

A-LEVEL

ENGLISHfor Al-Azhar Paragons

Secondary Two
Term 2

Student's Book

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Scope and Sequence

Unit	Theme	L1.
(5) Culture	 In this unit, students will do Reading: Cultural awareness / Culture Shock Writing: An Expository Essay Listening: Culture Diversity Speaking: Culture Diversity/ Culture Shock Language Focus: Use will/going to/present continuous for future plans Language Functions: Asking for and Expressing Opinion Phonology: Progressive Assimilation Critical Thinking: Culture Values: Respecting and Accepting Other Cultures Life skills: Communicating Well with Persons of Other Cultures Project: Online Sharing 	 By they end of the lesson, learners are expected to: share ideas, through discussion, about other ultures. use an e-dictionary to find the meanings and synonyms of new words. use the newly learnt vocabulary in context on their own. use prediction before reading to aid comprehension. read a text about "Cultural Awareness" for the gist. read a text about "cultural awareness" for specific information. recognize the writer's use of stylistic techniques. talk about cultural awareness. engage in a debate about culture. write an introduction to an expository essay about "Culture Shock".
(6) Technology	 In this unit, students will do: Reading: Technology / Technology and Jobs Writing: An Argumentative Essay Listening: Artificial Intelligence / Google Maps Speaking: Technology Language Focus: Model Verbs (can / could) Phonology: Regressive Assimilation Values: Critical Thinking/ Collaboration/ Communication/Respecting Privacy Project: A Magazine Article 	 By they end of the lesson, learners are expected to: check their understanding of new target unfamiliar words. use prediction before reading to aid comprehension. read a text about 'Technology' for specific information. use newly learnt vocabulary in context appropriately. develop their writing and stylistic techniques. use compound nouns to enrich their speaking and writing activities. search the internet for more information about 'technology'. write the introductory paragraph of an argumentative essay about 'technology.'

L2. L3. L4. • By they end of the lesson, • By they end of the lesson, By they end of the learners are expected to: learners are expected to: lesson, learners are · use e- dictionaries and guess the meaning of some expected to: thesauruses to identify the precise unknown words using describe a photo and tell meaning of unknown words, their definitions. what it indicates. synonyms, and antonyms. use the newly learnt vocabulary evaluate others' · use the newly target vocabulary in in context of their own. behaviors. context. • talk about their experience express opinion about • quess the meaning of new words. about different cultures. using some phrases. • justify their answer based on read a text about culture shock · listen to a text for specific contextual clues. for the main idea. information. • listen to a team meeting about locate specific information in answer questions "diversity" for specific information. a reading text about culture based on background differentiate between/s//z/ sounds shock. knowledge about culture. in pronunciation. • talk about 'cultural talk about the pros and cons of • use 'will', 'going to' and present living in a multicultural society. differences.' continuous for future plans explicitly use vocabulary use idioms about 'culture' related to culture in speaking properly. in writing properly. • write a body paragraph of an · write a concluding paragraph write a complete expository essay about 'culture of an expository essay about expository essay about culture shock. 'culture shock.' shock'. express opinions(agree/ search the internet for disagree). more relevant information about culture. • By they end of the lesson, By they end of the lesson, By they end of the learners are expected to: learners are expected to: lesson, learners are · use e-dictionaries and • guess the meaning of the new expected to: thesauruses to identify the precise words using contextual clues. infer the meaning of unknown words using meaning of unknown words, their • use the newly learnt vocabulary synonyms, and antonyms. in context appropriately. contextual clues. • use the newly learnt vocabulary in read a text about "Technology use the newly learnt

- context appropriately.
- recognize some apps using pictorial clues.
- identify the main idea in an informational listening text. (Scanning)
- · talk about 'the impact of artificial intelligence on jobs.'
- distinguish the pronunciation of regressive assimilation properly.
- use modal verbs 'can' and 'could' properly.
- · write a body paragraph of an argumentative essay about "technology".

- and Jobs", for specific information.
- explicitly use vocabulary and phrases related to technology in speaking.
- speak about technology and iobs.
- create a word web according to the parts of speech.
- write a concluding paragraph of an argumentative essay about "Technology".

- vocabulary in context appropriately.
- listen to a text about "Google Maps" for specific information.
- rank Google products according to their priority.
- speak about Google Maps or paper maps preferences.
- write an argumentative essay about "Technology".

Scope and Sequence

Unit	Learning Objectives	L1.
(7) Geniuses	 In this unit, students will do: Reading: geniuses Writing: descriptive essay "signs of being genius" Listening: speech about traits of geniuses / a conversation about "How stories told of brilliant scientists affect kids' interest in the field" Speaking: nurturing talents Language Focus: reducing relative clause Phonology: monothongs Values: appreciating talents Project: A magazine about "strange stories geniuses" 	 By they end of the lesson, learners are expected to: recognize the meaning of new target unfamiliar words using context clues (definitions and examples). figure out the antonym of some target vocabulary based on previous contextual clues. use the newly learnt vocabulary in meaningful context. talk about genius people. read a text about genius people for specific information. speak about how to support and benefit from the geniuses. identify the writer's use of stylistic techniques. use verb ending in "ing" format properly instead of using relative clause by 'v+ ing.' write an introduction of a descriptive essay about "Signs of being a Genius"
(4) Architecture (A witness to history)	 Reading: Architecture/Famous Architects Vocabulary: Related to architecture Writing: descriptive Essay Listening: Building Wonders/ Famous architects Speaking: Talking about building and design Language Focus: The construction 'used to'/passive voice (simple present and past) Language Functions: Describing buildings. Phonology: Sounds twinning (Gemination) Critical Thinking: architecture and civilization Life skills: critical thinking /respect for diversity Project: A poster about the most attractive architectural attractions in the world 	 By they end of the lesson, learners are expected to: recognize the meaning of new target vocabulary using context clues. identify the synonym of new target vocabulary. use the new target vocabulary in meaningful context of their own. use prediction to aid comprehension. read a text about 'architecture' for details. read a text about 'architecture' for specific information. use the newly learnt vocabulary in context correctly. recognize techniques the author uses to enhance the style of writing. use the suffixes -s/ -es to aid me deduce the meaning and demonstrate lexical richness. talk about an iconic building idioms and expressions. write the introductory paragraph of a descriptive essay about "Egypt's Islamic Cultural Centre."

