Impact of Plastic Pollution

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Extension Activities

- 1. Community awareness project:** Students create a short video or poster campaign about reducing plastic waste in their school.
- 2. Plastic-free challenge:** Students try to go a whole day without using plastic and share their experiences with the class.

The Listening Script***The impact of plastic pollution on our oceans***

Good morning, everyone! Today, I want to talk about an important issue: plastic pollution in our oceans. We often hear about this problem in the news, and it's worrying because it affects all of us. It's not just about cleaning up our beaches; it has serious effects on our food chains too.

When plastic waste ends up in the ocean, it doesn't just disappear. Instead, it breaks down into tiny pieces called microplastics. These microplastics can be mistaken for food by small ocean creatures. This is where the problem starts. When these tiny animals eat microplastics, they can't digest them. The plastic stays trapped inside their bodies, which can lead to harm.

You might wonder how this affects the food chain. It's like a domino effect -It is when one event causes another, which then causes more events, one after the other. The small creatures that eat microplastics become food for larger animals, like fish. When these bigger fish eat the smaller ones, the plastic and toxic chemicals move up the food chain. By the time it reaches top predators, such as sharks or even humans who eat seafood, there can be a high amount of harmful chemicals.

So, it's not just about eating plastic; it's also about the dangerous chemicals that come with it. These chemicals can harm both animals and humans, affecting their growth, reproduction, and overall health.

What can we do about this serious issue? First, we can reduce our use of single-use plastics. Items like plastic bags, straws, and water bottles are big contributors to the problem. We should also support efforts to clean up our oceans and spread the word about plastic pollution in our communities.

In conclusion, it's our job to help protect our oceans and the creatures that live in them. By making smart choices and encouraging others to do the same, we can help reduce plastic pollution and create a healthier planet for everyone.

Thank you for listening!

• Vocabulary Practice

Task: Fill in the gaps

- ◆ Read the words in the box with the class and clarify their meanings.
- ◆ Ask students to work individually or in pairs to fill in each blank with the correct vocabulary word.
- ◆ After completing the task, review the answers as a class, discussing how each word fits the sentence context.

Unit 7 Lesson 3 The Impact of Plastic Pollution

★ "I prefer using reusable bags instead of plastic ones because they are better for the environment."

Your Task

- 1 Discuss your preferences with your group.
- 2 Share at least three ideas on how to reduce plastic use.
- 3 Explain why you like each idea.

Things to consider:

- ★ How does this idea help the environment?
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Vocabulary Practice

Fill in the gaps in the following sentences with the correct word from the list:

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- 5 Climate change is a _____ threat to ecosystems worldwide.
- 6 Healthy _____ is essential for species to continue thriving in their environment.

■ **Tips for teachers:**

◆ **Contextual reading:**

Encourage students to use the surrounding context of each sentence to figure out the most appropriate word to fill the gap.

◆ **Group discussion:**

After students complete the task, have them discuss the impact of pollution on different levels of the food chain and how microplastics and toxic chemicals affect living organisms.

◆ **Interactive follow-up:**

Ask students to provide examples of how pollution affects wildlife in their local environment.

★ **Answers:**

① creatures

② microplastics

③ toxic chemicals

④ food chain

⑤ serious

⑥ reproduction

● **Writing :**

Task : Write a conclusion paragraph for the argumentative essay.

■ **Objective:**

Students will be able to write a conclusion paragraph for an argumentative essay, summarizing key points, restating the thesis, explaining the significance, and providing a call to action.

1. **Introduction to Conclusion Paragraphs:**

◆ Start by explaining that a conclusion paragraph wraps up the essay by restating the thesis, summarizing the key points, explaining the significance of the argument, and providing a call to action.

The Impact of Plastic Pollution

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Writing

I can write a conclusion paragraph for the argumentative essay.

To write a conclusion paragraph for the argumentative essay, it's important to convey the key elements that make a strong conclusion.

The purpose of the conclusion paragraph: A conclusion paragraph serves to:

- Summarize the main argument by restating the thesis in different words.
- Highlight the significance of the reasons provided.
- Encourage the reader to take action or reflect on the implications of the argument.

Key components of a conclusion paragraph: A well-structured conclusion typically includes the following elements:

- 1 Restatement of the thesis: Rephrase the thesis statement to remind readers of the main argument.
- 2 Summary of key points: Briefly summarize the main reasons discussed in the essay.
- 3 Significance of the argument: Explain why the argument matters and its broader implications.
- 4 Call to action: Encourage the reader to take specific action or change their thinking based on the argument presented.

Here's an example conclusion paragraph based on the topic "The impact of pollution on the environment":

◆ Emphasize that the conclusion should leave the reader with a clear understanding of the main argument and motivate them to think or act differently.

2. Discuss the Structure of a Conclusion Paragraph:

Use the example conclusion paragraph from the top tip to break down the structure:

- ◆ Restatement of the thesis: This is a rephrasing of the thesis statement to remind readers of the main argument.
- ◆ Summary of key points: Briefly summarize the main reasons discussed in the body paragraphs.
- ◆ Significance of the argument: Explain why the argument matters and its broader implications.
- ◆ Call to action: Encourage the reader to take specific action or reflect on the implications of the argument.

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Conclusion paragraph example:

"In conclusion, we need to stop pollution to protect animals and keep our planet safe. Water pollution is causing sea animals to disappear, and air pollution is harming birds. We need stronger laws to protect the environment. If we all care about nature, we can help save animals and make the world better. Everyone—people, communities, and governments—must work together to fight pollution and protect our planet."

Key Components review:

- 1 Restatement of the thesis: "We must stop pollution to protect animals and keep our planet safe."
★ Paraphrases the main idea simply.
- 2 Summary of key points: "Water pollution harms sea animals, and air pollution affects birds."
★ Summarizes the key points briefly.
- 3 Significance of the argument: "Caring for nature helps protect animals and keeps our planet healthy."
★ Explains the importance of the topic in simple terms.
- 4 Call to action: "We must all work together to fight pollution and protect our planet."
★ Encourages action in a motivating way.

■ Draft a conclusion paragraph for the argumentative essay about "The impact of plastic products on the environment" using the following:

- 1 Restate the thesis in different words.
- 2 Summarize the key reasons you discussed.
- 3 Explain why the argument matters.
- 4 Include a call to action that encourages the reader to engage with the issue.

3. Interactive Task - Group Work:

- ◆ Have students work in pairs or small groups.
- ◆ Ask them to brainstorm a conclusion for an argumentative essay on the topic "The impact of plastic products on the environment."
- ◆ Encourage them to focus on restating the thesis, summarizing the reasons they've discussed in their body paragraphs, and creating a call to action.
- ◆ Afterward, have each group share their conclusion paragraph with the class.

4. Interactive Extension Idea 1 - Conclusion Review:

- ◆ After students write their conclusions, have them swap paragraphs with a partner for peer review.
- ◆ Ask students to evaluate each other's work based on the structure of the conclusion (restating the thesis, summarizing key points, explaining significance, and including a call to action).
- ◆ This will reinforce the structure and allow for constructive feedback.

5. Interactive Extension Idea 2 - Conclusion Presentation:

- ◆ Have students present their conclusion paragraphs to the class.
- ◆ Encourage the class to vote on which conclusion is the most persuasive or motivating.
- ◆ This will help students see how their writing can influence others and make the task more engaging.

6. Grammar Focus:

- ◆ Remind students to use clear and concise language when writing their conclusion paragraphs.
- ◆ Encourage them to avoid repetition and to focus on creating a strong, final impression.
- ◆ They should avoid using overly complex vocabulary and instead focus on clarity and impact.

■ Instructions for the Top Tips Section:

Instruct students to focus on the following when writing a conclusion:

- ◆ Restate the thesis in different words to remind the reader of the argument you've made throughout the essay.
- ◆ Summarize the key reasons you presented in the body paragraphs, but keep it brief.

- ◆ Explain why the argument matters in the broader context, helping the reader understand its importance.
- ◆ Provide a call to action that motivates the reader to think about the issue or take action in some way.

▪ **Interactive Extension Ideas Recap:**

1. Conclusion Review: Have students peer-review each other's conclusion paragraphs.

2. Conclusion Presentation: Have students present their conclusion paragraphs and vote on the most persuasive one.

★ **Answers:** Students' own answers.

● **Islamic Values Project:**

1. **Discuss the verse:**

Begin by reading and discussing the verse with students. Ensure they understand the message that corruption and harm should not be caused to the earth after it has been reformed.

2. **Group work:**

Divide the students into groups and assign each group a section of the brochure (why protecting the environment matters, how to protect it, causes of pollution, and solutions to prevent pollution).

3. **Research and brainstorming:**

Have students research and brainstorm ideas related to each topic, using the Quranic verse as a guide to their reflections.

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Islamic Values Project

I can create a brochure about a Quranic verse that encourages protecting the environment.

Protecting our Environment

Verse for reflection:

﴿وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا ذَلِكُمْ خَيْرٌ لَّكُمْ إِن كُنتُمْ مُؤْمِنِينَ﴾ (الأعراف: ٨٥)

"And cause not corruption upon the earth after its reformation. That is better for you if you should be believers."

Task Instructions:

- 1 Understand the verse: Read and discuss this Quranic verse with your group to understand its message about taking care of the earth.
- 2 Research and plan: Divide the following topics among your group members. Each section will make up a part of your brochure:
 - Why protecting our environment matters: Explain why the verse emphasizes this responsibility.
 - How to protect the environment: List ways to maintain a clean and healthy environment, such



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4. Brochure design:

Students should design their brochure by organizing their information clearly. Encourage them to use visuals, bullet points, and direct quotes from the verse to make it more engaging.

5. Presentation:

Once the brochures are completed, ask each group to present their section to the class, explaining how it connects to the Quranic verse.

▪ Tips for Teachers:**◆ Interactive discussions:**

Ask students to reflect on how they can personally contribute to protecting the environment based on the teachings of the verse.

◆ Use real-life examples:

Encourage students to use examples of environmental issues from their local community or global concerns like deforestation, pollution, and climate change.

◆ Incorporate technology:

If possible, have students use online tools to design their brochures, which can make the process more engaging.

6. Assessment Criteria:

Students will be assessed on their understanding, teamwork, creativity, and presentation skills in the brochure project. The total score is 25 points.

1. Understanding of the Quranic Verse & Discussion (5 points)

◆ Clearly explains the meaning of the Quranic verse about protecting the earth.

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Islamic Values Project

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- ◆ Connects the verse to environmental responsibility in Islam.
- ◆ Provides thoughtful reflections on why protecting the environment is important.

2. Research & Critical Thinking (5 points)

- ◆ Uses relevant and well-researched information in their section.
- ◆ Identifies key causes of pollution and practical solutions to prevent it.
- ◆ Shows the ability to analyze environmental issues through an Islamic perspective.

3. Brochure Content & Organization (5 points)

- ◆ Includes all key sections: importance of protecting the environment, causes of pollution, ways to protect nature, and solutions.
- ◆ Organizes information clearly and effectively, making it easy to read.
- ◆ Uses direct quotes from the Quranic verse to support ideas.

4. Creativity & Visual Presentation (5 points)

- ◆ Uses engaging visuals, bullet points, and creative formatting to make the brochure appealing.
- ◆ Designs a brochure that is well-structured and visually attractive.
- ◆ Demonstrates originality in presenting the message.

5. Presentation & Teamwork (5 points)

- ◆ Each group member actively participates in the presentation.
- ◆ Clearly explains how their section connects to the Quranic verse.
- ◆ Shows collaboration and teamwork in organizing and presenting ideas.

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The Impact of Plastic Pollution

as recycling, conserving water, and planting trees.

- ◆ Causes of pollution: Identify common sources of pollution and how they harm the earth.
- ◆ Solutions to prevent pollution: Suggest actions everyone can take to reduce pollution.

Design the brochure:

- ◆ Make each topic clear and easy to read.
- ◆ Use images, bullet points, and short sentences to make the information engaging.
- ◆ Include quotes or short reflections on how the verse guides you to protect the environment.

- ◆ Present: Share your completed brochure with the class, explaining each section and how it relates to the verse.

Reflection: How can you apply this lesson to your daily life?

• **Bonus Opportunity (+2 points)**

◆ Groups that incorporate real-life examples (e.g., local environmental issues, global concerns) or use digital tools to design their brochures may earn extra points.

Lesson 3 Practice Book

1 Choose the correct answer:

- ◆ Read each sentence carefully and choose the correct answer.
- ◆ After students complete the task, review the answers with them.
- ◆ Encourage students to explain why they chose their answers.

★ **Answers:**

1 a) harmful.	4 c) Harmful.
2 a) food chain.	5 a) creatures.
3 a) sustainable.	6 b) reproduction.

2 Match the words to their meanings

- ◆ Review the vocabulary words and meanings with the class.
- ◆ Ask students to work individually or in pairs to match each word to its correct meaning.
- ◆ Encourage them to discuss why each word fits its definition.
- ◆ Once finished, go over the correct answers together and clarify any confusion.

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Task 1

Choose the correct answer :

- 1 Toxic chemicals are released into the water, which is..... to aquatic creatures.
 (A) harmful (B) helpful
 (C) natural (D) safe
- 2 Plastic pollution affects the....., harming animals at every level.
 (A) food chain (B) surface (C) ecosystem (D) trash bin
- 3 Some materials are..... because they can be reused for a long time.
 (A) sustainable (B) disposable (C) fragile (D) harmful
- 4 exposure to dangerous chemicals can cause health problems.
 (A) Limited (B) Valuable (C) Harmful (D) Quick
- 5 Protecting sea..... like turtles and fish is important for the environment.
 (A) creatures (B) chemicals
 (C) tools (D) currents
- 6 Pollution can interfere with the..... of animals, reducing their population.
 (A) movement (B) reproduction
 (C) strength (D) defense

★ **Answers:**

- 1 b) Important and needing careful attention
- 2 f) Tiny pieces of plastic harmful to the environment
- 3 e) Animals or living beings
- 4 a) The link between organisms, showing who eats whom
- 5 c) Dangerous substances that can harm health
- 6 d) The process of producing babies or offspring

③ *Language functions: Supply the missing parts in the following dialogue:*

▪ **Objective**

Students will practice conversation skills by completing a dialogue about the effects of plastic on the environment, developing both comprehension and speaking abilities.

▪ **Pre-Activity.**

1. Brainstorm questions: Students think of questions they might ask a science teacher about plastic pollution.

2. Vocabulary review: Introduce useful phrases like pollute, decompose, wildlife, reduce plastic use.

▪ **During activity**

1. Pair work: Students work with a partner to complete the missing parts of the dialogue.

2. Role-play: One student takes the role of the teacher, and the other plays the student.

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Task 2

Match the words to their meanings:

Word	Meaning
1 Serious	Ⓐ The link between organisms, showing who eats whom.
2 Microplastics	ⓐ Important and needing careful attention.
3 Creatures	ⓐ Dangerous substances that can harm health.
4 Food chain	ⓐ The process of producing babies or offspring.
5 Toxic chemicals	ⓐ Animals or living beings.
6 Reproduction	ⓐ Tiny pieces of plastic harmful to the environment.
	ⓐ To influence or change something.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

Task 3

Supply the missing parts in the following dialogue:

Ahmed and Ali are talking about the effect of plastic on the environment.

Student :(1).....?

Science Teacher: It can pollute our oceans, harm animals, and take hundreds of years to decompose.

Student: How does plastic affect wildlife?

Science Teacher:(2).....?

Student:(3).....?

Science Teacher: We can reduce our plastic use in everyday life.

- **Post-Activity**

2. Reflection: Students write one action they can take to help the environment.

▪ *Extension Activities*

2. Debate: students discuss whether banning plastic completely is a good idea or if there are better solutions.

★ Answers:

- 1 What are the effects of plastic on the environment?
- 2 It causes animals to get sick or die.
- 3 What can we do to solve this problem?

4 Writing

Task : Write a conclusion paragraph for the argumentative essay.