L2. L3. L4. By they end of the lesson, By they end of the lesson, By they end of the learners are expected to: lesson, learners are learners are expected to: • use e- dictionaries and thesauruses expected to: to identify the precise meaning of describe a celebration photo. infer the meaning of · talk about one of the children's global unknown words, their synonyms, and unknown words using awards. antonyms. contextual clues. • guess the meaning of unfamiliar • use the newly learnt vocabulary in • use the new target words in their context. meaningful context. vocabulary in meaningful • use the new target vocabulary in • talk about the traits of the geniuses. context of their own. meaningful context of their own. · listen to a text about "traits of predict answers to some · share ideas about the 'Global Child geniuses" for details. questions about science Prodigy Awards'. · listen to a text about "traits of and scientists. · read a text about 'Global Child geniuses" for specific information · listen to a text for the Prodiav Awards' for details. (Scanning). main idea. read a text about 'Global Child speak about the problems that face • listen to a text for specific Prodigy Awards' for specific geniuses. information. information. • quess the meaning of some idioms. speak about math • use the newly learnt vocabulary in • talk about geniuses' traits and and science and their meaningful context. challenges. ? distinguish pronouncing explicitly use specific adjectives benefits for humans. monophthongs. and phrases related to 'Global Child · write a full descriptive write a body paragraph of a Prodigy Awards' in speaking. k use essay about "signs of descriptive essay about "Signs of specific adjectives and phrases being a genius being a Genius". related to 'Global Child Prodigy Awards' in meaningful context. I write a conclusion of a descriptive essay about "Signs of being a Genius". · use e-dictionaries and thesauruses to By they end of the By they end of the lesson, identify the precise meaning of unknown lesson, learners are learners are expected to: words, their synonyms, and antonyms. • infer the meanings of unknown expected to: · use the newly learnt vocabulary in use the antonyms to words using definitions. context. use the target vocabulary in identify the unknown use the target vocabulary in meaningful meaningful context of their own. words. context of their own. read an article about "an Egyptian • identify the main idea in · share ideas about 'buildings' using some architect' for details. -read an an informational listening pictorial clues. article about 'an Egyptian architect' text. (Scanning) • listen to a text for specific information for specific information. use idioms about Sports (Scanning). talk about 'importance of architects in writing. • listen to a text for details. talk about different types in building their countries.' · complete a fact file about 'favorite · find true information about 'a of sports. building' then discuss what written with famous Egyptian architect.' write an expository essay a partner. • explicitly use vocabulary related to about the Paralympics. · describe 'buildings' using suitable architecture in sentences. adjectives. write the concluding paragraph of • recognize the use of 'gemination in

a descriptive essay about "Egypt 's

Islamic cultural Centre

natural simultaneous speech'.

contexts

Centre'

• use 'used to' in different forms correctly. • use the passive voice with present and past forms meaningfully in varied

 write a body paragraph of a descriptive essay about 'Egypt's Islamic Cultural

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Unit 5 Culture



- ★ Reading: Cultural awareness / culture shock
- Writing: An expository essay
- Listening: Culture diversity
- ★ Speaking: Culture diversity/ culture shock
- ★ Language Focus: Use will/going to/ present continuous for future plans
- ★ Language Functions: Asking for and Expressing Opinion
- Phonology: Progressive assimilation
- Critical Thinking: Culture
- ★ Values: Respecting and accepting other cultures
- ★ Life skills: Communicating well with persons of other cultures
- Project: Online Sharing

Suite St.

Cultural Awareness

ILOs

By the end of the lesson, learners are expected to:

- share ideas, through discussion, about other cultures.
- use an e-dictionary to find the meanings and synonyms of new words.
- use the newly learnt vocabulary in context on their own.
- use prediction before reading to aid comprehension.
- read a text about "Cultural Awareness" for gist.
- read a text about "Cultural Awareness" for specific information.
- recognize the writer's use of stylistic techniques.
- talk about culture awareness.
- engage in a debate about culture.
- write an introduction of an expository essay about "Culture Shock".

Target Vocabulary

assumption - embrace - exclusion impose - massive - scary

Task 1 Discuss



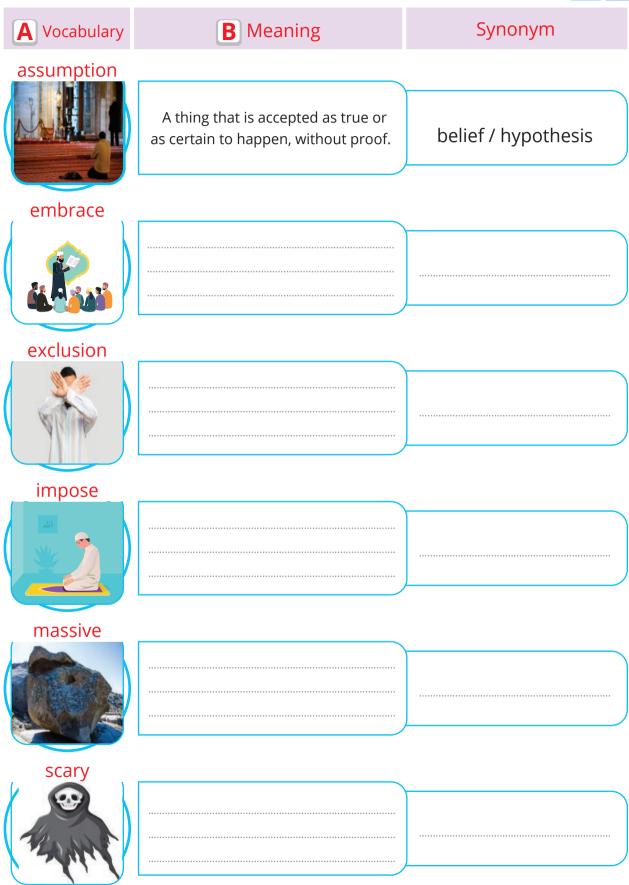
- I can share ideas, through discussion, about other cultures.
- In pairs or small groups, describe the picture, then discuss what you know about the following.
 - 'Foreign' food
 - International film or television
 - The places where your clothes are made
 - Celebrities from other countries
 - The countries where your favorite international team or sports stars come from

Task 2 Dictionary Time



• I can use an e-dictionary to find the meanings and synonyms of new words.









Task 3

Use the target vocabulary in sentences on your own.



I can use the new	y learnt vocabulary	y in context on my own
-------------------	---------------------	------------------------

1	Many scientific assumptions about Mars were wrong.
2	
3	
4	
5	
6	

Task 4 Pre-reading



- I can use prediction before reading to aid comprehension.
- Look at the statements below and match the words in bold to their meanings.
 Tick the points you agree with about living successfully with different cultures.