- **Objective:**

Students will be able to write a conclusion paragraph for an argumentative essay on "New trends for protecting the environment" by restating the thesis, summarizing key reasons, explaining the significance, and including a call to action.

Task 4

Write a conclusion paragraph for the argumentative essay about
"New trends for protecting the environment"

- 1 Restate the thesis in different words.
- 2 Summarize the key reasons you discussed.
- 3 Explain why the argument matters.
- 4 Include a call to action that encourages the reader to engage with the issue.

with the issue.

1. Introduction to Writing a Conclusion:

Explain to students that the conclusion is the final opportunity to reinforce their argument. A conclusion should restate the thesis, briefly summarize the key points, highlight the significance of the issue, and inspire the reader to act or think about the topic more deeply.

2. Review the Structure of a Conclusion Paragraph:

Discuss with students the structure of a conclusion paragraph, using the following components:

- ◆ Restatement of the thesis: Rephrase the main argument to remind the reader of your point.
- ◆ Summary of key reasons: Concisely recap the main reasons discussed in the essay.
- ◆ Significance of the argument: Explain why the topic is important and its broader impact.
- ◆ Call to action: Encourage the reader to take action or reflect on the topic's implications.

3. Interactive Task - Group Work:

Have students work in pairs or small groups. Provide them with the topic "New trends for protecting the environment," and ask them to write a conclusion paragraph using the steps outlined. They should focus on restating the thesis, summarizing key reasons, and ending with a motivating call to action. After completing their paragraphs, students can share them with the class or with another group for feedback.

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Task 4

Write a conclusion paragraph for the argumentative essay about "New trends for protecting the environment"

- 1 Restate the thesis in different words.
- 2 Summarize the key reasons you discussed.
- 3 Explain why the argument matters.
- 4 Include a call to action that encourages the reader to engage with the issue.

[illegible]

4. Interactive Extension Idea 1 - Peer Review:

- ◆ After students write their conclusion paragraphs, have them exchange their work with a partner for peer review.
- ◆ The reviewing student should check if the conclusion contains all key elements (restatement of the thesis, summary of reasons, explanation of significance, and a call to action).

5. Interactive Extension Idea 2 - Class Debate on Action Steps:

- ◆ After completing their conclusion paragraphs, have students engage in a class discussion or mini-debate about what actions individuals or governments should take to protect the environment.
- ◆ This can encourage critical thinking and make the conclusion-writing task more engaging.

6. Grammar Focus:

- ◆ Remind students to focus on clarity and conciseness in their writing.
- ◆ Emphasize the importance of strong, action-oriented verbs and simple sentence structures to make the conclusion impactful.

▪ Instructions for the Top Tips Section:

1. Restate the Thesis by putting it in different words to remind the reader of your argument.
2. Summarize Key Reasons without going into too much detail. Briefly mention the main points you discussed.

3. Explain the Significance by connecting the argument to broader concerns, like the future of the planet or community well-being.

4 . Include a Call to Action that motivates the reader to think about the topic or take specific action.

▪ ***Interactive Extension Ideas Recap:***

1. Peer Review: Have students exchange conclusion paragraphs for review, focusing on the structure and clarity.

2. Class Debate: Organize a class debate on specific environmental actions, encouraging students to use their conclusions to support their points.

★ **Answers:** Students' own answers.



Unit 8

Integrity

Featured skills

Reading: Recognizing the attitude of the author, belief and point of view.

Writing: A formal email of invitation.

Listening: Responding to specific details in a talk about integrity.

Speaking: Distinguishing between formal and informal expressions to use in a short speech.

Language focus: Relative and demonstrative & indefinite quantitative pronouns.

Islamic values project: Interpreting a Quranic Verse about the importance of integrity.

Essential Questions

Note: An essential question (EQ) prompts students to wonder, debate, and explore deeper answers. The answers that students give at the beginning of the unit may be different from those they have at the end, and that is okay! Students may have different opinions or positions on their answers to EQs. That's okay, too! What is important is that students are more curious about the topic and refining their answers as they learn through the unit.

◆ Begin the unit with a discussion to activate students' prior knowledge and stimulate curiosity. Ask the following questions aloud and encourage students to share their thoughts:

(EQ)

1. How does pollution affect our planet and its ecosystems?
2. What actions can we take to create a healthier environment for ourselves and future generations?

Facilitate a brief class discussion, ensuring all students have the opportunity to contribute. Write key ideas on the board to connect them to the unit's theme.

Lesson objectives:

●By the end of the lesson, students will:

- ◆ apply the meaning of unfamiliar vocabulary about the environment using definitions.
- ◆ read to identify persuasive language to convince the reader of an argument.
- ◆ use infinitive forms & gerund forms properly.
- ◆ use the correct words in the correct context.
- ◆ take part in a conversation using a variety of expressions to express preference in extended talk.
- ◆ write a conclusion paragraph for an argumentative essay.

• Vocabulary:

alternative (n.), exposure (n.), harmful (adj.), hidden (adj.), interfere (v.), natural fiber (n.), sustainable (adj.)

• Materials:

Student's Book - Practice Book.

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

▪ Objective:

To help students understand and use terms related to the environment, health, and materials.

① Read and Define the Words

- ◆ Pronounce each vocabulary word clearly (e.g., alternative).
- ◆ Ask students to repeat the word aloud. Break it into syllables if helpful (e.g., ex-po-sure).
- ◆ Emphasize correct stress and pronunciation.

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of the new target vocabulary about Integrity.
- ★ identify the attitude of the author.
- ★ speak to distinguish between formal and informal expressions to use in a short speech.
- ★ apply relative and demonstrative pronouns in meaningful sentences
- ★ organize key details about the "Hijri New Year Celebration" in a graphic organizer and write a clear, structured formal email invitation.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Integrity (n.)	Being and doing the right thing, even when no one is watching.
	Why is it important to have integrity in your actions?
Consistent (adj.)	Doing things the same way over time
	How can you be more consistent with your habits?

2 Complete the Definition

◆ Read the partial definition aloud, pausing to let students guess the missing word.

► **Example:** Another or choice. (answer: option)

◆ Encourage choral response or choose individual students to answer.

◆ Confirm and write the completed definition on the board.

3 Draw a Picture

◆ Ask students to draw a small, simple sketch that shows the word's meaning or an example of it.

► **Example:** For harmful, a student might draw a cigarette or polluted water.

4 Partner Discussion and Writing

◆ Pair students and have them discuss the prompt or question related to each word.

► **Example:** What is an alternative to using plastic bags?

◆ After the discussion, students write a short personal response in their notebooks using the vocabulary word if possible.

5 Reinforce Pronunciation

◆ Once all words have been introduced, review them aloud with the class.

◆ Have students repeat each word together and individually to build fluency and confidence.

6 Contextual Application

◆ Discuss how each word fits into real-life situations.

◆ Provide example sentences and ask students to create their own.

► **Example:** "Recycling is a sustainable habit that helps the planet."

Integrity in Islam: A Path to Excellence Lesson 1 Unit 8

Moral (adj.)	Knowing what's right and wrong and choosing to do..... What is a moral choice you've made recently?
Inner belief (n.)	A strong..... Inside about what's true or important to you. How does your inner belief guide your decisions?
Punishment (n.)	A consequence or..... for doing something wrong. What types of punishment do you think are fair?
Purity (n.)	Being clean....., or free from anything harmful or bad. Why do people value purity in different things, like water or character?

■ Vocabulary Words & Definitions

1. **Alternative (n.):** Another option or choice.
2. **Exposure (n.):** Coming into contact with something.
3. **Harmful (adj.):** Something that can cause damage or hurt.
4. **Hidden (adj.):** Something that is out of sight or hard to find.
5. **Interfere (v.):** To get in the way or disturb something.
6. **Natural fiber (n.):** Material from plants or animals used to make clothes, like cotton or wool.
7. **Sustainable (adj.):** Something that can last a long time without harming the environment.

■ Tasks for All Words

- ◆ Practice pronunciation aloud as a class.
- ◆ Draw a sketch that shows the word's meaning or an example.
- ◆ Discuss and write answers to the related prompt or question.
- ◆ Use the word in a sentence to show understanding.

★ **Answers:** option - contact - damage - sight - disturb -
Materials - last

● Reading comprehension

■ Objective:

Objective

Students will develop reading comprehension skills by identifying key points, understanding risks related to plastic use, and recognizing persuasive language in a text about plastic pollution.

Reading Comprehension

A Pre-Reading Questions:

- 1 In small groups, discuss what integrity means to you. Can you think of a time when you or someone you know acted with integrity? Share your thoughts.
- 2 Write down the following words: integrity, honesty, "fitrah," and ethical. Predict what each word might mean based on your prior knowledge and share with a partner?



B While-Reading Questions:

- 1 As you read, highlight or underline the key points related to integrity in Islam. Look for definitions, quotes from the Quran, and teachings of the Prophet Muhammad (PBUH).
- 2 In your notebook, write down examples from the text that illustrate how integrity is important in the life of a Muslim.

Integrity in Islam

Integrity means being consistent in what we do, what we believe, and how we act. It is about always doing the right thing, no matter the situation or who is watching. Integrity includes being honest and truthful and sticking to moral values. A person with high integrity acts this way because of their inner beliefs, not out of fear of punishment or the hope of reward. This inner strength helps them make good choices, even when things get tough.

In Islam, integrity is closely related to the idea of "fitrah," which means the natural state of purity. Acting with integrity means going back to the pure and honest state that Allah created us in. Allah says in the Quran (30:30): "Set your face to the religion of Islam in sincerity, which is Allah's 'fitrah' upon which He created mankind. There is no change in the creation of Allah." This verse reminds us that ethical behavior is part of who we are

■ **Pre-Reading:**

1. Activate prior knowledge:

Ask students to brainstorm what they already know about plastic pollution. Write key ideas on the board.

2. Discussion:

Have students share their responses to the pre-reading questions with a partner or in small groups before writing their answers.

3. Predicting:

Encourage students to predict what they might learn from the text based on the title and the first paragraph.

■ **While-Reading:**

1. Guided reading:

Read the text aloud or have students read in pairs. pause after key sections to discuss.

2. Highlighting:

Instruct students to use a highlighter to mark key information related to plastic risks and alternatives.

3. Graphic organizer:

Have students fill in the organizer by writing three key points about plastic risks and three examples of persuasive language.

★ **Sample answers for graphic organizer:**

<i>Key points about plastic risks</i>	<i>Persuasive language examples</i>
1 BPA in plastic can affect hormones and cause health problems. 2 Microplastics can enter our food and water, possibly harming our health. 3 Plastic pollution damages the environment and marine life.	1 "plastic may be convenient, but it's important to be aware of its potential risks." 2 "by making smart, eco-friendly choices, we can reduce our exposure to harmful plastics." 3 "Let's work together to embrace safer, more sustainable alternatives!"

■ Post-Reading:

- 1. True/False discussion:** After students complete the true/false activity, encourage them to justify their answers with evidence from the text.
- 2. Group brainstorming:** Have students discuss ways to reduce plastic use in their community and present their ideas to the class.
- 3. Future impact reflection:** Ask students to write a short paragraph on how reducing plastic today will impact future generations.

Integrity in Islam: A Path to Excellence Lesson 1 Unit 8

as humans and is very important for reaching our purpose in life. The Prophet Muhammad (PBUH) also taught us about the importance of integrity. In a hadith narrated by Abu Hurairah, the Prophet said, "Those who were best before Islam are the best in Islam if they understand religious knowledge." This shows that people who have strong moral values before becoming Muslim will become even better by following the teachings of Islam.

In another hadith, the Prophet (PBUH) compared people to metals. He said those with good character are like precious metals, such as gold and silver. This shows that someone with strong integrity can grow and make their character stronger by following Islam and believing in Allah.

In summary, acting with integrity is key to living a good and moral life. It shows our commitment to Allah and helps guide us in our daily choices and how we interact with others.

■ Post-Reading Questions:

Fill in the blanks with the correct words:

moral	fitrah	truth	integrity	honest

- Acting with means always doing the right thing, no matter the situation.
- In Islam, ... refers to the natural state of purity that Allah created in every human.
- A person with integrity is and truthful, even when no one is watching.
- The Prophet Muhammad (PBUH) emphasized the importance of having strong values.

■ Discuss the following questions with a partner.

- How can viewing integrity as inner strength affect your daily actions?
- What key point does the author make about the importance of integrity? Support with text evidence.
- How does the author connect integrity to Islamic teachings? Provide examples from the text.

★ Answers:

- ① true ② true ③ false ④ false ⑤ true

■ Interactive Teaching Tips

- ◆ **Role play:** Assign students roles (scientist, environmental activist, business owner, consumer) and have them debate the use of plastics.
- ◆ **Think-Pair-Share:** After reading, have students think of a question they still have about plastic pollution, discuss with a partner, then share with the class.

■ Extension activities

- 1. Class pledge:** Students create a class pledge to reduce plastic use, including actions they will take at home and school.
- 2. Poster project:** Students design posters promoting alternatives to plastic, using persuasive language and visuals.

● Vocabulary Practice

Task 1: Match each word to its definition:

- ◆ Read each vocabulary word aloud to the class.
- ◆ Ask students to read all the definitions silently.
- ◆ Instruct students to draw lines or write the matching letter next to each word.
- ◆ After matching, review the correct answers together and briefly discuss each word and its meaning.
- ◆ (Optional) Ask students to use one or two words in a sentence to check comprehension.

Unit 8
Lesson 1 Integrity in Islam: A Path to Excellence

Vocabulary Practice

Match each word to its definition:

word	definition
1 Integrity	A Relaxed to right and wrong behavior.
2 Consistent	B penalty for doing something wrong.
3 Purity	C A personal value that guides your actions.
4 Inner belief	D Being honest and having strong moral principles.
5 Punishment	E Related to emotion.
6 Moral	F The state of being uncleaned or clean.
	G Always behaving or performing in the same way.

Grammar

I can use relative pronouns and demonstrative pronouns correctly.

Relative pronouns and demonstrative pronouns

Relative pronouns introduce clauses that provide additional information about a noun. They act as a bridge between two clauses, connecting them and adding context.

Here are the most common relative pronouns:

- ▶ **who:** Refers to people.
Example: The woman who lives next door is a doctor.
- ▶ **whom:** Also refers to people, but is used in more formal contexts, often as the object of a verb or preposition.
Example: The student whom I helped yesterday is very bright.
- ▶ **whose:** Indicates possession, referring to people or things.
Example: The man whose car broke down is waiting for a tow truck.
- ▶ **which:** Refers to things or animals.
Example: The book which I'm reading is very interesting.
- ▶ **that:** Can refer to people, things, or animals, and is often used in defining relative clauses.
Example: The pizza that I ordered is delicious.

■ Tips for Teachers:

- ◆ **Pre-teaching vocabulary:** Before starting the activity, introduce the key vocabulary words using visuals or real-life examples. This will help students connect the words to concrete ideas.
- ◆ **Pair or group work:** Have students work in pairs or small groups to match the words and definitions. This encourages discussion and helps students share their understanding.
- ◆ **Check understanding:** After completing the task, ask students to give examples of how they can use each word in a sentence or real-life situation.

★ Answers:

- 1 d 2 h 3 f 4 e 5 b 6 c 7 a

● Grammar

■ Objective:

Students will practice identifying and using the infinitive form of verbs in sentences, applying their understanding of infinitives in different contexts.

1. Introduce the Grammar Concept (Infinitive Form):

- ◆ Explain to students that the infinitive form is the base form of a verb, usually preceded by "to" (e.g., to eat, to run, to think).
- ◆ Discuss the different uses of the infinitive form:
 - ▶ As a subject ("To swim is fun.")
 - ▶ As an object ("I want to go.")
 - ▶ As a complement after a BE verb ("Her dream is to travel.")
 - ▶ As an adjective or adverb ("She studies hard to succeed.")
- ◆ Point out that some verbs are followed by an infinitive, like "agree," "hope," "plan," and "decide."

2. Task 1: Identifying Infinitives

- ◆ Instruct students to carefully read each sentence and underline the infinitive form of the verb.
- ◆ Explain that the infinitive is always the verb that comes after "to" and is usually in its base form.
- ◆ After completing the task, review the answers as a class and discuss the role of infinitives in each sentence.

3. Task 2: Creating Sentences

- ◆ Ask students to use each of the provided infinitives in their own sentences. Encourage them to think about the different ways they can use infinitives (e.g., as subjects, objects, or complements).

Unit 8 Lesson 1 Integrity in Islam: A Path to Excellence

Vocabulary Practice

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Example: The student whom I helped yesterday is very bright.

• **whose:** Indicates possession, referring to people or things.

Example: The man whose car broke down is waiting for a tow truck.

• **which:** Refers to things or animals.

Example: The book which I'm reading is very interesting.

• **that:** Can refer to people, things, or animals, and is often used in defining relative clauses.

Example: The pizza that I ordered is delicious.

◆ After students complete their sentences, allow them to share with a partner or the class for peer feedback.

■ **Top Tips for Teachers:**

- ◆ Emphasize that infinitives often appear after certain verbs (e.g., "want," "hope," "decide") and may sometimes act as the subject of the sentence.
- ◆ Remind students that the infinitive form is always used with "to," but sometimes it is difficult to know which verbs are followed by an infinitive. You can give students a list of common verbs that are followed by an infinitive to help them.
- ◆ Encourage students to practice using the infinitive form in a variety of ways by changing the structure of their sentences (e.g., from subject to object).

■ **Interactive Ideas for Tasks:**

1. **Group Sentence Creation:**

Divide students into small groups and assign each group a verb that is commonly followed by an infinitive (e.g., want, plan, decide). Each group must create and share five sentences using that verb and the infinitive form.

2. **Infinitive Charades:**

In pairs, students act out sentences using infinitives, while their partner guesses the verb and infinitive combination. For example, one student might act out "to travel" (pretending to pack a suitcase), and the other guesses the correct infinitive.

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◆ **Demonstrative pronouns** point to specific things or people. They help to identify and distinguish between objects or individuals.

Here are the common demonstrative pronouns:

◆ **this:** Refers to something close to the speaker.

Example: *This is my favorite pen.*

◆ **that:** Refers to something farther away from the speaker.

Example: *That is the Eiffel Tower.*

◆ **these:** Refers to plural things close to the speaker.

Example: *These are my new shoes.*

◆ **those:** Refers to plural things farther away from the speaker.

Example: *Those are my classmates.*

Key differences

- ◆ Relative pronouns: Connect clauses and provide additional information.
- ◆ Demonstrative pronouns: Point to specific things or people.
- ◆ By understanding the roles of these pronouns, you can use them effectively to enhance your writing and communication skills.

Task 1

◆ Choose the correct relative pronoun (who, whom, whose, which, that) to complete the sentences.

- 1 The boy won the race is in my class.
- 2 The book I'm reading is very interesting.
- 3 She's the person car broke down yesterday.
- 4 The movie we watched last night was fantastic.
- 5 That's the teacher everyone admires.

Task 2

◆ Choose the correct demonstrative pronoun (this, that, these, those) to complete the sentences.

- 1 are the flowers I picked from the garden.
- 2 Can you pass me book on the table?
- 3 is my favorite painting in the museum.
- 4 shoes belong to my brother.
- 5 are the cookies I baked this morning.

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Task 3

◆ Combine the two sentences into one by using the correct relative pronoun.

- 1 I met a man. He is a famous scientist.
I met a man is a famous scientist.
- 2 The cake was delicious. We ate it yesterday.
The cake we ate yesterday was delicious.
- 3 There's the dog. Its owner lives next door.
There's the dog owner lives next door.

Writing

I can collect the key details about the "Hijri New Year Celebration" and organize them in a graphic organizer for a formal invitation.

Writing a Formal Email Invitation

Purpose: Formal invitation emails are used for professional events (e.g., conferences, weddings) and should be clear, polite, and include essential details.

Structure:

- 1 **Subject Line:** Clearly state the purpose.
Example: *Invitation to the Annual Charity Gala – November 2024*
- 2 **Salutation:** Use a formal greeting.
Example: *Dear Mr. Smith,*
- 3 **Opening Sentence:** State the invitation's purpose.
Example: *We are pleased to invite you to our Annual Charity Gala on November 12, 2024.*
- 4 **Event Details:** Provide date, time, location, and purpose.
Example: *The event will be at The Grand Ballroom, City Centre, starting at 7:00 PM.*
- 5 **Responding Information:** Specify how to confirm attendance.
Example: *Please RSVP by November 5th via email or phone number.*
- 6 **Closing Remark:** End politely.
Example: *We look forward to your presence.*
- 7 **Signature:** Sign off with your name and position.
Example: *Sincerely, [Your Name], [Your Position]*

Event research: Gather key details: event purpose, date/time, venue, special guests, dress code, and RSVP instructions. This ensures your invitation is complete and professional.

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★ **Answers:**● **Task 1:**

- 1 to study 2 to win 3 to learn 4 to apologize 5 to travel

● **Task 2: (Examples of sentences students might write):**

- 1 I want to learn how to cook new recipes.
 2 She hopes to finish her homework before the weekend.
 3 They decided to travel abroad for their vacation.
 4 He needs to practice his piano skills every day.
 5 I will try to remember all the vocabulary words for the test.

● **Writing**

Task: Choose a thesis statement and compose an introduction paragraph of an argumentative essay.

■ **Objective:**

Students will practice selecting a thesis statement and composing an introduction paragraph for an argumentative essay, following a clear structure to create a compelling argument.

Unit 8 Lesson 1 Integrity in Islam: A Path to Excellence

Task 3

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 I met a man is a famous scientist.

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 Example: Sincerely, [Your Name], [Your Position]

Event research: Gather key details: event purpose, date/time, venue, special guests, dress code, and RSVP instructions. This ensures your invitation is complete and professional.

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1. **Introduce the Topic of Argumentative Essays:**

- ◆ Explain that in an argumentative essay, the goal is to present a clear position on a topic and support it with evidence. The introduction is important because it sets up the argument and grabs the reader's attention.
- ◆ Discuss the components of a strong introduction:
 - ▶ Hook: A statement that catches the reader's attention.
 - ▶ Background Information: Context that helps the reader understand the issue.

- ▶ Thesis Statement: A concise statement of the main argument, which will guide the rest of the essay.

2. Teaching Thesis Statement:

- ◆ Emphasize that a good thesis should be:
 - ▶ Specific (clearly stating the argument),
 - ▶ Debatable (presenting a position others may challenge),
 - ▶ Focused (addressing a particular aspect of the topic).
- ▶ Show the example thesis statement:
 "Immediate action to combat climate change is essential for ensuring a sustainable future for our planet." Break down why this is a good thesis.

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Use a graphic organizer:

To organize the details for the formal email, use a graphic organizer.

Here's an example of the sections you can fill out:

Details	Notes
Event Name	
Date and Time	
Venue	
Purpose	
Special Guests	
Dress Code	
RSVP Information	
Additional Information	

Task1

Collect all the necessary details to fill in a graphic organizer based on the following outline for the "Hijri New Year Celebration"

- 1 Event purpose
- 2 Date and time
- 3 Venue
- 4 Special guests
- 5 Dress code
- 6 RSVP information

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3. Writing the Introduction Paragraph:

- ◆ Walk students through the structure of an introduction paragraph. Start with a hook to grab attention (a fact, a question, or a shocking statement), provide some background information to set the stage for the topic, and then conclude with a clear thesis statement.

4. Task Instructions:

- ◆ For Task 1, students will write an introduction paragraph based on the provided thesis statement about the impact of plastic products on the environment. Encourage them to:
 - ◆ Start with a hook related to the topic.
 - ◆ Provide brief background information about the environmental effects of plastic.
 - ◆ End with the thesis statement.

5. Interactive Task Ideas:

- ◆ Peer Feedback: After writing their introductions, students can exchange paragraphs with a partner to give constructive feedback on the clarity and structure of the thesis statement and the overall introduction.
- ◆ Group Discussion: Have students discuss their hooks with the class, then collaboratively choose the best hook for a class-wide introduction.

▪ Top Tips for Teachers:

- ◆ Focus on how a good hook can make the reader want to continue reading. Encourage students to start with surprising facts or questions.
- ◆ Remind students that the thesis statement must be clear and strong, as it will be the main argument they will defend in their essay.
- ◆ Encourage students to use transition phrases when moving from the hook to background information and from background information to the thesis.

▪ Extension Ideas:**1. Argumentation Practice:**

Have students write three different thesis statements on the same topic and choose the one they feel is the strongest. This will help them understand the importance of focusing their argument.

2. Interactive Essay Mapping:

Students can use graphic organizers to map out their essay before writing. They will outline their introduction, body paragraphs, and conclusion, ensuring that their thesis statement is well-supported.

★ **Answers:** Students' own answers.

Lesson 1 Practice Book

1 Fill in the gaps sentences using the provided words:

1. Provide students with the list of vocabulary words and the incomplete sentences.
2. Ask them to complete the sentences by selecting the correct word for each gap.
3. Review the answers together, ensuring students understand the context of each word.

Interactive Tips:

- ◆ Encourage students to use context clues from the sentences to predict the meaning of each word before filling in the gaps.
- ◆ Discuss the meaning of each word and provide additional examples of how they can be used.

Extension:

- ◆ Have students write their own sentences using the vocabulary words to demonstrate understanding.

★ Answers:

1 natural fiber	2 alternative	3 exposure
4 harmful	5 hidden	6 interfere

Unit
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Integrity in Islam: A path to Excellence Brain

Lesson 1

Task 1

Fill in the gaps in the following passage using the provided words:
punishment - inner belief - consistent - integrity - purity - selfish - moral

A person with strong (1) is respected by others because they stay true to their values. They are (2) in their actions, always doing what is right and fair. This shows their deep (3) values, which guide their decisions. Their (4) gives them the strength to make tough choices, even when it's difficult. They avoid things that might harm their (5) or honesty. If someone breaks these principles, they may face (6) for their actions.

Task 2

Match each Word to its opposite:

Word	Opposite
1 Integrity	A Immoral.
2 Consistent	B Doubt.
3 Moral	C Dishonesty.
4 Inner belief	D Corruption.
5 Purity	E Legal.
6 Punishment	F Reward.
	G Unreliable.

1.(.....) 2.(.....) 3.(.....) 4.(.....) 5.(.....) 6.(.....)

2 Match each word to its antonym :

1. Provide the students with a list of vocabulary words and their corresponding antonyms.
2. Ask students to match each word with its opposite.
3. Review the answers and clarify any confusion regarding the antonyms.

● Interactive Tips:

- ◆ Encourage students to think of the meaning of each word to help them identify the antonym.
- ◆ To make it interactive, you could ask students to create their own antonym pairs using other vocabulary words they've learned.

● Extension:

Ask students to form sentences using the words and their antonyms to deepen their understanding of both words.

★ Answers:

- 1 Alternative - Traditional
- 2 Exposure - Protection
- 3 Harmful - Safe

- 6 Sustainable - Unsustainable
- 5 Natural Fiber - Man-made
- 4 Hidden - Visible

Task 3**Choose the Correct Answer:**

- 1 This is the book I was telling you about.
A who B that C whom D whose
- 2 Identify the sentence with a demonstrative pronoun:
A I enjoyed reading that story.
B Those are my favorite kinds of flowers.
C This jacket belongs to him.
D All of the above.
- 3 Which of the following uses the incorrect demonstrative pronoun?
A This are my shoes.
B That is a lovely painting.
C These cookies are freshly baked.
D Those books belong to the library.
- 4 The girl won the contest is my cousin.
A which B who C whom D whose
- 5 are the best apples I've ever tasted.
A These B Then C This D That
- 6 What is the function of "whom" in this sentence? "The teacher, whom everyone respects, received an award."
A Subject of the clause. B Object of the clause.
C Demonstrative pronoun. D Possessive pronoun.

Task 4**Correct the underlined mistakes in the following sentences:**

- 1 Those is my favorite movie of all time.

3 Choose the correct answer:

• **Objective:**

Students will practice identifying and correctly using the infinitive form of verbs in sentences.

1. Introduce the Concept of the Infinitive Form:

- ◆ Remind students that the infinitive form of a verb is the base form, typically preceded by "to" (e.g., to eat, to play, to read).
- ◆ Explain that some verbs are followed by the infinitive, while others are followed by a gerund (verb+ing). This is important for forming correct sentences.

2. Task Instructions:

- ◆ For Task 3, students will need to choose the correct infinitive form from the options provided.
- ◆ Encourage students to pay attention to the verb in the sentence, as it will guide their choice of infinitive form.
- ◆ Remind them that some verbs are commonly followed by the infinitive form (e.g., plan, hope, want), while others are followed by a gerund (e.g., enjoy, like, love).

3. Task Review:

- ◆ After completing the task, review the answers with the students, explaining why the correct choice was made. Discuss any common mistakes.

• **Top Tips for Teachers:**

- ◆ Help students remember that verbs like "enjoy" and "like" are followed by a gerund (e.g., "I enjoy reading"), while verbs like "want" and "need" are followed by the infinitive (e.g., "I want to read").
- ◆ Explain that some verbs can take both forms, but the meaning may change slightly (e.g., "I stopped smoking" vs. "I stopped to smoke").

◆ Encourage students to use context clues to help them determine whether the verb needs a gerund or infinitive.

● *Interactive Ideas for Tasks:*

1. *Verb Charades:*

Have students act out verbs while their classmates guess if they are followed by a gerund or an infinitive. For example, a student might pretend to "hope" by miming a wish, and the others would guess whether it's followed by a gerund or infinitive in a sentence.

2. *Group Sentence Creation:*

Divide students into small groups and assign each group a different verb. Ask them to create a sentence using the correct form (infinitive or gerund). Afterward, have the groups share their sentences with the class.

★ *Answers:*

- 1 c) 2 c) 3 b) 4 c) 5 a) 6 c)

④ *Correct the underlined mistakes in the following sentences:*

● *Objective:*

Students will practice identifying and correcting errors with the use of the infinitive form of verbs.

Instructions for Teachers:

Unit 8 Integrity in Islam: A path to Excellence Brain

- 1 The car whose I borrowed broke down on the highway.
- 2 These was the answer I had been looking for.
- 3 The book, that is on the table, is hers.
- 4 That are the shirts I bought yesterday.
- 5 The boy which you saw is my brother.

Task 5

Read the following text then answer questions:

In Islam, integrity is a fundamental value, closely tied to morals and inner belief. A person with integrity upholds truthfulness, honesty, and fairness in all aspects of life. These values are deeply rooted in Islamic teachings, emphasizing that actions should align with the guidance of the Qur'an and Hadith. Integrity reflects one's inner belief in the teachings of Islam, demonstrating sincerity in faith and practice. Islam teaches that dishonesty and corruption are severe offenses, and those who fail to act with integrity face punishment, both in this life and the hereafter. Upholding integrity is not only a matter of personal character but it is also crucial for building trust within society and ensuring justice.

④ Answer the following questions:

- 1 How does integrity influence a Muslim's daily life and decisions?
.....
- 2 How should Muslims actions be?
.....
- 3 Why is integrity considered essential for society?
.....

1. Introduce the Task:

- ◆ Explain to students that sometimes the infinitive form is used incorrectly in sentences. For example, after certain verbs, students might mistakenly use the gerund instead of the infinitive, or vice versa.
- ◆ Review that after some verbs (like "decide," "hope," "plan"), the infinitive form is needed (e.g., "decide to go," "hope to see"). Discuss other verbs that may require a gerund (e.g., "enjoy," "love," "look forward to").

2. Task Instructions:

- ◆ In Task 4, students will read sentences with mistakes and need to correct them.
- ◆ Encourage students to identify the verb in each sentence and determine whether it needs the infinitive or the gerund form. They should think about the verb's usage rules to make the correction.

3. Interactive Task Ideas:

- ◆ **Peer Review:** Let students pair up and check each other's answers, discussing why the correction was made and sharing any mistakes.