N	sentence	Agree	Disagree
1	We need to recognize and welcome cultural diversity.		
2	Cultural awareness begins with self-awareness.		
3	We shouldn't make <i>assumptions</i> about other people.		
4	It's wrong to make judgements about people until we understand their culture.		
5	We need empathy if we are going to understand the other person.		
6	Never forget that people new to living in your culture face challenges we can only imagine.		
7	You don't have to agree with the views of others, but always respect them.		
8	When we learn to <i>embrace</i> the differences between us, we can work well together.		
9	Keeping language simple helps prevent the <i>exclusion</i> of others.		
10	It's a mistake to try to <i>impose</i> one culture onto another.		



a	Beliefs	based	on	little	evidence	<u>assumptions</u>
---	---------	-------	----	--------	----------	--------------------

c An understanding gained by putting ourselves in the other's p	position
---	----------

d Force; press	
----------------	--

- e Being different
- f Welcome; show warmth towards; accept enthusiastically
- g Difficulties
- h Opinions
- i Knowledge of yourself
- j Not including; leaving something or someone on the outside

Task 5 Reading



- I can read a text about "Cultural Awareness" for the gist.
- Read the text below and answer the following question:
 - What is the main idea of this text?

Cultural awareness can begin by holding up a mirror. We need to take a long, hard look at ourselves. What makes us the way we are? Well, there's history, religion, tradition, education, and our parents. These are all good things. But do any of them make us better than others? No. Not better, but

different.

It's easy to understand why we start off believing that our culture is better than any other. In fact, some argue that it's necessary in order to survive. As children, we typically build our view of the world from our family and the place we grow up at. However, as we get older our understanding of the world grows with us.

In the past, many people never left the comfort of their own town or district. They could all spend their days happily believing that the life they knew was the best that their way of doing things was the right way, and

not imagining or caring what others might think. Today's world isn't like that though. We do business with people from different cultures, we sell each other products and ideas, we live next door to each other, we listen to music from around the world and we learn different languages. We all need to learn to appreciate each other's cultures and ways of living.

Now, read the texts about "Things I've learned", then answer the questions that follow:

"We grew up on a diet of American television. As a result of that, I used to think that all teenagers ever did was hang out with their friends, go for a drive in someone's car, have parties all the time, oh, and eat burgers. I thought that in the USA, the sun shone all the time, you could travel across the country in an hour or two, and if you went to New York or Chicago or Miami, you would almost certainly be killed! Now I know better."

"I used to watch a comedy Programme on TV. There were characters from different countries and they spoke English in a funny way. I used to laugh so much! Then I met someone from one of those countries and I showed them a video of the Programme, expecting them to laugh. No reaction at first, and then an apologetic, 'I'm sorry but it doesn't make me laugh'. It was a *massive* lesson for me – we were just ridiculing and stereotyping foreigners for comic effect. I don't find that so funny anymore."

"I once got the chance to watch my favourite football team play in another country. Well, we got a great reception from the people we met. They were good-natured and friendly and made us feel at home. Of course, some of the fans were not so friendly but most people were really nice. The thing is, this came as a huge surprise to me. I don't know quite what I expected but my own prejudices shocked me. I realized that I had built up a picture in my mind of foreign teams as the enemy – because you always want your team to win. But I had then made the same assumptions about a whole country. It's true what they say – travel really does broaden the mind."

"When I travelled abroad for the first time, I was really shocked at the way people stared at me in the street. It was really **scary** sometimes. One day a girl was looking at me on the train and I'd had enough of it. She was staring at me – right in the eyes. Not angrily but she wasn't smiling either. I said to her, 'What are you looking at?' She didn't look embarrassed or turn away. She just said, 'You have very beautiful eyes'. I think that was my first lesson in cultural awareness – what she was doing wasn't rude or threatening for her, but it was for me."





Task 6 Check your understanding



- Read the texts again and, for each one, say:
 - What the person learned
 - Whether you think it was a valuable lesson
 - Whether you have heard about, or experienced, similar situations

Answer the following questions in group	os:
☐ What does the writer mean by the understand why we start off believing other? in line 4?	· ·
2 Do you think that cultural awarenes growth?	ss is an important part of personal
3 How can cultural awareness help u diplomacy / etc.?	us in business / foreign relations /
Vocabulary Comprehension Wo	ords in Context
Choose the correct answer from a, b, c o	or d:
☐ You can find aInternet.	amount of information on the
a favorite	b ridiculing
c massive	d foreign
2 They have taken a wrong turning men and women think alike.	; in their that all
a reception	b degradation
c assumption	d surprise
3 I like reading fairy tales but they ar	re sometimes
a fuzzy	b scary
necessary (d merry

	6							
Sins								8 00

- 4 The decision was theirs and was not on them by others"
 - a travelled

b embraced

c built

- **d** imposed
- 5 He was defensive about his, explaining in detail to officials why he had refused the suggestion.
 - **a** extension

b exclusion

c explosion

dassumption

Task 7 Developing Stylistic Techniques



• I can recognize the writer's use of stylistic techniques.

In the reading text above, the writer uses a number of techniques to keep the reader interested.

Match each technique to a quotation from the text in task 5:

Techniques the writer uses	Examples from the reading text
Transition devices	however
Facts, Figures and Statistics	
Elaboration	
Summarization	
Conclusions	

Task 8 Critical Thinking



- I can engage in a debate about "Culture".
 - ☐ Is culture inborn or learned? Why/ Why not?
 - 2 Make a debate about "Can culture change?" yes or no?



Task 9

Speaking



- I can talk about cultural awareness.
- Choose aspects of another culture and discuss them.
 - The food in Japan
 - Schools in Nepal
 - Houses in New Zealand
 - Horses in Arab countries

What do you think first when
I mention the food in Japan?
Do you think they also eat bread? / Do you
think they eat [rice] for every meal? / What
do you think they think we eat?



Task 10

Writing



- I can write an introduction of an expository essay about "Culture Shock".
- Write an introduction to a 3 paragraph expository essay about "Culture Shock":
- Use the sample introduction to help you write your own.

"Culture Shock"	H
I	

"Cultural Awareness"

Introduction

Culture is the term used to identify the customs, social behavior, beliefs and customs of a particular people or society which is passed down from generations.