- ◆ **Sentence Scramble:** Write the incorrect sentences on the board, scramble the words, and ask students to correct them as a class.

• Top Tips for Teachers:

- ◆ Emphasize the difference between verbs that are followed by the infinitive (e.g., "decide to," "hope to," "plan to") and those that require a gerund (e.g., "enjoy," "look forward to," "love").
- ◆ Provide examples to reinforce this rule before the task (e.g., "I plan to study," "They love playing games").

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- ① The car whose I borrowed broke down on the highway.
- ② These was the answer I had been looking for.
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Answer the following questions:

- ① How does integrity influence a Muslim's daily life and decisions?
.....
- ② How should Muslims actions be?
.....
- ③ Why is integrity considered essential for society?
.....

◆ Encourage students to re-read the sentence after correcting it to ensure that the change makes sense in context.

★ Answers:

- ① She decided to go to the party.
- ② I would love to visit that museum.
- ③ They are looking forward to meeting her.
- ④ He plans to take a trip to Paris.
- ⑤ We need to study for the final exam.
- ⑥ I hope to see you at the concert.

⑤ Reading comprehension:

● Objective

Students will develop reading comprehension skills by identifying the harmful effects of plastic, exploring alternatives, and discussing ways to reduce plastic dependence.

● Pre-Activity

1. **Activate prior knowledge:** ask students to brainstorm what they already know about plastic's effects on health and the environment.
2. **Prediction:** based on the title and first sentence, have students predict what the text will discuss.
3. **Vocabulary preview:** introduce key terms like toxic chemicals, microplastics, decompose, biodegradable, sustainable.

● During- Activity:

1. **Silent reading:** students read the passage independently while underlining key information.
2. **Guided reading:** read the text aloud, pausing to discuss important points.

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Unit
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- ④ What does falsehood lead to?
.....
- ⑤ How should the Muslim life be?
.....
- ⑥ Choose the correct answers:
④ Muslim should be truthful in
 (A) actions (B) words (C) intention (D) a, b & c
- ⑦ What does the underlined pronoun(they) refer to?
 (A) Muslims (B) words (C) intentions (D) actions

Task 6

Write a formal email with all five parts to invite an important government official to the "The Night of Isra and Mi'raj Celebration."

Ensure your email includes the following sections:

- ④ Subject line
- ④ Salutation
- ④ Opening sentence
- ④ Event details
- ④ Responding to information and closing

3. Note Taking: students list harmful effects of plastic and alternative materials mentioned in the text.

● **Post- Activity**

1. Pair discussion: students compare their answers to the comprehension questions with a partner.
2. Whole-class review: discuss answers together, allowing students to justify their responses using the text.
3. Application: students suggest one action they can take to reduce plastic use in their own lives.

● **Extension Activities**

1. Research Project: students investigate a country's policy on plastic waste and present their findings.
2. Poster Campaign: students design posters promoting alternatives to plastic.

★ **Answers:**

- 1 It is harmful to health and the environment.
- 2 e glass, paper, and biodegradable products because they are safer and decompose faster.
- 3 Individuals can reduce plastic use by choosing reusable bags and containers.
- 4 It can leak toxic chemicals into food
- 5 Glass

The Pillars of Integrity: Building Character

- 1 What does falsehood lead to?
.....
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6 Writing:

Task: Use the following thesis statement about “New trends for protecting the environment” to write an introduction paragraph. Follow the structure outlined mentioned in your students’ book.

● Objective:

Students will practice writing an introduction paragraph for an argumentative essay, focusing on crafting a strong thesis statement and structuring their introduction.

1. Introduce the Task:

- ◆ Begin by explaining the importance of a clear and engaging introduction in an argumentative essay. The introduction should catch the reader’s attention, provide necessary background information, and end with a clear thesis statement that outlines the main argument.
- ◆ Remind students that the thesis statement clearly expresses the main point they want to argue and should be specific, debatable, and focused on a particular aspect of the topic.

2. Task Instructions:

- ◆ In Task 6, students will use the provided thesis statement to write an introduction paragraph.
- ◆ The structure for the introduction should include:
 - ▶ Hook: A sentence that grabs the reader’s attention, which could be a fact, statistic, or a thought-provoking question related to environmental protection.

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8

1 What does falsehood lead to?

2 How should the Muslim life be?

3 Choose the correct answers:

4 Muslim should be truthful in

a actions b words c intention d a, b & c

5 What does the underlined pronoun(they) refer to?

a Muslims b words c intentions d actions

Task 6

Write a formal email with all five parts to invite an important government official to the “The Night of Isra and Mi’raj Celebration.” Ensure your email includes the following sections:

1 Subject line

2 Salutation

3 Opening sentence

4 Event details

5 Responding to information and closing

- ▶ **Background Information:** A brief explanation of why protecting the environment is important or why this topic is relevant today.
- ▶ **Thesis Statement:** The provided thesis statement, which clearly outlines the methods to protect the environment.
- ◆ Encourage students to keep their introduction clear and concise, providing just enough background to set up the argument without going into too much detail.

● ***Interactive Task Ideas:***

- ◆ ***Group Brainstorming:*** Before students begin writing, have them work in pairs or small groups to brainstorm ideas for the hook or background information related to environmental protection.
- ◆ ***Peer Review:*** After students write their paragraphs, have them swap with a partner to check each other's work, focusing on whether the thesis statement is clear and if the background information makes sense.

● ***Top Tips for Teachers:***

- ◆ Remind students that the thesis statement is a clear, debatable position that will guide the rest of the essay.
- ◆ Encourage students to think about the “why” and “how” behind their topic (e.g., “Why are new trends for protecting the environment important?” and “How can they make a difference?”).
- ◆ Be sure that students understand that the hook should be attention-grabbing but not overly detailed—just enough to make the reader interested.

★ **Answers:** Students’ own answers.

Lesson objectives:**•By the end of the lesson, students will:**

workplace using pictures.

- ◆ read to reflect on challenges to belief and point of view.
- ◆ use the correct words in the correct context.
- ◆ distinguish between formal and informal expressions to use in a short speech.
- ◆ draft a formal email with all 5 parts to invite an important person to the event.

• Vocabulary:

wallet (n.), document (n.), overhead (adv), uneasy (adj.), accountability (n.), inspire (v.)

• Materials:

Student's Book - Practice Book

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Unit 8 Lesson 2 The Pillars of Integrity: Building Character

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of unfamiliar target words about integrity at the workplace using pictures.
- ★ read to reflect on challenges to belief and point of view.
- ★ use the correct words in the correct context.
- ★ distinguish between formal and informal expressions to use in a short speech.
- ★ draft a formal email with all 5 parts to invite an important person to the event.

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Wallet (n.)	A small..... for holding money, cards, and IDs. What do you usually keep in your wallet?

Document (n.)	A paper or..... that has important information. Why is it important to keep a document safe?

▪ **Objective:**

To enhance understanding of common terms related to responsibility, financial matters, and emotional responses.

1 **Read and define the words**

1. Pronounce each vocabulary word clearly (e.g., wal-let).
2. Ask students to repeat the word after you to ensure correct pronunciation. Break it into syllables if needed.

2 **Complete the definition**

1. Read the partial definition aloud, leaving a blank for students to fill in using the correct vocabulary word.

► **Example:** A small for holding money, cards, and IDs. (Answer: wallet)

2. After students guess the missing word, confirm the correct answer with a choral response.

3 **Draw a picture**

1. Ask students to draw a quick, simple image that represents the meaning of the word.

Example: For wallet, students can draw a small purse or money holder.

4 **Partner discussion and writing**

1. Pair students and ask them to discuss the prompt or question using the vocabulary word in context.

- **Example:** What do you usually keep in your wallet?
2. Students will write their responses after the discussion.

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Overhead (adv)	To be..... something. What things might you see overhead if you look up?
Feel Uneasy (vp.)	To feel worried or..... What situations make you feel uneasy?
Accountability (n.)	Taking responsibility for your..... How do you show accountability in your daily life?
Inspire (v.)	To make someone feel excited or..... to do something To make someone feel excited or motivated to do something

5 Reinforce pronunciation

1. Review the pronunciation of each word.
2. Have students repeat each word aloud, making sure they pronounce it clearly.

6 Contextual application

1. Discuss how each word is used in real-life contexts to reinforce understanding.
2. Provide example sentences and ask students to create their own.

Example: "I lost my wallet at the park, but someone returned it."

■ Tasks for All Words

- ◆ Practice pronunciation aloud.
- ◆ Draw a simple picture for each vocabulary word.
- ◆ Discuss each prompt with a partner and write responses in a notebook.
- ◆ Use each word in a sentence during class review.

■ Words & Definitions:

1. Wallet- A small case for holding money, cards, and IDs.
2. Document- A paper or digital file that has important information.
3. Overhead (v)- To be above something.
4. Feel Uneasy - To feel worried or uncomfortable.
5. Accountability - Taking responsibility for your actions.
6. Inspire - To make someone feel excited or motivated to do something.

★ Answers:

case - digital file - above - uncomfortable - actions - motivated

Overhead (adv)	To be..... something. What things might you see overhead if you look up?
Feel Uneasy (vp.)	To feel worried or..... What situations make you feel uneasy?
Accountability (n.)	Taking responsibility for your..... How do you show accountability in your daily life?
Inspire (v.)	To make someone feel excited or..... to do something To make someone feel excited or motivated to do something

• Reading Comprehension

▪ Objective:

Students will analyze and understand the concept of integrity by identifying key examples in Sara's story and relating them to their own experiences, improving comprehension and critical thinking skills.

▪ Pre-Reading Tasks:

1. Personal connection discussion:

- ◆ Ask students to think of a time when they had to make an honest choice. Encourage them to share their stories with a partner, family member, or small group.

- ◆ Guide the discussion with prompts like, "What made it hard or easy to make the choice?" or "What was the outcome of your decision?"

2. Character analysis brainstorming:

- ◆ Ask students to think of a character from a book or movie who shows integrity. Have them identify specific actions or decisions that reveal the character's values and how those actions impacted others.

- ◆ Allow students to share examples with the class or in pairs, connecting the idea of integrity to well-known stories.

- ◆ **Tip for teachers:** Use visuals, such as a chart comparing examples of integrity in real life versus fictional scenarios, to help students brainstorm.

Unit 8 Lesson 2 The Pillars of Integrity: Building Character

Reading Comprehension

A Pre-Reading Questions:

1 Think of a time when you had to make an honest choice. Share your story with a friend or family member.

2 Think about a character from a book or movie who shows integrity. What actions did they take that revealed their strong values? How did this impact others around them?



B While-Reading Questions:

1 As you read about Sara, highlight or jot down the moments when she demonstrates integrity. How does she handle different situations? What qualities do you notice in her actions?

2 Discuss with a partner how Sara's actions compare to what you think integrity looks like in real life. Do you think it's easy or difficult to act with integrity? Why?

Everyday Acts of Integrity: Sara's Story

In a small town, there lived a girl named Sara, known for her strong sense of integrity. One afternoon, while helping her mother at the local market, she noticed a woman drop her wallet. Instead of pocketing it, Sara picked it up and called out, "Excuse me! You dropped this!"

The woman turned, her eyes widening with gratitude. "Thank you! This wallet has all my important documents," she said, relief evident in her voice.

As Sara continued her day, she overheard her classmates discussing a group project. They were planning to take credit for work that wasn't theirs. They were copying work from another group. Sara felt uneasy. She understood that integrity meant being honest, even when it was difficult.

▪ **While-Reading Tasks:****1. Highlighting moments of integrity:**

- ◆ Provide students with copies of Sara's story and highlighters. Ask them to mark key moments where Sara demonstrates integrity (e.g., returning the wallet, speaking up about the group project, owning up to the broken window).
- ◆ Have them jot down short notes in the margins about how her actions reflect integrity.

2. Partner comparison discussion:

- ◆ Pair students and ask them to discuss how Sara's actions compare to what they believe integrity looks like in real life.
- ◆ Encourage them to debate whether acting with integrity is always easy and share examples of challenges they might face.

★ **Answers:****Highlighted moments in the story:**

- ◆ Returning the wallet to the woman.
- ◆ Speaking up about honesty in the group project.
- ◆ Admitting to breaking the window and offering to help with repairs.

- ◆ **Tip for teachers:** Model the first example by reading aloud the part about returning the wallet and explaining why it demonstrates integrity.

During their next group meeting, Sara spoke up. "I think we should acknowledge everyone's contributions. It's important to be truthful about our work," she asserted. Her friends looked surprised but eventually recognized the value of her perspective.

One day, while playing soccer, Sara accidentally broke a neighbor's window. Instead of running away, she went to the neighbor's house. "I'm really sorry for breaking your window. I'll help pay for the repairs," she said, sincerely in her tone.

The neighbor appreciated Sara's honesty. "Thank you for owning up to it, Sara. That shows real integrity," he replied, impressed by her accountability.

Through these experiences, Sara learned that integrity isn't just about doing grand deeds but also about making the right choices in everyday situations. By consistently being honest and compassionate, she earned the respect of her community and inspired others to uphold the same values.

Post-Reading Questions:

- 1 How does Sara's choice to take responsibility for breaking the window show her understanding of integrity? What can we learn from her example about owning up to our mistakes?
- 2 Think back to a time when you faced a situation where being honest was challenging. What difficulties did you encounter, and how did you respond?

■ **Post-Reading Tasks:**

1. Question-based reflection:

◆ Ask students to reflect on Sara's choice to take responsibility for breaking the window. Have them write a short response about what this reveals about her understanding of integrity and what they can learn from her actions.

◆ Guide students to connect the example to their own lives by thinking of situations where being honest was difficult but rewarding.

2. Class discussion:

◆ Facilitate a class discussion where students share their written reflections and learn from each other's experiences.

◆ **Top Tip:** Use a "think-pair-share" method for the reflection questions to ensure that even shy students have the opportunity to contribute.

■ **Extension tasks:**

1. Integrity role-play:

◆ Create scenarios similar to Sara's story (e.g., finding a lost item, admitting to a mistake, standing up for honesty in a group).

◆ Have students role-play how they would respond in those situations, emphasizing integrity and decision-making.

◆ After each role-play, discuss as a class what made the actions reflect integrity.

2. Integrity chain activity:

◆ Have students write one act of integrity they've done or witnessed on a strip of paper.

◆ Link the strips together to create an "integrity chain" and hang it in the classroom as a visual reminder of positive actions.

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During their next group meeting, Sara spoke up. "I think we should acknowledge everyone's contributions. It's important to be truthful about our work," she asserted. Her friends looked surprised but eventually recognized the value of her perspective.

One day, while playing soccer, Sara accidentally broke a neighbor's window. Instead of running away, she went to the neighbor's house. "I'm really sorry for breaking your window. I'll help pay for the repairs," she said, sincerity in her tone.

The neighbor appreciated Sara's honesty. "Thank you for owning up to it, Sara. That shows real integrity," he replied, impressed by her accountability.

Through these experiences, Sara learned that integrity isn't just about doing grand deeds but also about making the right choices in everyday situations. By consistently being honest and compassionate, she earned the respect of her community and inspired others to uphold the same values.

Post-Reading Questions:

- 1 How does Sara's choice to take responsibility for breaking the window show her understanding of integrity? What can we learn from her example about owning up to our mistakes?
- 2 Think back to a time when you faced a situation where being honest was challenging. What difficulties did you encounter, and how did you respond?

- ◆ Discuss how each act contributes to building trust and respect in a community

★ Answers:

- 1 Sara's choice to take responsibility for the window demonstrates her willingness to own up to her mistakes, even when it might be uncomfortable. This teaches us that integrity involves accountability and facing consequences with honesty.
- 2 Personal examples will vary, but students should highlight challenges and how honesty positively impacted the outcome.

● Vocabulary Practice

■ Fill in the gaps

1. **Preview the words:** Review the list of words with the class and discuss their meanings.
2. **Provide context:** Explain how each word fits within a sentence and its relevance in real-world situations.
3. **Individual or pair work:** Have students fill in the blanks with the correct word. Discuss as a class afterward to reinforce understanding.
4. **Engagement:** Encourage students to come up with their own examples using these words.

■ Tips for Teachers:

- ◆ Interactive examples: Ask students to create new sentences using the vocabulary words for practice.

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VOCABULARY Practice

Fill in the gaps in the following sentences with a word from the list:

wallet	document	overhead	feel uneasy
accountability	truthful	inspire	

- 1 Please make sure to submit your before the deadline.
- 2 The manager will the project to ensure everything is on track.
- 3 I always keep my ID and credit cards in my
- 4 When speaking in public, some people and nervous.
- 5 A good teacher can their students to work hard and achieve their goals.
- 6 is important in any team, as everyone must take responsibility for their actions.

◆ Contextual clues: Encourage students to use contextual clues within the sentence to figure out the correct word.

★ Answers:

1 document

2 overhead

3 wallet

4 feel uneasy

5 inspire

6 accountability

● Grammar

■ Objective:

Students will learn to correctly use indefinite quantitative pronouns (some, any, few, many, etc.) by identifying and correcting errors and selecting the appropriate pronoun based on the context.

1. Introduction:

◆ Introduce the concept of indefinite quantitative pronouns. Explain that these pronouns are used to talk about non-specific quantities or amounts. They do not refer to an exact number or amount but provide a general sense of how many or how much.

◆ Emphasize the two categories:

- ▶ **Countable nouns:** These are things that can be counted (e.g., books, apples, students).
- ▶ **Uncountable nouns:** These are things that cannot be counted individually (e.g., water, sugar, money).

2. Task 1 - Matching Pronouns to Noun Types:

◆ Ask students to match the given indefinite pronouns to their

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Grammar

I can use indefinite quantitative pronouns properly.

Quantitative Pronouns

Definition and purpose of indefinite quantitative pronouns

Indefinite quantitative pronouns refer to non-specific amounts of people, things, or quantities. They give a general idea of "how many" or "how much" without being exact.

Common examples include some, any, all, none, several, few, many, much, a lot.

Types of indefinite quantitative pronouns

For countable nouns: Many, a few, several

Example: Many students attended the workshop.

For uncountable nouns: Much, a little

Example: There's much interest in the new book.

For both countable and uncountable nouns: Some, any, all, none

Example: Some of the food was delicious. / Some people left early.

◇ "Some and any":

e.g.: Some is usually used in positive sentences: "I have some ideas." Any is often used in negative or question forms: "Do you have any questions?"

◇ All and none:

e.g.: All can refer to the whole quantity: "All of the pizza is gone." None refers to zero amount: "None of the students were late."

Task 1 Match the Pronoun to the Noun Type

Identify the indefinite pronoun with the correct noun type (countable or uncountable).

1 (few)	➔ _____
2 (little)	➔ _____
3 (many)	➔ _____
4 (some)	➔ _____
5 (none)	➔ _____

corresponding noun types (countable or uncountable). This will help them understand which pronouns go with which type of noun.

- ◆ Encourage students to use examples from their daily life to make the distinction clearer.

3. Task 2 - Error Correction:

- ◆ In this task, students will find and correct errors in sentences that use indefinite quantitative pronouns incorrectly.
- ◆ Emphasize the importance of understanding which pronouns should be used with countable vs. uncountable nouns. After completing the task, discuss the answers with the class and explain why the corrections are necessary.

4. Task 3 - Selecting the Correct Option:

- ◆ For this task, students will choose the correct indefinite quantitative pronoun based on the context of the sentence. Ensure that students pay attention to whether the noun is countable or uncountable.

5. Interactive Task Ideas:

- ◆ Interactive Idea 1 - Group Sorting: Divide the class into small groups and give each group a set of sentences with missing pronouns. Each group must decide which pronoun best fits in the blank. Groups can explain their reasoning behind their choices.
- ◆ Interactive Idea 2 - Pronoun Bingo: Create a bingo card with sentences where students need to choose the correct indefinite

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Task 2 Error Correction

Find and correct the errors in the sentences.

- 1 There isn't many sugar left in the jar.
- 2 They brought much snacks for the picnic.
- 3 None students attended the extra class yesterday.
- 4 I have few of time to complete the assignment.
- 5 She bought many of apples from the market.

Task 3 Choose the correct option.

Select the correct pronoun for each sentence:

- 1 There aren't ___ (many/much) people at the park today.
- 2 She doesn't have ___ (many/much) money left after shopping.
- 3 He invited ___ (few/little) friends to his party.
- 4 I can't find ___ (some/any) clean clothes in the closet.
- 5 The teacher gave us ___ (much/a few) homework this week.

quantitative pronoun to complete each sentence. The first student to get a row completed correctly wins a prize.

6. Conclusion:

◆ After completing the tasks, review the answers as a class. Reinforce the importance of using the correct indefinite quantitative pronouns based on the noun they are modifying. Discuss the distinction between countable and uncountable nouns and how it affects the choice of pronoun.

▪ Top Tips for Teachers:

- ◆ **Tip 1:** Use real-world examples to make the concept relatable. For example, talk about how much sugar is in the kitchen (uncountable), versus how many chairs are in the classroom (countable).
- ◆ **Tip 2:** Encourage students to work together to discuss their answers in pairs or small groups. This helps to solidify their understanding by talking through the rationale for their choices.
- ◆ **Tip 3:** Provide visual aids, such as pictures or diagrams of countable and uncountable nouns, to reinforce the concept.

▪ Extension Ideas:

1. Interactive Idea 1 - Sentence Scramble:

Provide students with a set of scrambled sentences and ask them to rearrange them while correctly inserting the appropriate indefinite quantitative pronouns.

2. Interactive Idea 2 - Pronoun Detective:

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Lesson 2 The Pillars of Integrity: Building Character

Task 2 Error Correction

Find and correct the errors in the sentences.

- ❶ There isn't many sugar left in the jar.
- ❷ They brought much snacks for the picnic.
- ❸ None students attended the extra class yesterday.
- ❹ I have few of time to complete the assignment.
- ❺ She brought many of apples from the market.

Task 3 Choose the correct option.

Select the correct pronoun for each sentence:

- ❶ There aren't ____ (many/much) people at the park today.
- ❷ She doesn't have ____ (many/much) money left after shopping.
- ❸ He invited ____ (few/little) friends to his party.
- ❹ I can't find ____ (some/any) clean clothes in the closet.
- ❺ The teacher gave us ____ (much/a few) homework this week.

Have students read short paragraphs or stories and identify the incorrect use of indefinite quantitative pronouns. Then, they must correct the errors and explain why the correction is necessary.

★ Answers:

• Task 1:

- ◆ (few) → countable
- ◆ (little) → uncountable
- ◆ (many) → countable
- ◆ (some) → both countable and uncountable
- ◆ (none) → both countable and uncountable

• Task 2:

- 1 There isn't much sugar left in the jar.
- 2 They brought many snacks for the picnic.
- 3 No students attended the extra class yesterday.
- 4 I have a little time to complete the assignment.
- 5 She bought many apples from the market.

• Task 3:

- 1 many.
- 2 much.
- 3 a few.
- 4 any.
- 5 much.

• Writing

Task : Draft a formal email with all 5 parts to invite an important person to the event

▪ Objective :

Students will be able to draft a formal email invitation to a government official, ensuring that they include all five essential parts: subject line, salutation, opening sentence, event details, and closing with responding information.

Writing

I can draft a formal email with all 5 parts to invite an important person to the event.

A Guide to writing a formal invitation email

To draft a formal email with all 5 parts to invite an important person to the event, we need to apply the following:

- 1 **Subject line:** Briefly summarize the purpose of the email. For example, Invitation to attend the Annual Book Fair.
- 2 **Salutation:** Use a respectful greeting that addresses the recipient formally. Dear Mr. Ahmed, is a good example if you know the person's title.
- 3 **Body/Message:** Include an introduction, purpose, and event details. Structure it as follows:
 - **Introduction:** State who you are and why you are contacting them.
 - **Purpose:** Explain why their attendance is important and what they could expect at the event.
 - **Details:** Provide important information, such as date, time, location.
 - **Closing:** Reaffirm the invitation politely and add a closing line.
- 4 **Signature:** Use a formal closing phrase, followed by your name and role, and include any contact information. Ex: Sincerely,
 [Your Full Name]
 [Your Position]
 [School Name]
 [Contact information: phone number, email]

1. Introduction:

◆ Begin by explaining the purpose of a formal email and its importance in professional communication. Let students know that they will be learning how to write a formal email to invite an important person to an event.

◆ Walk students through the five essential parts of a formal email invitation:

► **Subject line:** A brief summary of the email's purpose.

► **Salutation:** A respectful greeting that addresses the recipient formally.

► **Opening sentence:** An introduction to who you are and why you're writing.

► **Event details:** Information about the event, including date, time, location, and purpose.

► **Closing:** A polite reaffirmation of the invitation and any necessary responding information.

Writing

I can draft a formal email with all 5 parts to invite an important person to the event.

A Guide to writing a formal invitation email

To draft a formal email with all 5 parts to invite an important person to the event, we need to apply the following:

- 1 **Subject line:** Briefly summarize the purpose of the email. For example, Invitation to attend the Annual Book Fair.
- 2 **Salutation:** Use a respectful greeting that addresses the recipient formally. Dear Mr. Ahmed. is a good example if you know the person's title.
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 - **Introduction:** State who you are and why you are contacting them.
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 - 4 **Closing:** Reaffirm the invitation politely and add a closing line.
 - 5 **Signature:** Use a formal closing phrase, followed by your name and role, and include any contact information. Ex: Sincerely,

[Your Full Name]

[Your Position]

[School Name]

[Contact information: phone number, email]

2. Task Explanation:

◆ Inform the students that they will be drafting an email to invite a government official to a "Hijri New Year Celebration."

◆ They should ensure their email is structured correctly and includes all the necessary parts. Encourage them to pay attention to formal language and the correct tone for addressing an important person.

3. Interactive Task Ideas:

- ♦ Interactive Idea 1 - Peer Review: After students complete their email drafts, have them swap emails with a partner for peer review. They can check if the email includes all five parts and provide feedback on clarity and tone.
- ♦ Interactive Idea 2 - Email Role-Play: Divide the class into pairs. One student will be the event organizer, and the other will be the invited government official. They will take turns drafting the invitation email and responding to it. Afterward, they can discuss their email choices and the language used.

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Lesson 2 The Pillars of Integrity: Building Character

A sample of a formal email.

To: Mr Ahmed.
From: Seif Ali.
Subject: Invitation to the Annual Book Fair as a Guest of Honor

Dear [Title] [Last name], Mr. Ahmed:

My name is Seif Ali [Your name], and I am a [Your position, e.g., student coordinator] at [Your school's name]. We are excited to invite you as our honored guest to the upcoming Annual Book Fair, a celebrated event that brings together students, educators, and book enthusiasts to celebrate the joy of reading and literature.

The Book Fair will be held on 28th January 2025 at The International Zone [Date] at [Location], beginning at [Time]. This year's theme, "Reading beyond boundaries," focuses on fostering a lifelong love of books and encouraging students to explore diverse genres and perspectives. We believe your presence would be an incredible inspiration for our attendees, as your work has been instrumental in promoting a love for literature and learning.

We would be truly honored to have you with us for this special occasion. Please let us know if you have any specific requirements, and we will do our best to accommodate them.

Sincerely,
[Your Full Name] Seif Ali
[Your Position] Student coordinator
[School Name] Success School
[Contact Information: phone number, email] Seif@school.com

Task

- ♦ Draft a formal email with all five parts to invite an important government official to the "Hijri New Year Celebration." Ensure your email includes the following sections:
 - 1 Subject line
 - 2 Salutation
 - 3 Opening sentence
 - 4 Event details
 - 5 Responding information and closing

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4. Conclusion:

- ♦ Once the students have completed the task, go over the key points for writing a formal email invitation. Reinforce the importance of structure, clarity, and a polite tone in professional communication.
- ♦ Optionally, have students revise their emails based on peer feedback or teacher suggestions.

■ Top Tips for Teachers:

- ♦ **Tip 1:** Before the task, read a sample email together with the class and analyze it to highlight the five essential parts. Discuss why each part is important.
- ♦ **Tip 2:** Encourage students to use polite and formal language throughout the email. Avoid casual language and contractions like "I'm" or "you're." Instead, teach them to use "I am" and "you are."

◆ **Tip 3:** Remind students to include all necessary event details clearly. They should never assume that the reader will know about the event or any specifics

■ **Extension Ideas:**

1. **Extension Idea 1 - Invitation Variations:**

Have students draft variations of the invitation email for different audiences. For example, one email for a government official, another for a teacher, and another for a student. This will help them practice adjusting the tone and language based on the recipient.

2. **Extension Idea 2 - Event Planning**

Discussion: In small groups, students can discuss other important events they would want to invite a special guest to and draft invitation emails for those events. This can help them apply the structure they've learned to different contexts.

Unit 8 Lesson 2 The Pillars of Integrity: Building Character

A sample of a formal email.

To: Mr Ahmed.

From: Seif Ali.

Subject: Invitation to the Annual Book Fair as a Guest of Honor

Dear [Title] [Last name], Mr. Ahmed:

My name is Seif Ali [Your name], and I am a [Your position, e.g., student coordinator] at [Your school's name]. We are excited to invite you as our honored guest to the upcoming Annual Book Fair, a celebrated event that brings together students, educators, and book enthusiasts to celebrate the joy of reading and literature.

The Book Fair will be held on 28th January 2025 at The International Zone [Date] at [Location], beginning at [Time]. This year's theme, "Reading beyond boundaries," focuses on fostering a lifelong love of books and encouraging students to explore diverse genres and perspectives. We believe your presence would be an incredible inspiration for our attendees, as your work has been instrumental in promoting a love for literature and learning.

We would be truly honored to have you with us for this special occasion. Please let us know if you have any specific requirements, and we will do our best to accommodate them.

Sincerely,

[Your Full Name] Seif Ali

[Your Position] Student coordinator

[School Name] Success School

[Contact Information: phone number, email] Seif@school.com

Task

✶ Draft a formal email with all five parts to invite an important government official to the "Hijri New Year Celebration." Ensure your email includes the following sections:

- 1 Subject line
- 2 Salutation
- 3 Opening sentence
- 4 Event details
- 5 Responding information and closing

★ **Answers:**

Sample Formal Email:

To: [Recipient's Name] **From:** [Your Name] **Subject:** Invitation to the Hijri New Year Celebration

Dear [Title] [Last Name],

I hope this message finds you well. My name is [Your Name], and I am [Your Position] at [Your Organization]. I am writing to extend a formal invitation to you to join us at the upcoming Hijri New Year Celebration.

The event will take place on [Date] at [Time], at [Location]. This celebration marks an important occasion for our community, and we would be honored by your presence. We believe your attendance would greatly enrich the event and inspire our guests.

Please let us know if you can attend and if you require any special arrangements. We look forward to hearing from you.

Sincerely,

[Your Full Name]

[Your Position]

[Your Organization]

[Contact Information]

Lesson 2 Practice Book

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The Pillars of Integrity: Building Character

Lesson 2

Task 1

Choose the correct answer :

- 1 He lost his..... while traveling and couldn't pay for anything.
 Ⓐ wallet Ⓑ bag Ⓒ card Ⓓ passport
- 2 The important..... was signed by the manager yesterday.
 Ⓐ file Ⓑ document Ⓒ notebook Ⓓ agreement
- 3 The fan was spinning..... while we were studying.
 Ⓐ nearby Ⓑ beneath Ⓒ overhead Ⓓ inside
- 4 I..... happy whenever I see my family together.
 Ⓐ cry Ⓑ smile Ⓒ feel Ⓓ think
- 5 Employees must show..... for their actions in the workplace.
 Ⓐ freedom Ⓑ accountability Ⓒ dishonesty Ⓓ carelessness
- 6 Being..... is essential to gaining trust from others.
 Ⓐ truthful Ⓑ quiet Ⓒ polite Ⓓ smart

Task 2

Divide the following words into syllables and circle the stressed ones:

- 1 Wallet
- 2 Document
- 3 Feeling.....
- 4 Accountability.....
- 5 Truthful
- 6 Inspire.....