Cultural awareness is the understanding of different cultures of different groups or individuals that our own culture differs from. Being culturally aware enables us to communicate with people from different cultural backgrounds more effectively. Language plays an important role in building cultural awareness.



Culture Diversity

ILOs

By the end of the lesson, learners are expected to:

- use e- dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- use the newly target vocabulary in context.
- guess the meaning of the new words.
- justify for their answer based on contextual clues.
- listen to a team meeting about "diversity" for specific information.
- differentiate between/s//z/ sounds in pronunciation.
- use 'will', 'going to' and present continuous for future plans properly.
- write a body paragraph to an expository essay about "Culture Shock".
- express opinions (agree/disagree).

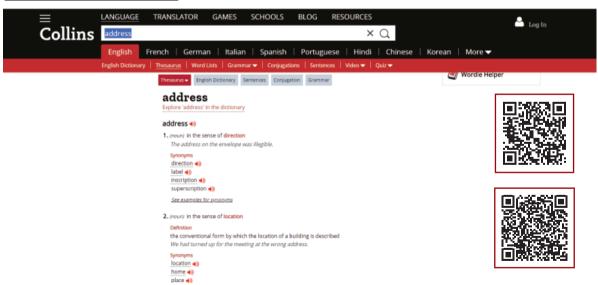
Task 1 Getting Ready (Dictionary Time)



- I can use e- dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- With your partner, guess the meaning of the words in italic, then look them up using the following link and fill in the table below:

Target Vocabulary

address diversity charter inclusive



address

(ədres 1), US ædres 1)

Word forms: plural, 3rd person singular present tense addresses, present participle addressing, past tense, past participle addressed.



Word	Part of Speech	Meaning	Example	Synonym	Antonym
to address	verb	speak to (a person or an assembly)	If you address a group of people, you give a speech to them.	talk to, speak to, lecture	Х
diversity					
charter					
inclusive					

Task 2 Fill in the gaps with the words in the table:

-/4		
	Ā	D
4		2
	V	

r can use the newly ta	rget vocabulary in context.
The book is	to the general reader.
2 USA. is known for	rits cultural
3 A class	is a document that states the instructions al
students should f	follow.
4 It's an all-	nrice: there is nothing extra to nav

Task 3 Pre-listening



- I can guess the meaning of new words.
- Match the words / phrases with the definitions below, then listen to check your answer:

equality - to promote - avenue - a charter - diversity to pay attention to – inclusion - isolation

inclusion - isolation	
☐ when different people, things or ideas are included	inclusion
2 when you feel separate from others	
3 a document that describes the beliefs of a group	
4 to help something to happen	

\$\partial \text{\tint{\text{\te\tinte\text{\text{\text{\text{\text{\text{\text{\text{\text{\tex{\tex	

when everyone has the same rights and advanta	ages	
6 when people feel part of a group		
1 to think carefully about		
8 a place where an event happens		••••

Task 4 Listening



- I can justify my answer based on contextual clues.
 - Listen to a team meeting about diversity, then answer the following question:
- Do you think that the speakers accept or refuse diversity? Give reasons for your answer.



Task 5 During-listening



- I can listen to a team meeting about diversity for specific information.
- Listen again to decide whether these sentences true or false:

sentences	True	False
1. The team has grown and become more diverse in the past year.		
2. Everyone in the team respects and values everyone else.		
They're going to create a workplace charter to encourage diversity, equality and inclusion.		
4. They're going to involve the whole team when creating the charter.		
5. They have already run some successful workshops this year.		
6. Nina has already shared some positive research.		



Task 6

Post-listening



1 - Choose the correct answer:

- Stefano is going to
 - a talk to colleagues who feel isolated.
 - **b** look for a trainer who specialises in running diversity workshops.
 - c look for an unusual venue for the workshop and team-building event.
- 2 Brenda is going to
 - a talk to people about their different opinions.
 - **b** look for a trainer who specialises in running diversity workshops.
 - c look for an unusual venue to run the workshop and team-building event.
- 3 Nina is going to
 - a write the workplace charter before the workshop.
 - **b** also look for an unusual venue for the event.
 - c research other organisations and their diversity.
- 2 How diverse is your class? How can diversity benefit your team / group?

Task 7 Phonology (Assimilation)

Progressive assimilation: This refers to when a sound is influenced by the sound that comes before it.

The /s/ sound is influenced by the previous sound and changes to a /z/ sound, e.g /bægs/ (bags) \rightarrow /bægz/ (bagz).

Top Tip

When the letter "s" comes between two vowel sounds, you pronounce it as the letter "z":

Some good examples of this are in the words cousin, reason, and teasing. In all of these examples and others like it, you see the s in between the two yowels.

Look for the many words that are spelled with "se" at the end:

Most of these words are going to be pronounced as "z".

Especially if it's a verb such as arouse, appease, and choose.

Memorizing words: There are a lot of words that are function words but they may not carry a lot of meaning. Words such as has, is, was, and as are all great examples.





 ■ I can properly differentiate between /s/ and /z/ sounds in pronunciation.

Listen to the text again and practise pronouncing the following words:

teams-members-ideas-has-as-ways-specialises-opinions-organisations
- employees - sessions

Task 9 Grammar File



• I can use 'will', 'going to' and present continuous for future plans properly.

"Future plans"

will

We use will to talk about spontaneous plans decided at the moment of speaking.

Oops, I forgot to phone Mum! I'll do it after dinner.

I can't decide what to wear tonight. I know! I'll wear my green shirt.

There's no milk. I'll buy some when I go to the shops.

Going to

We use going to talk about plans decided before the moment of speaking.

I'm going to phone Mum after dinner. I told her I'd call at 8 o'clock.

I'm going to wear my black dress tonight.

I'm going to go to the supermarket after work. What do we need?

Present continuous:

We usually use the present continuous when the plan is an arrangement – already confirmed with at least one other person and we know the time and place.

I'm meeting Jane at 8 o'clock on Saturday.

We're having a party next Saturday. Would you like to come?

We often use the present continuous to ask about people's future plans.

Are you doing anything interesting this weekend?