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* Answers:

1 a) wallet	4 c) feel
2 b) document	5 b) accountability
3 c) overhead	6 a) truthful

② *Divide the words into syllables then circle the stressed one :*

1. Model the task: Say each word aloud slowly and clearly. Clap or tap for each syllable to help students hear the word division.

2. Write the words on the board and demonstrate how to break one or two into syllables (e.g., doc-u-ment).

3. Explain stress: Tell students that one syllable in each word is said louder or more strongly — this is the stressed syllable.

4. Student activity: Ask students to write each word, divide it into syllables with hyphens, and circle the stressed syllable.

5. Check together: Say the word aloud again and have students repeat after you. Check that they circled the correct stressed syllables.

Note: Be sure to emphasize the stress patterns and provide further examples if necessary to clarify.

★ **Answers:**

① **Wallet → Wal-let**

◆ **Stressed syllable: Wal**

② **Document → Doc-u-ment**

◆ **Stressed syllable: Doc**

③ **Feeling → Feel-ing**

◆ **Stressed syllable: Feel**

④ **Accountability → Ac-count-a-bil-i-ty**

◆ **Stressed syllable: Count**

5 Truthful → Truth-ful

◆ Stressed syllable: Truth

6 Inspire → In-spire

◆ Stressed syllable: spire

3 Choose the correct answer:

▪ Objective:

Students will be able to identify and use indefinite quantitative pronouns correctly in sentences.

1. Introduce indefinite quantitative pronouns with examples:

- ◆ These pronouns refer to non-specific amounts of people, things, or quantities.
- ◆ Examples: some, any, few, many, none, several, much, little.
- ◆ Countable nouns: Use many, few, several. (Many students, few books.)
- ◆ Uncountable nouns: Use much, little, some. (Much water, little sugar.)

2. MCQ Activity:

- ◆ Distribute the MCQ worksheet to students.
- ◆ Have students read each sentence and select the correct indefinite pronoun.
- ◆ Discuss the answers together as a class, reinforcing why certain pronouns are correct.
- **Tip:** Encourage students to explain why they chose their answers!

★ Answers:

- 1 b) Somebody left their umbrella in the hallway.
- 2 a) Several

Task 3

Choose the correct answer :

- 1 Which sentence correctly uses an indefinite quantitative pronoun?
 (A) Everyone are invited to the party.
 (B) Somebody left their umbrella in the hallway.
 (C) Each of the students have completed their assignment.
 (D) Nobody know where the keys are.
- 2 Identify the indefinite quantitative pronoun in this sentence:
 "Several of the books are missing from the shelf."
 (A) Several (B) Books (C) Missing (D) Shelf
- 3 Does have a question about the assignment?
 (A) some (B) anyone (C) none (D) no one
- 4 Which of the following sentences contains an error in the use of an indefinite quantitative pronoun?
 (A) Everything is ready for the event.
 (B) Few of the participants are late.
 (C) Anybody are welcome to join us.
 (D) No one was at the meeting.
- 5 knows how the problem started, but we'll solve it together.
 (A) Anybody (B) Someone (C) Everyone (D) None
- 6 of the students completed the test early?
 (A) Much (B) Most (C) Less (D) Little

- 3 b) anyone
- 4 c) Anybody are welcome to join us. (Correct form: "Anybody is welcome to join us.")
- 5 b) Someone
- 6 b) Most

4 Correct the underlined mistakes in the following sentences:

▪ Objective:

Students will be able to identify and correct errors in the use of indefinite quantitative pronouns in sentences.

1. Write incorrect sentences on the board or distribute them on worksheets.
2. Students will work in pairs or small groups to find and correct the mistakes.
3. Encourage discussion about why the correction is necessary.
4. Review answers together as a class.

Tip: Remind students that countable nouns (books, apples, students) use many, few, several, while uncountable nouns (water, milk, sugar) use much, little, some.

▪ Interactive Task Ideas:

1. Sentence Sorting:

- ◆ Provide students with a mix of correct and incorrect sentences.
- ◆ In pairs, students will sort them into "Correct" and "Incorrect" categories.
- ◆ As a class, review and correct the mistakes together.

Unit
8

The Pillars of Integrity: Building Character

Task 4

Correct the underlined mistakes in the following sentences:

1. Anybody are allowed to enter the contest.
2. Each of the players were given a medal.
3. Few knows the answer to the question.
4. Somebody have taken my notebook from the desk.
5. Everything were arranged before the event began.
6. Several has tried to solve the puzzle, but no one succeeded.

Task 5

Read the following text then answer the questions:

Truthfulness holds a central place in a Muslim's life, as it is considered a virtue that leads to righteousness and success in both this world and the Hereafter. The Prophet Muhammad (PBUH) emphasized the importance of truth, stating that honesty is a path to righteousness, while falsehood leads to evil. Muslims are encouraged to be truthful in their words, actions, and intentions. Truthfulness strengthens trust, builds strong relationships, and helps maintain moral integrity. By adhering to truth, Muslims fulfill their moral and spiritual obligations, demonstrating respect for others and for themselves. Ultimately, truthfulness aligns with the teachings of the Qur'an and Sunnah, guiding Muslims toward a life of honesty, accountability, and trustworthiness.

Answer the following questions:

1. What does truthfulness lead to?

2. Pronoun Matching Game:

- ◆ Write indefinite pronouns on one set of cards (many, few, much, little, some, several).
- ◆ Write appropriate nouns on another set (books, students, milk, sugar).
- ◆ Students will match the correct pronoun with a suitable noun.

■ Extension Activities:**1. Error Correction in Context:**

- ◆ Give students a short story with errors in indefinite pronoun usage.
- ◆ Have them work in groups to identify and correct the mistakes.
- ◆ Each group presents their corrections and explains why the changes were made.

2. Pronoun Writing Challenge:

- ◆ Students write 5 sentences using different indefinite quantitative pronouns.
- ◆ They swap sentences with a partner for peer correction.

■ Top Tips for Teachers:

- ◆ Review key indefinite pronouns before starting. Make sure students know which ones go with countable vs. uncountable nouns.
- ◆ Emphasize subject-verb agreement, especially with pronouns like "each," "everyone," and "somebody," which require singular verbs.
- ◆ Encourage students to underline indefinite pronouns in their reading and writing throughout the week.

Task 4

Correct the underlined mistakes in the following sentences:

- 1 Anybody are allowed to enter the contest.
- 2 Each of the players were given a medal.
- 3 Few knows the answer to the question.
- 4 Somebody have taken my notebook from the desk.
- 5 Everything were arranged before the event began.
- 6 Several has tried to solve the puzzle, but no one succeeded.

Task 5

Read the following text then answer the questions:

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Answer the following questions:

- 1 What does truthfulness lead to?

★ Answers:

- 1 Anybody is allowed to enter the contest.
- 2 Each of the players was given a medal.
- 3 Few know the answer to the question.
- 4 Somebody has taken my notebook from the desk.
- 5 Everything was arranged before the event began.
- 6 Several have tried to solve the puzzle, but no one succeeded.

5 Reading Comprehension:

▪ Objective:

Students will demonstrate comprehension of the text about truthfulness in Islam by answering questions and understanding the importance of honesty in a Muslim's life.

1. Pre-Activity:

- ◆ Before reading the passage, introduce the topic of truthfulness and ask students questions like:
 - ▶ "What does it mean to be truthful?"
 - ▶ "Why is truthfulness important in daily life?"
- ◆ Have students brainstorm words related to truthfulness (e.g., honesty, integrity, trust).

2. During-Activity:

- ◆ Distribute the passage and ask students to read it quietly first. Encourage them to underline any words they find difficult or

Task 4

Correct the underlined mistakes in the following sentences:

- 1 Anybody are allowed to enter the contest.
- 2 Each of the players were given a medal.
- 3 Few knows the answer to the question.
- 4 Somebody have taken my notebook from the desk.
- 5 Everything were arranged before the event began.
- 6 Several has tried to solve the puzzle, but no one succeeded.

Task 5

Read the following text then answer the questions:

Truthfulness holds a central place in a Muslim's life, as it is considered a virtue that leads to righteousness and success in both this world and the Hereafter. The Prophet Muhammad (PBUH) emphasized the importance of truth, stating that honesty is a path to righteousness, while falsehood leads to evil. Muslims are encouraged to be truthful in their words, actions, and intentions. Truthfulness strengthens trust, builds strong relationships, and helps maintain moral integrity. By adhering to truth, Muslims fulfill their moral and spiritual obligations, demonstrating respect for others and for themselves. Ultimately, truthfulness aligns with the teachings of the Qur'an and Sunnah, guiding Muslims toward a life of honesty, accountability, and trustworthiness.

Answer the following questions:

- 1 What does truthfulness lead to?

unfamiliar.

◆ After reading, read the passage aloud to the class, asking students to follow along.

3. Post-Activity:

◆ After reading the passage, divide the students into pairs or small groups to discuss the questions.

◆ Monitor the students and guide them if necessary, ensuring they focus on the key ideas of the passage.

■ Extension Activities

★ Role-play scenarios:

◆ Assign students scenarios where integrity is tested, such as finding a lost item or witnessing cheating. Have them act out the situation and discuss the importance of making ethical decisions.

★ Reflection journal:

◆ Ask students to write a short paragraph about a time they acted with integrity or faced a situation where acting with integrity was challenging. Encourage them to share their reflections with the class.

★ Answers:

- 1 Truthfulness leads to righteousness and success in both this world and the Hereafter.
- 2 Falsehood leads to evil.
- 3 The Muslim life should be one of truthfulness, which strengthens trust, builds relationships, and helps maintain moral integrity.

The Pillars of Integrity: Building Character

Unit
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1 What does falsehood lead to?

2 How should the Muslim life be?

3 Choose the correct answers:

1 Muslim should be truthful in

A actions B words C intention D a, b & c

2 What does the underlined pronoun(they) refer to?

A Muslims B words C intentions D actions

Task 6

Write a formal email with all five parts to invite an important government official to the "The Night of Isra and Mi'raj Celebration."

Ensure your email includes the following sections:

1 Subject line

2 Salutation

3 Opening sentence

4 Event details

5 Responding to information and closing

4 d) a, b, & c (actions, words, and intentions)

5 a) Muslims

6 Writing:

Task: Write a formal email with all five parts to invite an important government official to the "The Night of Isra and Mi'raj Celebration." Ensure your email includes the following sections:

▪ Objective:

Students will be able to write a formal email invitation, following the appropriate structure and tone for inviting an important person to an event.

1. Introduction:

◆ Start by explaining the structure of a formal email. A formal email typically contains five main parts:

- ▶ **Subject Line:** A brief description of the purpose of the email.
- ▶ **Salutation:** A formal greeting.
- ▶ **Opening Sentence:** An introduction to the purpose of the email.
- ▶ **Event Details:** Specific information about the event.
- ▶ **Closing and Responding Information:** A polite closing, often with an RSVP or further details on how to confirm attendance.

The Pillars of Integrity: Building Character

- 1 What does falsehood lead to?
.....
- 2 How should the Muslim life be?
.....
- 3 Choose the correct answers:
Muslim should be truthful in
A actions B words C intention D a, b & c
- 4 What does the underlined pronoun(they) refer to?
A Muslims B words C intentions D actions

Task 6

Write a formal email with all five parts to invite an important government official to the "The Night of Isra and Mi'raj Celebration." Ensure your email includes the following sections:

- 1 Subject line
2 Salutation
3 Opening sentence
4 Event details
5 Responding to information and closing

2. Task Explanation:

- ◆ Students will write a formal email to invite a government official to the "Night of Isra and Mi'raj Celebration." Remind students that they should focus on using a formal tone and include all required parts in their emails.
- ◆ Walk through an example with students (provided below) before they attempt the task. Ensure students understand how to present the details clearly and politely.

3. Interactive Task Ideas:

- ◆ Interactive Idea 1 - Email Review: Have students exchange their drafts with a partner. Each student reviews the email, checking for the inclusion of all five parts (subject, salutation, opening, details, and closing). They should also check the tone and formality. After reviewing, students provide feedback to one another.
- ◆ Interactive Idea 2 - Email Writing Chain: Start a class email by writing the subject line and the salutation on the board. Have each student take turns adding the next section of the email (opening sentence, event details, and closing) until the email is complete. This can be done in small groups to ensure everyone participates.

4. Extension Ideas:

- ◆ Extension Idea 1 - Email Simulation: After writing their email drafts, students simulate sending the email. Ask them to act out how they would follow up with the person if they received no response (using polite language and asking for confirmation).
- ◆ Extension Idea 2 - Formal Email Debate: After sending their formal emails, students can debate whether certain formal language choices were appropriate. Discuss alternatives for each part of the email (e.g., different ways to phrase the invitation politely).

▪ **Top Tips for Teachers:**

- ◆ **Tip 1:** Emphasize the importance of politeness and clarity in formal emails. Make sure students avoid overly casual language.

- ◆ **Tip 2:** Before starting the task, review common formal phrases and vocabulary for email writing. For example, how to politely invite someone ("We would be honored to have you attend..."), and how to confirm attendance ("Please RSVP by...").

- ◆ **Tip 3:** Encourage students to keep the event details concise but complete. They should include the date, time, and location as well as the purpose of the event.

★ **Answers:** Students' own answers.

Lesson objectives:**•By the end of the lesson, students will:**

- ◆ apply the meaning of new target unfamiliar words about personal integrity using definitions.
- ◆ listen and respond to specific details in a talk about integrity.
- ◆ use the correct words in the correct context.
- ◆ review a partner's email and suggest improvements to make, consider one's partner's suggestions.
- ◆ carry out a project about a Quranic verse addressing the significance of integrity at workplace

• Vocabulary:

crucial (adj.), ignore (v.), admit (v.), foster (v.), ethical (adj.)

• Materials:

Student's Book - Practice Book -Audio File

◆ Read the lesson objectives in the box with the class so they understand what they will learn. Remind them to check the objectives at the end of the lesson to see their progress. Answer any questions they have.

• Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

The Role of Personal Integrity in Life and Work Lesson 3 Unit 8

ILOs By the end of the lesson, students will be able to:

- ★ apply the meaning of new target unfamiliar words about personal integrity using definitions.
- ★ listen and respond to specific details in a talk about integrity.
- ★ use the correct words in the correct context.
- ★ review a partner's email and suggest improvements to make, consider partner's suggestions.
- ★ carry out a project about a Quranic verse addressing the significance of integrity at workplace

Target Vocabulary

1. Read the word in the first column. Listen to the teacher and complete the definition.
2. Draw a picture that either shows the word or an example of it.
3. Answer the question or complete the command provided for each word.

Crucial (adj.)	Very Why is it crucial to finish tasks on time?
Ignore (v.)	To not pay to something. When is it okay to ignore something?

▪ **Objective:**

To understand the meanings and usage of terms related to responsibility, values, and decision-making.

1 **Read and Define the Words**

- ◆ Pronounce each vocabulary word clearly (e.g., cru-cial).
- ◆ Ask students to repeat the word aloud. Break it into syllables to help with pronunciation.

2 **Complete the Definition**

- ◆ Read the definition aloud, leaving a blank for students to fill in with the correct vocabulary word.

► **Example:** Very (Answer: important)

- ◆ Allow students to guess, then confirm the correct word as a group.

3 **Draw a Picture**

- ◆ Ask students to draw a quick sketch that represents the word. Example: For crucial, they could draw a clock and a deadline.

4 **Partner Discussion and Writing**

- ◆ Pair students to discuss the prompt or question linked to each word.

► **Example:** Why is it crucial to finish tasks on time?

- ◆ After discussing, students should write short answers in their notebooks.

5 **Reinforce Pronunciation**

- ◆ Go through each word again, asking students to repeat after you.
- ◆ Focus on accuracy and confidence.

Unit 8 Lesson 3 The Role of Personal Integrity in Life and Work

Admit (v.)	To say that something is true, even if it's to say. Why can it be hard to admit a mistake?
Foster (v.)	To help something grow or How can you foster good habits in your life?
Ethical (adj.)	Doing what is right or What does it mean to make an ethical choice?

Listening

Pre-Listening Questions:

- How would you define integrity? Why do you think it's important in our lives?
- Think about a character from a book or movie who demonstrates integrity. What did they do that showed their strong values?



6 Contextual Application

◆ Provide example sentences that use each vocabulary word in a real context.

Example: It is crucial to study before an exam.

Tasks for All Words

- ◆ Practice pronunciation with the class.
- ◆ Sketch a visual representation of each word.
- ◆ Discuss each question in pairs and write short answers.
- ◆ Use the words in meaningful example sentences together as a class.

Words & Definitions:

1. Crucial – Very important.
2. Ignore – Not to pay attention to something.
3. Admit – To say that something is true, even if it's hard to say.
4. Foster – To help something grow or develop.
5. Ethical – Doing what is right or fair.

★ **Answers:** important - attention - hard to say - develop - fair

Listening**Objective:**

Students will develop their listening comprehension skills by analyzing examples of integrity discussed in a podcast, organizing ideas using a graphic organizer, and presenting their understanding through collaborative activities.

8 Lesson 3 The Role of Personal Integrity in Life and Work

Admit (v.)	To say that something is true, even if it's to say. Why can it be hard to admit a mistake?
Foster (v.)	To help something grow or How can you foster good habits in your life?
Ethical (adj.)	Doing what is right or What does it mean to make an ethical choice?

Listening**Pre-Listening Questions:**

- 1 How would you define integrity? Why do you think it's important in our lives?
- 2 Think about a character from a book or movie who demonstrates integrity. What did they do that showed their strong values?



■ Pre- Listening Tasks:

1. Class discussion:

- ◆ Begin with a warm-up discussion.

Ask students to define integrity in their own words and share why they think it's important in life. Write a few key definitions or ideas on the board to activate prior knowledge.

- ◆ Encourage students to think of characters from books or movies who demonstrate integrity. Ask guiding questions like, "What actions showed their strong values?" and "How did their choices impact the story?"

2. Prediction task:

- ◆ Tell students they will listen to a podcast about integrity. Ask them to predict what examples of integrity the host might discuss and write down their guesses.

- **Tip for teachers:** Encourage students to use their prediction ideas during the while-listening phase.

■ While-Listening Tasks:

1. Graphic organizer:

- ◆ Provide students with a blank graphic organizer divided into formal and informal expressions. As they listen, have them jot down expressions used by the host. Pause the podcast at appropriate moments to give them time to complete the task.

The Role of Personal Integrity in Life and Work Lesson 3

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B- While-Listening Tasks:

- ◆ As you listen to the podcast, use the graphic organizer below to write down expressions you hear.

1 Pay attention to how the tone changes when discussing different aspects of integrity.

Formal Expressions	Informal Expressions
1 "Personal integrity is the foundation of ethical behavior."	1 "Let's talk about what integrity really means."
2	2
3	3

- ◆ As you listen, write down specific examples the host gives about integrity.

- ◆ What situations does the host mention where integrity is important?

C Post-Listening Questions:

- 1 Discuss the following questions in pairs:

- ◆ How do the examples of integrity from the host compare to your own understanding?

T-Chart Activity

- ◆ In pairs, use a T-chart to organize your thoughts:

Host's Examples	My Own Ideas
Integrity in tests	
Being honest at work	
Thanking others	

- 1 Do you think these examples are realistic and relatable? Why or why not?

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2. Note Taking activity:

- ◆ Ask students to write specific examples the host mentions about integrity (e.g., scenarios at school, the workplace, or in daily life).
- ◆ Highlight key phrases like, "Personal integrity is the foundation of ethical behavior," or informal phrases such as, "Let's talk about what integrity really means."

3. Tone analysis:

- ◆ Challenge students to note changes in the host's tone when discussing different aspects of integrity. Discuss how **tone can** affect the delivery of a message.

Tip for teachers: Model how to complete the first row of the organizer together as a class to ensure students understand the task.

★ Answers:

<i>Formal Expressions:</i>	<i>Informal Expressions:</i>
1. "Personal integrity is the foundation of ethical behavior." 2. "Integrity fosters deeper connections." 3. "Employers seek individuals who demonstrate integrity."	1. "Let's talk about what integrity really means." 2. "Imagine working in an environment where everyone respects one another." 3. "Thanks for tuning in to 'Teen Talk Live!'"

■ Examples of integrity from the host:

- ◆ Returning a lost wallet.
- ◆ Speaking up when someone cheats on a test.
- ◆ Owning up to mistakes, like breaking something.
- ◆ Practicing honesty in daily life and the workplace

■ **Post-Listening Tasks:**

1. **Discussion prompts:**

- ◆ Pair students and ask them to compare the host's examples of integrity with their own understanding. Use the T-chart activity to organize their thoughts (e.g., host's examples vs. personal ideas).
- ◆ Have students evaluate whether the examples from the podcast are realistic and relatable. Discuss why honesty is closely tied to integrity and how this connection shapes relationships.

2. **Reflective writing:**

- ◆ Ask students to think about a time they had to choose between honesty and taking an easier path. Have them write a short reflection about their decision and its impact on themselves or others.
- **Tip for teachers:** Use think-pair-share to ensure every student has a chance to contribute before discussing it as a class.

8 **Lesson 3** The Role of Personal Integrity in Life and Work

- ④ Why does the host talk about honesty when discussing integrity? How does this connect to the values shared in the podcast?
- ④ Can you think of a time when you had to choose between being honest and taking an easier path? What did you decide, and how did it make you feel?
- ✎ In pairs, prepare a short speech about integrity. Follow the following steps:
 - ④ Define integrity and share two examples of its importance from the podcast or your own experiences.
 - ④ Use the graphic organizer to include formal phrases for definitions and informal phrases for personal stories.
 - ④ Present your speech to the class, speaking clearly and engaging your audience.
 - ④ Ask for feedback from your peers about your use of formal and informal expressions.

Vocabulary Practice

- ✎ Match each word with its correct synonym and antonym from the lists below.

Word	Synonyms	Antonyms
④ crucial	Acknowledge ()	Hinder ()
④ ignore	Essential ()	Notice ()
④ admit	Moral ()	Unethical, immoral ()
④ foster	Overlook ()	Deny ()
④ ethical	Encourage ()	Unimportant ()

★ **Answers:**

Host's Examples	My Own Ideas
Integrity in tests: Reporting cheating.	Integrity in tests: Helping a struggling friend prepare instead of giving them answers.
Being honest at work: Admitting mistakes to a boss	Being honest at work: Returning extra change accidentally given by a cashier.
Thanking others: Expressing gratitude to build relationships.	Thanking others: Writing thank-you notes to teachers or mentors.

Extension Tasks:

1. Integrity role-play:

- ◆ In small groups, create role-play scenarios based on situations from the podcast (e.g., a test situation, an incident at work). Have students act out how to respond with integrity.
- ◆ After each role-play, ask the audience to provide feedback on the actions taken and how they demonstrated integrity.

2. Speech presentations:

- ◆ In pairs, ask students to prepare a short speech about integrity following these steps:
 - ◆ Define integrity and include two examples (one from the podcast and one from their experiences).
 - ◆ Use the graphic organizer to incorporate formal phrases for definitions and informal phrases for storytelling.
 - ◆ Present their speech to the class, focusing on clear delivery and engaging the audience.
 - ◆ Encourage classmates to give constructive feedback about the clarity and balance of formal and informal expressions

8 Lesson 3 The Role of Personal Integrity in Life and Work

- Why does the host talk about honesty when discussing integrity? How does this connect to the values shared in the podcast?
- Can you think of a time when you had to choose between being honest and taking an easier path? What did you decide, and how did it make you feel?
- In pairs, prepare a short speech about integrity. Follow the following steps:
 - Define integrity and share two examples of its importance from the podcast or your own experiences.
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4	foster	Overlook ()	Deny ()
5	ethical	Encourage ()	Unimportant ()

The Listening Script

Host: (enthusiastically) Welcome back to “Teen Talk Live,” where we tackle important topics that shape our lives! I’m your host, Eman, and today we’re diving into the essential concept of personal integrity.

Host: So, what is integrity? It’s the practice of being honest and adhering to your values, even when no one is watching. It’s that internal compass guiding your actions in various situations.

Host: Let's explore a scenario. Imagine you're in school during a math test. You notice a classmate glancing at another student's paper. What would you do? This is where integrity becomes crucial! Would you speak up or ignore the situation? Remember, integrity is about making the right choice, even when it's challenging.

Host: Integrity isn't only about significant moments; it also reflects in our daily lives. Saying "thank you" to someone who helps you shows appreciation. Admitting your mistakes demonstrates maturity! Each time you choose honesty, you strengthen your relationships with those around you.

Host: Consider this: integrity fosters deeper connections. Surrounding yourself with honest individuals creates a supportive environment that encourages growth.

Host: Integrity is equally vital in the workplace. Employers seek individuals who demonstrate integrity because it cultivates teamwork and a positive atmosphere. Imagine working in an environment where everyone respects one another and takes accountability for their actions!

Host: So, let's commit to living with integrity each day. It's not just about making ethical decisions; it's about striving to be the best version of ourselves. Thanks for tuning in to "Teen Talk Live"! Until next time, keep shining your light!

• Vocabulary Practice

Match each word with its correct synonym and antonym from the lists below.

1. Introduction: Review the words with students and explain the importance of understanding synonyms and antonyms.

2. Pair work: Have students work in pairs to match the words with their correct synonyms and antonyms.

3. Discussion: Afterward, discuss the correct answers and explain why the words fit their categories.

4. Encourage reflection: Ask students to use the words in new sentences to further reinforce their understanding.

▪ Tips for Teachers:

- ◆ Interactive matching game: Use a digital tool or flashcards for students to match the words with their synonyms and antonyms in an interactive way.
- ◆ Contextual sentences: Have students create short sentences using the synonyms and antonyms.

▪ Extension Interactive Ideas:

1. Word map activity: Ask students to draw a word map for each vocabulary word, linking synonyms and antonyms.

2. Peer discussions: Have students discuss in pairs how using the correct synonym or antonym can change the meaning of a sentence.

8 Lesson 3 The Role of Personal Integrity in Life and Work

1 Why does the host talk about honesty when discussing integrity? How does this connect to the values shared in the podcast?

2 Can you think of a time when you had to choose between being honest and taking an easier path? What did you decide, and how did it make you feel?

3 In pairs, prepare a short speech about integrity. Follow the following steps:

1 Define integrity and share two examples of its importance from the podcast or your own experiences.

2 Use the graphic organizer to include formal phrases for definitions and informal phrases for personal stories.

3 Present your speech to the class, speaking clearly and engaging your audience.

4 Ask for feedback from your peers about your use of formal and informal expressions.

Vocabulary Practice

Match each word with its correct synonym and antonym from the lists below.

	Word	Synonyms	Antonyms
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2	ignore	Essential ()	Notice ()
3	admic	Moral ()	Unethical, immoral ()
4	foster	Overlook ()	Deny ()
5	ethical	Encourage ()	Unimportant ()

★ **Answers:**

1. crucial	
Synonym: Essential	Antonym: Unimportant
2. ignore	
Synonym: Overlook	Antonym: Notice
3. admit	
Synonym: Acknowledge	Antonym: Deny
4. foster	
Synonym: Encourage	Antonym: Hinder
5. ethical	
Synonym: Moral	Antonym: Unethical, immoral

● **Writing :**

Task: Provide constructive feedback on my partner's email by focusing on improving word choice, tone, sentence structure, and clarity.

■ **Objective :**

Students will develop the ability to provide constructive feedback on a peer's email, focusing on improving word choice, tone, sentence structure, and clarity to ensure a professional and well-written communication.

Writing

I can provide constructive feedback on my partner's email by focusing on improving word choice, tone, sentence structure, and clarity.

Review a Partner's Email

To review a partner's email, you need to look for areas where word choice, voice, sentence variety, and clarity can be strengthened.

Here's a step-by-step approach for providing constructive feedback and revising your own email based on their input:

1. **Word choice**
 - Specificity: Check if your partner's email uses accurate words. Encourage replacing unclear terms like "good" or "nice" with more specific words like "remarkable" or "outstanding."
 - Professional Language: Suggest replacing casual words with formal, professional terms where appropriate (e.g., "We'd love for you to come" could become "We would be honored by your presence").
 - Conciseness: Look for any complex phrases or words. Suggest simpler expressions where possible, keeping the language respectful but concise.
2. **Voice and tone**
 - Respectful and Formal Tone: Ensure the email is respectful and suitably formal, especially if the recipient is an important figure. If it sounds too casual, suggest polite rephrasing (e.g., changing "We want you there!" to "We would be delighted if you could join us.")
 - Consistency in Tone: If your partner's email shifts between formal and informal tones, suggest revisions to maintain a steady voice throughout.
3. **Sentence variety**
 - Sentence length: Point out areas with several short, choppy sentences or overly long, complex ones. Recommend combining short sentences or breaking up longer ones to create a smoother flow.
 - Sentence structure: Suggest using a variety of structures, such as questions, conditional phrases, or transition phrases (e.g., "As you may know"). This can add depth and engage the reader.
4. **Clarity and organization**
 - Purpose statement: Ensure the purpose of the email is clear in the introduction. If it's unclear or buried, suggest moving it to the beginning.
 - Natural flow: Be sure that the email follows the natural order: introduction, purpose, event details, closing, and signature.

1. Introduction:

◆ Begin by explaining the importance of peer review in writing. Emphasize that constructive feedback helps writers improve their work by focusing on specific areas such as word choice, tone, sentence structure, and overall clarity.

◆ Review the steps for providing feedback:

① **Word choice:** Encourage more specific and professional language.

② **Tone and voice:** Ensure the email maintains a respectful and consistent formal tone.

③ **Sentence structure:** Guide students to identify areas where sentence flow can be improved.

④ **Clarity and organization:** Suggest moving around parts of the email to enhance clarity and flow.

8 Lesson 3 The Role of Personal Integrity in Life and Work

Review your partner's email about the "Hijri New Year Celebration" and provide at least two constructive pieces of feedback. Focus on the following areas:

- 1 Word choice
- 2 Tone and voice
- 3 Sentence structure
- 4 Clarity and organization

Islamic Values Project

Integrity at Work - A Quranic Perspective

Verse for Reflection:

﴿وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضُهُمْ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ أُولَئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ﴾ (البقرة: ١٧٧)

"The believing men and believing women are allies of one another. They enjoin what is right and forbid what is wrong and establish prayer and give Zakah and obey Allah and His Messenger. Those – Allah will have mercy upon them. Indeed, Allah is Exalted in Might and Wise"

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2. Task Explanation:

◆ Students will be asked to review a partner's email (about the "Hijri New Year Celebration") and provide at least two constructive pieces of feedback.

◆ Encourage students to read through their partner's email carefully and highlight areas where improvements could be made. Students should write clear suggestions for how the email could be improved.

3. Interactive Task Ideas:

◆ **Interactive Idea 1 - Peer Review Pairs:** Pair students up and ask them to exchange emails. After reading their partner's email, they will provide feedback based on the four areas mentioned (word choice, tone, sentence structure, clarity). Afterward, the students can discuss their feedback with their partner, explaining why they made certain suggestions.

◆ **Interactive Idea 2 - Group Feedback Discussion:** In small groups, students can share one piece of feedback they gave to their partner. Discuss these suggestions as a class, highlighting why they are effective in improving the email and suggesting alternative ways to approach revisions.

4. **Extension Ideas:**

◆ **Extension Idea 1 - Rewrite the Email:** After providing feedback, students can rewrite parts of the email or the entire email to reflect the suggested improvements. This will help them internalize the feedback process and apply it to their own writing.