Task 10

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

I can't come to classa I'll have	next Monday a t	
2 Waitress: And what an orange juice, plea	would you like to drir	
a I'll have	b I'm having	c I'm going to have
3 What are you going to d	when you finish u	_
4 What this w	eekend?	
a will you do	b are you doing	c are you going to do
A: Shall we cook or go out to eat tonight? B: Let's get takeaway. the number of the pizza place.		
a I`ll look for	b I'm going to look	c I'm looking for
6 I'm tired of the way repairs. Next time,	the garage always ch	•
a I`m going to look	for b I'm looking f	for c I`m going to
Task 11		
Complete the sentences using the present contin		of the verb in brackets
The concert will start (start) at exactly 10 o'clo	ock.
Don't worry! I		
3 Weappointment at 6 o'clo		ext Friday. We have an



Ta	ask 12	Writing		
6	What	you	(do) at the weekend	ł?
	afternoon?			
5		she	(remember) to call us thi	is
	work.			
4	Anne	(invite)	some of her friends for dinner afte	٢

- Write a body to a 3- paragraph expository essay about "Culture Shock".
- Use the sample body paragraph to help you write your own.

"Cultural Awareness"

Body:

When we learn new languages and cultures, we realize our own behaviors, values, and beliefs. We value people with different cultural backgrounds as we begin to understand ourselves better. This results in better relations than conflicts.

Food is another great way to learn about other cultures. Arrange monthly lunches that have food from around the world, or ask people from different cultures to share recipes for their favorite foods from home. During religious or cultural festivals, invite your friends to share your culture with them. Introducing new traditions to your friends and society helps to bridge the gap between different people with different cultures.



"Culture Shock"
; ,



Culture Shock

ILOs

By the end of the lesson, learners are expected to:

- reguess the meaning of some unknown words using definitions.
- use the newly learnt vocabulary in context of their own.
- can talk about their experience about different cultures
- read a text about Culture Shock for the main idea.
- locate specific information in a reading text about culture shock.
- talk about the pros and cons of living in a multicultural society.
- related to culture in speaking.
- write a concluding paragraph of an expository essay about "Culture Shock"

Task 1 Dictionary Work



• I can guess the meaning of some unknown words using definitions.

Target Vocabulary

intangible - collective - encounter - cope with

With your partner, match these words to their meanings, then c dictionary.	<u>heck your</u>
1 to deal effectively with something difficult	ope with
impossible to touch, to describe exactly, or to give an exactly	act value
 unexpectedly be faced with or experience a problem shared or assumed by all members of the group 	
Task 2	
I can use the newly learnt vocabulary in context of my own.	
Use the target vocabulary in sentences on your own:	
My brother is consumed by wanderlust.	
2	
3	

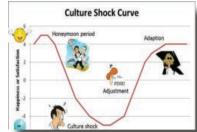
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Task 3 Pre-reading Questions



- I can talk about my experience about 'different cultures'.
- In pairs, describe the picture, then answer the questions that follow:
 - Have you ever travelled abroad? Which country did you go to?
 - How did you feel when you first landed on a different culture environment?



Task 4 Reading



- I can read a text about culture shock for the main idea.
- Read a text about "Culture Shock", then answer the following question:
 - What is the main idea of the text below?

Culture is a term that refers to a large and diverse set of mostly *intangible* aspects of social life. According to sociologists, culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a *collective*. Culture also includes the material objects that are common to that group or society. Sociologists tell us that there are five basic stages that human beings pass through when they enter and live in a new culture. This process, which helps us to deal with Culture Shock, is the way our brain and our personality reacts to the strange new things we *encounter* when we move from one culture to another.

Culture shock begins with the "honeymoon stage". This is the period of time when we first arrive in which everything about the new culture is strange and exciting. We may be thrilled to be in the new environment, seeing new sights, hearing new sounds and language, eating new kinds of food. This honeymoon stage can last for quite a long time because we feel we are involved in some kind of great adventure.

Unfortunately, the second stage of culture shock can be more difficult. After we have settled down into our new life, working or studying, buying groceries, doing laundry, or living with a home-stay family, we can become very tired and begin to miss our homeland and our family, pets. This period of cultural adjustment can be very difficult and lead to the new arrival rejecting from the new culture. This "rejection stage" can be quite dangerous because the visitor may develop unhealthy habits (smoking and, being too concerned over food or contact with people from the new culture). This can, unfortunately lead to the person getting sick or developing skin infections or rashes, which then makes the person feel even more scared and confused and helpless. This stage is considered a crisis in the process of cultural adjustment and many people choose to go back to their homeland or spend all their time with people from their own culture speaking their native language.

The third stage of culture shock is called the "adjustment stage". This is when you begin to realize that things are not so bad in the host culture. Your sense of humor usually becomes stronger and you realize that you are becoming stronger by learning to take care of yourself in the new place. Things are still difficult, but you are now a survivor!

The fourth stage can be called "at ease at last". Now you feel quite comfortable in your new surroundings. You can *cope with* most problems that occur. You may still have problems with the language, but you know you are strong enough to deal with them. If you meet someone from your country who has just arrived, you can be the expert on life in the new culture and help them to deal with their culture shock.

There is a fifth stage of culture shock which many people don't know about. This is called "reverse culture shock". Surprisingly, this occurs when you go back to your native culture and find that you have changed and that things there have changed while you have been away. Now you feel a little uncomfortable back home. Life is a struggle!



Task 5 During -reading Questions



- I can locate specific information in a reading text about "Culture Shock".
- Choose the correct answer:
- **□** Which sentence best explains the main idea of paragraph 1?
 - a People immigrate to other countries in search of better opportunities.
 - **b** Modern life is characterized by many technological advances and greater mobility.
 - c Culture shock, experienced by people living in a new culture, consists of five basic stages.
- 2 The main purpose of paragraph 5 is to:
 - a describe how newcomers feel in the "at ease" stage.
 - **b** warn of the difficulties newcomers may feel during this stage.
 - c suggest that newcomers have overcome all problems in the new culture.
- 3 In paragraph 6 the author does all of the following expect:
 - a show what causes "reverse culture shock".
 - **b** describes what specifically causes reverse culture shock.
 - c defines the fifth stage of culture shock.
- 4 In paragraph 3, sentence 4, the word rejection means.
 - a refusing to accept or consider something
 - **b** refusing to live in a country
 - c refusing someone as a lover or partner
- In paragraph 4, sentence 1, the word adjustment means.
 - a confronting new things
 - **b** resolving a problem
 - c adaptation to new conditions
- **6** In paragraph 4, sentence 2, the host refers to:
 - a the largest country
 - **b** the receiving country
 - c the newcomer's native country