◆ **Extension Idea 2 - Role Play:** After providing feedback, students can role-play as the person receiving the email and the person sending it. The sender will explain the improvements made based on feedback, and the recipient will ask follow-up questions or offer more suggestions for clarity and tone.

● **Top Tips for Teachers:**

◆ **Tip 1:** Encourage students to focus on specific improvements rather than general comments (e.g., "Your tone needs to be more formal" vs. "You could replace 'We'd love for you to come' with 'We would be honored to have you attend'").

◆ **Tip 2:** Model constructive feedback by providing an example. Show students how to phrase their feedback politely and thoughtfully, focusing on both what's working well and what needs improvement.

◆ **Tip 3:** Remind students that feedback is meant to help—it should always be respectful and aimed at improving the quality of the work, not criticizing the writer personally.

★ **Answers:**

After reviewing the sample email below, students may provide feedback focusing on areas for improvement. Below is an example of a constructive feedback response:

◆ **Sample Review for an Email:**● **Feedback 1 - Word Choice:**

Consider changing 'We would love for you to come' to 'We would be honored to have you attend.' This makes the invitation more formal and respectful.

● **Feedback 2 - Sentence Structure:**

Instead of writing several short sentences in a row, you might want to combine them to improve the flow. For example, 'We are excited to invite you' and 'We would love to have you' could be combined into one sentence: 'We are excited to invite you and would be honored to have you attend our event.'

● **Islamic Values Project:**1. **Introduction to the Verse:**

Begin by discussing the Quranic verse (Surah At-Tawbah, Ayah 71) with the students. Focus on its teachings about integrity, mutual support, and doing what is right.

2. **Group Work:**

Divide the class into small groups. Ask each group to:

- ◆ Discuss the meaning of integrity.
- ◆ Research how integrity can be applied in the workplace.
- ◆ Develop a role-play that demonstrates ethical

8 **Lesson 3** The Role of Personal Integrity in Life and Work

Review your partner's email about the "Hijri New Year Celebration" and provide at least two constructive pieces of feedback. Focus on the following areas:

- Word choice
- Tone and voice
- Sentence structure
- Clarity and organization

Islamic Values Project**Integrity at Work – A Quranic Perspective**

Verse for Reflection:

﴿وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضُهُمْ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ أُولَئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ﴾ (البقرة: ١٧٦)

"The believing men and believing women are allies of one another. They enjoy what is right and forbid what is wrong and establish prayer and give Zakah and obey Allah and His Messenger. Those – Allah will have mercy upon them. Indeed, Allah is Exalted in Might and Wise"

actions in a professional setting, using scenarios related to honesty, teamwork, and making ethical decisions.

3. Role-Play Development:

• *Instruct the groups to create a short skit, showcasing:*

- ◆ Reporting unethical behavior.
- ◆ Helping a colleague in need.
- ◆ Making ethical decisions under pressure.
- ◆ Ensuring that the teachings from the Quranic verse are reflected in their skit.

The Role of Personal Integrity in Life and Work Lesson 3 8

Instructions:

- 1 **Understand the verse:** Discuss in groups what this verse teaches about integrity and mutual support in doing what is right in the workplace.
- 2 **Research topics:**
 - ◆ Meaning of integrity: Define integrity and describe what it looks like in daily actions.
 - ◆ Achieving personal integrity: Identify ways to be honest and uphold one's values.
 - ◆ Integrity in the workplace: Explain how integrity builds trust and respect in a professional environment.
 - ◆ Applying the verse: Reflect on how these values can be practiced at work.
- 3 **Create your role-play:**
 - ◆ Develop a short skit that demonstrates scenarios where integrity is crucial in the workplace, such as:
 - ★ A situation where an employee must report unethical behavior.
 - ★ Choosing to help a colleague in need, demonstrating teamwork.
 - ★ Making ethical decisions when faced with pressure.
 - ◆ Show how the teachings of the verse guide these actions.
- 4 **Present your skit:** Perform for the class, illustrating how integrity can positively impact the workplace and relationships among colleagues.

Reflection: How can the teachings from this verse guide our actions and decisions in our future careers?

4. Presentation:

Have each group perform their role-play for the class, emphasizing how integrity leads to trust, respect, and positive workplace relationships.

5. Reflection:

After the skits, encourage a class discussion. Ask students how the teachings of the verse can guide their actions and decisions in future careers.

• *Tips for Teachers:*

- ◆ Interactive brainstorming: Encourage students to brainstorm real-life situations where integrity plays a crucial role in the workplace. This can help make the role-plays more realistic and relatable.
- ◆ Peer feedback: After each skit, allow the class to provide feedback on how well the role-play demonstrated integrity and how the verse was applied.

6. Assessment Criteria:

Students will be assessed on their understanding, creativity, teamwork, and presentation skills in the role-play activity. The total score is 25 points.

1. Understanding of the Quranic Verse & Discussion (5 points)

- ◆ Clearly explains the meaning of Surah At-Tawbah, Ayah 71.
- ◆ Demonstrates how the verse relates to integrity, mutual support, and ethical behavior.
- ◆ Provides thoughtful insights on how integrity applies to real-life situations.

The Role of Personal Integrity in Life and Work Lesson 3

Instructions:

- 1 Understand the verse: Discuss in groups what this verse teaches about integrity and mutual support in doing what is right in the workplace.
- 2 Research topics:
 - ◆ Meaning of integrity: Define integrity and describe what it looks like in daily actions.
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 - ★ Making ethical decisions when faced with pressure.
 - ◆ Show how the teachings of the verse guide these actions.
- 4 Present your skit: Perform for the class, illustrating how integrity can positively impact the workplace and relationships among colleagues.

Reflection: How can the teachings from this verse guide our actions and decisions in our future careers?

2. Research & Application (5 points)

- ◆ Shows a clear understanding of integrity in the workplace through relevant research.
- ◆ Develops realistic scenarios that highlight honesty, teamwork, and ethical decision-making.
- ◆ Applies Islamic teachings to workplace ethics.

3. Creativity & Role-Play Development (5 points)

- ◆ Creates a realistic and engaging skit with a clear message.
- ◆ Includes varied ethical situations (e.g., reporting unethical behavior, helping colleagues, making difficult ethical choices).
- ◆ Shows originality and effort in scriptwriting and performance.

4. Presentation & Performance (5 points)

- ◆ Each group member actively participates in the role-play.
- ◆ Clearly demonstrates confidence and expression while acting.
- ◆ Effectively communicates how integrity builds trust and respect in

the workplace.

5. Reflection & Peer Feedback (5 points)

- ◆ Engages in meaningful discussion after the role-play.
- ◆ Reflects on how Islamic teachings guide ethical decisions.
- ◆ Provides constructive feedback on other groups' performances.

Bonus Opportunity (+2 points)

- ◆ Groups that incorporate real-life workplace examples or show a unique perspective on integrity may earn extra points.

Lesson 3 Practice Book

1 Choose the Correct Sentence:

1. Read each pair of sentences aloud to the class.
2. Ask students to listen carefully and circle the sentence that correctly uses the vocabulary word.
3. Discuss the meaning of the correct sentence as a class.
4. Encourage students to explain why the incorrect sentence is wrong.
5. Reinforce understanding by asking students to use the word in their own sentence.

*** Answers:**

1 Foster - b)

2 Admit - a)

3 Crucial - b)

4 Ignore - b)

5 Moral a)

6 Ethical b)

2 Choose the correct answer :

1. Present the multiple-choice options to the students.
2. Have students read each sentence carefully and choose the correct word based on context.

3. After the task, go over each answer with the class and explain why the chosen answer is correct.

★ Answers:

1 c) crucial	4 b) admit
2 b) moral	5 a) foster
3 a) ethical	6 a) ignore

③ Language functions: Supply the missing parts of the following dialogue:

▪ Objective:

Students will practice using their understanding of the importance of truthfulness in Islam by completing a dialogue with appropriate responses.

1. Pre-Task:

- ◆ Begin by discussing the concept of truthfulness with the class. Ask students:
 - "Why is truthfulness important?"
 - "What are some ways truthfulness affects our daily lives?"
- ◆ Review common phrases and vocabulary related to truthfulness (e.g., "trust," "honesty," "integrity").

2. Task Introduction:

- ◆ Explain to the students that they are going to complete a dialogue between two people, where some parts of the conversation are missing. They will use what they know about the topic of truthfulness to fill in the blanks.

8 The Role of Personal Integrity in Life and Work

Lesson 3

Task 1

Fill in the gaps using the provided words:

(overhead - ignore - foster - admit - crucial - moral - ethical)

Making the right decision is often..... (1).....when dealing with important issues. It is essential to follow..... (2).....principles and behave in a way that is both..... (3)..... and fair. Sometimes, people find it hard to..... (4).....the mistakes, but doing so helps to..... (5)..... trust and understanding among others. On the other hand, if we..... (6)..... problems or avoid taking responsibility, it can lead to bigger challenges in the future.

Task 2

Choose the Correct Answer:

- 1 Making the right decision is.....
 (A) trivial (B) easy (C) crucial (D) unimportant
- 2 It is important to behave in a way that is both fair and.....
 (A) selfish (B) moral (C) harmful (D) careless
- 3 Doctors must follow..... principles to treat their patients properly.
 (A) ethical (B) dishonest (C) lazy (D) unfair
- 4 If you make a mistake, it is good to..... it instead of hiding it.
 (A) ignore (B) admit (C) deny (D) blame
- 5 Teachers work hard to..... a love for learning in their students.
 (A) foster (B) discourage (C) stop (D) avoid

3. Dialogue Completion :

- ◆ Distribute the incomplete dialogue to the students and have them read the dialogue. Ask them to work individually or in pairs to supply the missing parts.
- ◆ Encourage them to think about the context of the conversation and how truthfulness fits into each question and answer.

The Role of Personal Integrity in Life and Work

When you..... problems, they often become worse over time.
 Ⓐ ignore Ⓑ face Ⓒ solve Ⓓ address

Task 3

Supply the missing parts in the following mini-dialogues:

Ⓐ(1).....?
 Ⓑ Truthfulness is important because it leads to Paradise.
 Ⓒ How does truthful affect relationships?
 Ⓓ(2).....
 Ⓐ Can truthfulness help in hard situations?
 Ⓑ(3).....

Task 4

Review your partner's email about the "The Night of Isra and Mi'raj Celebration." and provide at least two constructive pieces of feedback. Focus on the following areas:

- Ⓐ Word choice
- Ⓑ Tone and voice
- Ⓒ Sentence structure
- Ⓓ Clarity and organization

4. Discussion:

- ◆ After the students have completed the dialogue, ask for volunteers to share their answers.
- ◆ Write their responses on the board and discuss the most appropriate answers.
- ◆ If there are any misconceptions, clarify with examples and additional explanations.

★ Answers:

- 1 Why is truthfulness important?
- 2 Truthfulness strengthens trust, builds strong relationships, and helps maintain integrity.
- 3 Yes, truthfulness helps us face challenges with honesty and makes difficult situations easier to handle.

4 Writing:

Task: Review your partner's email about the "The Night of Isra and Mi'raj Celebration." and provide at least two constructive pieces of feedback. Focus on the following areas:

▪ **Objective:**

Students will develop the ability to review and provide constructive feedback on a peer's email, focusing on improving word choice, tone, sentence structure, and clarity to ensure a professional and well-structured communication.

1. **Introduction:**

- ◆ Start by explaining the purpose of reviewing a peer's email: to give helpful suggestions for making the email sound more professional and clear.
- ◆ Highlight the key areas students should focus on while reviewing their partner's email:

① **Word choice:** Suggest replacing vague or informal terms with more specific and professional language.

② **Tone and voice:** Ensure the email sounds polite, respectful, and formal, especially since it is an invitation to an important event.

③ **Sentence structure:** Look for short, choppy sentences or overly long sentences. Encourage combining or splitting sentences for smoother flow.

④ **Clarity and organization:** Suggest rearranging sentences for better organization and flow of ideas.

2. **Task Explanation:**

- ◆ In Task 4, students will review their partner's email about the "The Night of Isra and Mi'raj Celebration."
- ◆ After reading through the email, students will provide at least two constructive pieces of feedback for each area (word choice, tone, sentence structure, clarity/organization).

- ④ When you..... problems, they often become worse over time.

(A) ignore (B) face (C) solve (D) address

Task 3

- ⑦ Supply the missing parts in the following mini-dialogues:

- (A)(1).....?
 (B) Truthfulness is important because it leads to Paradise.
 (A) How does truthfulness affect relationships?
 (B)(2).....
 (A) Can truthfulness help in hard situations?
 (B)(3).....

Task 4

Review your partner's email about the "The Night of Isra and Mi'raj Celebration," and provide at least two constructive pieces of feedback. Focus on the following areas:

- ① Word choice
 ② Tone and voice
 ③ Sentence structure
 ④ Clarity and organization

◆ The feedback should focus on improvement, not just pointing out mistakes. Students should suggest better wording, ways to improve tone, sentence restructuring, or more logical organization.

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- Ⓐ When you..... problems, they often become worse over time.
 Ⓐ ignore Ⓑ face Ⓒ solve Ⓓ address

Task 3

Ⓐ Supply the missing parts in the following mini-dialogues:

- Ⓐ(1).....?
 Ⓑ Truthfulness is important because it leads to Paradise.
 Ⓐ How does truthful affect relationships?
 Ⓑ(2).....
 Ⓐ Can truthfulness help in hard situations?
 Ⓑ(3).....

Task 4

Review your partner's email about the "The Night of Isra and Mi'raj Celebration." and provide at least two constructive pieces of feedback. Focus on the following areas:

- Ⓐ Word choice
 Ⓑ Tone and voice
 Ⓒ Sentence structure
 Ⓓ Clarity and organization

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3. Interactive Task Ideas:

◆ Interactive Idea 1 - Pair Review: After students exchange emails, they will discuss their feedback with their partner. They should explain why they suggested the changes and how they would improve the email. This encourages peer-to-peer learning.

◆ Interactive Idea 2 - Class Discussion: Have students share some of the feedback they gave. Discuss these suggestions as a class, explaining why they're helpful and how they contribute to better email communication. This will also encourage students to think critically about how emails are written and why certain adjustments improve the quality of writing.

4. Extension Ideas:

◆ **Extension Idea 1 - Email Rewrite:** After giving feedback, students can rewrite sections of the email to incorporate the suggestions. This allows students to practice applying constructive feedback.

◆ **Extension Idea 2 - Tone Variation Practice:** Have students rewrite the email in a more casual tone (using informal language and structure) and then switch it back to a formal tone, comparing the differences in language, structure, and word choice.

• Top Tips for Teachers:

- ◆ **Tip 1:** Modeling feedback is important. Provide an example of constructive feedback and show students how to phrase their suggestions politely (e.g., "This phrase could be more formal by changing 'We hope you'll come' to 'We would be honored by your presence'").
- ◆ **Tip 2:** Encourage positive feedback as well. Remind students to mention what their partner did well before offering suggestions for improvement. For example: "Your email has a very respectful tone overall, but here's how we can make it even better..."
- ◆ **Tip 3:** Remind students that feedback should aim to improve the email without changing its meaning. Suggest how to make things clearer or more formal while maintaining the message's intent.

*** Answers:*****Example of Constructive Feedback:*****• Feedback on Word Choice:**

"Consider changing 'We'd love for you to come' to 'We would be honored to have you attend.' This makes the invitation sound more respectful and formal."

• Feedback on Tone and Voice:

"While the email is polite, the tone could be more formal by replacing phrases like 'We hope to see you there' with 'We would be delighted to have you join us for this important occasion.'"

• Feedback on Sentence Structure:

"Try combining short sentences to improve the flow. For example, instead of writing 'The event will take place on 25th

February. It will be at the Community Center,' you could say, 'The event will take place on 25th February at the Community Center.' This makes the message smoother."

- **Feedback on Clarity and Organization:**

"Consider moving the event details (date, time, location) to an earlier part of the email so the recipient can quickly find the most important information."