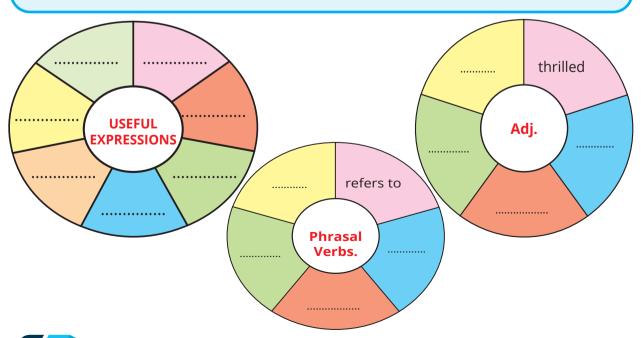
- In paragraph 5, sentence 1, the phrase at ease means.
 - a standing silently, as in a military formation
 - **b** comfortable
 - c tense and nervous
- **1** In paragraph 6, sentence 2, the word reverse means.
 - a coming from the rear of a military force
 - **b** doing something backwards
 - c opposite or contrary to a previous or normal condition

Task 6 Speaking Activity



- I can explicitly use vocabulary related to culture in speaking.
 - E. Read the following words, then fill in the wheels according to their category.
 - F. Work in pairs. Take turns to say a sentence using one expression from the wheels your partner reacts with a suitable expression from the same wheel.

refers to, native language, consists of, feel quite comfortable, as a collective, helpless, scared, pass through, from one to another, take care of, native, cultural adjustment, lead to, develop unhealthy habits, confused, deal with, strange, according to





Task 7 Writing



- I can write a concluding paragraph of an expository essay about "Culture Shock".
- Write a conclusion to a 3- paragraph of an expository essay about "Culture Shock".
- Use the sample conclusion to help you write your own.

"Cultural Awareness"

Conclusion:

By being culturally aware, we can recognize and have an appreciation for other's values, customs, and beliefs and meet them without judgment or prejudice. Cultural awareness will make people realize what is inappropriate or offensive to others.

"Culture Shock"



Cultural Manners

ILOs

By the end of the lesson, learners are expected to:

- describe a photo and tell what it indicates.
- evaluate others' behaviors.
- express opinion about using some phrases.
- listen to a text for specific information.
- answer questions based on background knowledge about culture.
- talk about 'cultural differences.'
- use idioms about culture in writing properly.
- write a complete expository essay about 'Culture Shock.'
- search the internet for more relevant information.

Task 1 Discuss



- I can describe a photo and tell what it indicates.
- With your partner, discuss the photo and tell your class what it indicate:



Task 2 Pre-listening



- I can evaluate others' behaviours.
- Analyze the following scenarios and determine whether they exhibit good or bad manners, or if they are inconsequential in terms of culture and etiquette:

Greeting people

- Kiss people on both cheeks when you meet them for the first time.
- Call older people by their first names.

🧪 ln a restaurant

- Be very affectionate to your partner.
- Talk on your mobile phone.

Driving

- Always stop at pedestrian crossings.
- Shout at someone who's driving slowly.



- Men and women a man's role
 - Pay for a woman on the first date.
 - Wait for a woman to go through the door first.

Visiting people

- Take a present if you're invited to dinner at someone's house.
- Arrive more than 10 minutes late for a lunch or dinner.

Task 3 Listening



- I can express my opinion about using some phrases.
- <u>Listen to a recording about "Culture Shock", then answer the following question:</u>
- Do you think Miranda was right when she gave Alexander a course in politeness before meeting her parents? Why/Why not?



Task 4 During-listening



- I can listen to a text for specific information.
- <u>Listen to the recording again and decide whether the sentences are true or false:</u>

idise.					
Sentences	True	False			
1. The English and Russian idea of good manners is different.					
2. Miranda got angry because her husband asked her to make the tea.					
Miranda had to teach him to say sorry when something wasn't his fault.					
4. Her husband thinks English people are too polite.					
5. Alexander wasn't surprised when people said they liked the food at the dinner party .					
In Russia it isn't normal to smile all the time when you speak to someone.					
7. Alexander never says thank you for his tea when he and Miranda are speaking in Russian.					

Task 5 Post-listening



I can answer questions based on my background knowledge about culture.

Answer the following questions:

- Do you need to add any polite words when you ask your relative to do something (for example, to pour some tea)?
- If you need some salt, will you ask like this: "pass me the salt."?
- What do people in your country do if they step on somebody's toe?
- Do you usually say at a dinner party that a dish needs more flavouring?
- Are people in your country more direct than the English? Explain.

Task 6 Critical Thinking



- I can talk about cultural awareness.
- 'Life becomes more interesting with different cultures.' Explain.

Task 7 Vocabulary Focus



- I can use idioms about culture shock in writing properly.
- Study these Idioms:
 - 1 to step on my toe = to do something that upsets or offends (someone)
 - 2 "like the village idiot" = someone who is well known in their community for their stupidity and ignorant behavior.
- Use the previous idioms in sentences on your own:
 - You might step on the toes of some important people with this project.

2

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3	
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Task 8 Writing



- I can write a complete expository essay about "Culture shock".
- ∠ Edit and publish your final expository essay about "Culture Shock".
- ∠ Exchange what you have written with the members of your group.

	"Culture Shock"	
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ONLINE SHARING: Use your blog, wiki, Facebook page, My Space page, "X" app, or any other social media tool to get opinions on culture. Share your findings with the class.



Self-Assessment

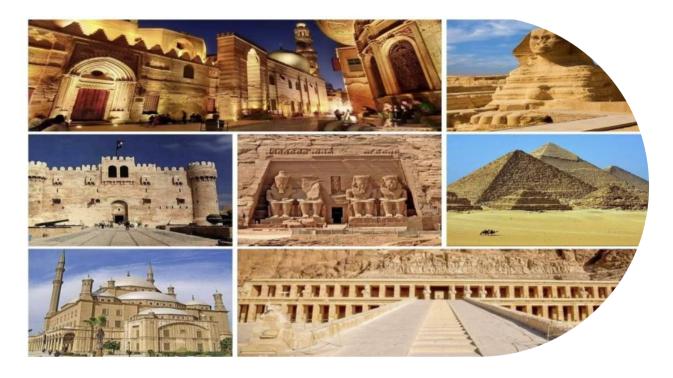
Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the unit.

∠ Now I can					
		Very good	Good	Not good	
Vocabulary	identify the meaning of the words in context.				
Vocal	use the words in meaningful sentences.				
Grammar	use will, going to and the present continuous for future plans.				
Gran	use idioms related to culture.				
ಹ	skim a text to understand the gist.				
Reading	identify the purpose of a reading text.				
~	understand details in a reading text.				
g	understand the necessary information in a listening text.				
Listening	understand specific information in a a listening text.				
	promounce progressive assimilation.				
peaking	talk about culture shock.				
Spea	talk about culture diversity.				
₽0	plan and draft an expository essay.				
Writing	compose, edit and proofread a persuasive essay.				
>	publish an expository essay.				

Unit 6

Architecture (A Witness to History)





- Reading: Architecture/Famous Architects
- ★ Vocabulary : Related to Architecture
- Writing: A Descriptive Essay
- ★ Listening: Building Wonders/Famous Architects
- Speaking: Talking about Building and Design
- ★ Language Focus: The construction 'used to' / passive voice (simple present and past)
- ★ Language Functions: Describing Buildings.
- Phonology: Sounds Twinning (Gemination)
- ★ Critical Thinking: Architecture and Civilization
- ★ Life skills: Critical Thinking /Respect for Diversity
- ★ Project: A Poster about the most attractive architectural attractions in the world

Architecture Now and Then



ILOs

By the end of the lesson, learners are expected to:

- recognize the meaning of new target vocabulary using contextual clues.
- identify the synonym of new target vocabulary.
- use the new target vocabulary in meaningful context on their own.
- use prediction to aid comprehension.
- read a text about 'architecture' for details.
- read a text about 'architecture' for specific information.
- use the newly learnt vocabulary in context correctly.
- recognize techniques the author uses to enhance the style of writing.
- use the suffixes -s/ -es to aid me deduce the meaning and demonstrate lexical richness.
- talk about an iconic building idioms and expressions.
- write the introductory paragraph of a descriptive essay about "Egypt's Islamic Cultural Centre."

Target Vocabulary

feasible - permanence - drain - beam -horizontally - breakthrough

Task 1 Get Ready



- I can recognize the meaning of the new target vocabulary using contextual clues.
- Try to guess the meanings of the words in bold in their context:
 - ☐ The construction company wanted to build a new skyscraper, but they needed to determine if it was *feasible*.
 - The ancient Egyptians believed in the **permanence** of their pharaohs, which is why they constructed elaborate tombs and pyramids.
 - 3 The plumber warned the homeowner that a leaky faucet could **drain** a significant amount of water over time.
 - 4 The workers carefully hoisted the steel **beam** into place to support the weight of the building.
 - The artist decided to hang the painting *horizontally* to create a sense of movement and motion.
 - 6 The scientist made a significant **breakthrough** in cancer research that could lead to new treatments and therapies.





• I can identify the synonyms of new target vocabulary.

Word	synonym
feasible	() durability
permanence	() gleam
drain	() flat
beam	() innovation
horizontal	() deplete
breakthrough	(<u>1</u>) possible

Task 3 Vocabulary



- I can use the new target vocabulary in meaningful context of their own.
- Use three words from the previous table in sentences on your own:

<u>1-</u>	l saw a	a brig	ht beam	of light	shining	throug	the v	windo	W.
₽									

/

Task 4 Reading



- I can use prediction to aid comprehension.
- With a partner, describe the photos, then discuss the following questions:
 - ☐ What do you think the reading passage is about?



- 2 Have you heard or read about any of the buildings in pictures 1, 2, or 3? If yes, tell your class about them.
- 3 From your own point of view, what are the advantages of using technology in the architectural field?

Top Tip

Reading Skill

Prediction

Readers think about what they are going to read. And while reading, they think about what comes next. This helps them better understand what they are reading.



Machu Picchu stones

3

Skyscrapers



Ancient Roman architecture



Technology

Task 5

- I can read a text about 'architecture' for details.
- Read the passage about architecture, then answer the questions that follow:

Architecture is the art and science of designing structures to organize and enclose space for practical and symbolic purposes. It communicates cultural values. Of all the visual arts, architecture affects our lives most directly for it determines the character of the human environment in major ways.

Architecture is a three-dimensional form that utilizes space, mass, texture,



line, light, and color to create a working harmony with a variety of elements. It is the work of architects to create buildings that provide shelter, enrich space, complement their site, suit the climate, and are economically *feasible* and contributes to human existence. The client who pays for the building and defines its function is an important member of the architectural team. Architecture employs methods of support that have changed little since people first discovered them.

The development of architecture has been driven by major technological changes. In earlier times, it was necessary to design structural systems suitable for the materials available. Today, technology has revolutionized the design of architecture, allowing it

Top Tip

Reading for specific information or Details is a twostep process. First, scan to find the part of the passage that has the information you want. Second, move very quickly over the part you identified, ignoring unknown words, and focusing solely on key words, phrases, and ideas to find the specific information. Scanning is the strategy employed here and it should help you find the specific information. We do so in real life as we focus on the parts that provide the information we are interested in.

scan QR

to enclose space with greater ease and speed and with a minimum of material. Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred years ago.

Modern architectural forms have three components comparable to the human body: a supporting skeleton, an outer skin enclosing interior spaces, and equipment similar to the body's vital organs and systems. In early architecture, the skeleton and skin were often one. Stone architecture has been used for centuries due to its beauty, *permanence*, and availability. Some of the world's finest stone architecture can be seen in the ruins of Machu Picchu, where doorways and windows are made possible by thick stone *beams* that support the weight from above.

However, a structural invention had to be made before the physical limitations of stone could be overcome and new architectural forms could be created. This invention was the arch, a curved structure originally made of separate stone or brick segments, was used by the early cultures of the Mediterranean area for underground *drains*. However, it was the Romans who first developed and used it extensively in aboveground structures. It is a semi-circular arch made of separate blocks of stone and can support greater weight than a *horizontal beam*. Architecture throughout the centuries has been characterised by it and other significant structural *breakthroughs*.

Modified



:	What is architecture? Architecture is the art and science of designing structures to organize and enclose space for practical and symbolic purposes.
2	What elements are used in architecture to create harmony?
	How does modern architecture compare to early architecture in terms of its components?
	Why was stone architecture used for centuries, and where can some of the finest examples of it be seen?
	In what ways does architecture communicate cultural values? Can architecture be used as a tool for promoting cultural diversity and inclusivity?
	How has technology revolutionized the design of architecture? What are the advantages and disadvantages of using technology in the design process?

Task 6

- Choose the correct answer from a, b, c, or d:
 - ☐ According to paragraph 1, all of the following statements about architecture are true except:
 - a Architecture is a visual art.
 - **b** Architecture reflects the cultural values of its creators.
 - c Architecture has both artistic and scientific dimensions.
 - d Architecture has an indirect effect on life.



- - a developed

b recognized

c achieved

d enhanced

- In paragraph 5, what does the author imply about modern buildings?
 - a They occupy much less space than buildings constructed one hundred years ago.
 - **b** They are not very different from the building of a few generations ago.
 - c They weigh less in relation to their size than buildings constructed one hundred years ago.
 - d They take a long time to build as a result of their complex construction methods.
- 4 Which of the following correctly characterizes the relationship between the human body and architecture that is described in paragraph 4?
 - a Complex equipment inside buildings is the one element in modern architecture that resembles a component of the human body.
 - **b** The components in early buildings were similar to three particular elements of the human body.
 - c Modern buildings have components that are as likely to change as the human body is.
 - **d** In general, modern buildings more closely resemble the human body than earlier buildings do.
- According to paragraph 5, which of the following statements is true of the arch?
 - a The Romans were the first people to use the stone arch.
 - **b** The invention of the arch allowed new architectural forms to be developed.



- **c** The arch worked by distributing the structural load of a building toward the center of the arch.
- d The Romans followed earlier practices in their use of arches.
- - a the horizontal beam
 - **b** the arch
 - c a separate stone
 - d a structural invention

Task 7 Vocabulary Check



- I can use the newly learnt vocabulary in context correctly.
- Choose the correct answer from a, b, c, or d:

	gn structures that f	it the climate and	are financially
a feasible	b horizontal	c measured	d comparable
2 Stone has been	used in building for n	nany years due to its	5
a component	b weight	c permanence	d beam
,	res of the Mediterra	nean region chiefly	used the arch
a structures	b drains	c buildings	d stones
4 The architect of a vertical posit	can rotate the side from	om a	position into
a structure	b beam	c block	d horizontal
5 Architecture h	nas evolved over ti	me due to the ar	ch's structural
a segments	b breakthroughs	c drains	d methods



Task 8 Critical Thinking



Discuss the following question with a partner.

Do you think the ruins of a country's architecture are a witness to its civilization? Why / why not?

Task 9 Developing Stylistic Techniques



- I can recognize techniques the author uses to enhance techniques to style of writing.
- Read the text in task 5 again, then complete the table with the techniques the writer used to keep the reader interested. The first one has been done for you:

Techniques the writer uses	Examples from the reading text
a) Transition devices	"and -however - but,"
b) Facts, Figures and Statistics	
c) Figures of speech (similes / metaphors)	
d) Time Sequence	

Task 10 Word Building Skills (Inflectional suffix)



I can use the suffixes -s/ -es to a word to enrich my knowledge about the word's grammatical behavior.
Top Tip

The author of the text above used these three words "elements -stones - utilizes" in the text.
 The three words end in s or es .The suffixes -s/-es is added to the word to mean more than one or to change the action.

1- s /es to form plural nouns	1 s / es added to verbs = to
= to mean more than one	change the form of the action
changes-systems-methods-	affects – communicates -
drains-beams	utilizes

-boxes- boksiz misses /'mɪsɪz/

Spelling skills

Adding suffix -s will not change the number of

syllables. However if

suffix -es is used, the

number of syllables will increase by one. dogs -dpgs / -

closes": /'klovzız/

EX: The company adopts new methods to increase the production.

Task 11

- I can use the suffixes -s/ -es to a word to enrich my knowledge about the word's grammatical behavior.
- Add the suffixes s/es to the nouns / verbs in the table. Use a dictionary if needed. (The first one has been done for you):

Noun	Plural	Verb	3 rd person
change	changes	affect	affects
arch		pay	
shelf		overcome	
structure		employ	
segment		analyse	
century		enrich	

Now write three sentences with words you have chosen from your list:

EX.	The latest changes lead to the improvement in many fields in the
	country.
6	
6	
6	
6	
6	

Find more nouns and verbs ending in the suffixes -s/es. Write sentences containing these words:

6	
6	



Task 12 Speaking



- I can talk about iconic buildings.
- Work in small groups to talk about an iconic building.

Describe a building in your country or a country you know well. Talk about these points.

Top Tip

- 1. What is the history of the building?
- 2. What is the architecture style of the building?
- 3. What makes the building iconic?
- 4. What is the significance of the building to the city or country it is located in?
- 5. Are there any interesting facts or stories related to the building?

Top Tip speaking skills

- Speak in a loud, clear voice.
- Look at the other person when he or she is speaking to you and when you are speaking to him or her.
- Listen very carefully to everything the other person says so that you can reply appropriately.

Use the following idioms and expressions to help you with your speaking activity:

Built like a brick house	used to describe someone who is physically strong and sturdy
A house divided against itself cannot stand	means that a group that is divided will not be successful
Castles in the air	refers to plans or dreams that are unlikely to come true
To put a roof over one's head	to provide someone with shelter or a place to live
The walls have ears	that someone may be listening in on a private conversation
To hit the ceiling	to become very angry or upset
To be on shaky ground	to be in an uncertain or unstable situation
To lay a foundation	to establish something on a strong basis
To have one's head in the clouds	to be unrealistic or impractical
To be a pillar of society	to be a respected member of the community.



Task 13

Writing



- I can write an introduction of a descriptive essay about "Egypt`s Islamic Cultural Center".
- Write an introduction to a 2- paragraph descriptive essay about "Egypt's Islamic Cultural Centre".
- Use the sample introduction to help you write your own.

"Al-Azhar Mosque"

Introduction:

Since its establishment more than a thousand years ago, Al-Azhar Mosque and the university that bears its name have attracted students from all over the world who are interested in learning about the development of Islam and the various schools of thought that influence how the Qur`an is interpreted.

Al-Azhar Mosque was built by the Fatimid commander Jawhar al- Siqilliin in 970 A.D in the Islamic Shi'i Dynasty! As the Fatimids that ruled Egypt from the 10th to 12th century constructed the mosque as a place of worship and research in Islamic studies. This holy structure gives the trips of many travelers a meaningful value that gets them home with hearts pure and minds clear!

Top Tip

Descriptive Essay

- Introduction
- -Include your thesis statement, a hook to grab the attention of the reader (this could be a personal story, anecdote, joke or fact) and a little bit about the purpose of the essay.

Top Tip

Descriptive writing also uses:

- •strong, active VERBS (action words)
- •interesting ADJECTIVES (describe nouns)
- ADVERBS (describe verbs, adjectives, adverbs essay.



	"Egypt's Islamic Cultural Centre"
Introduction	

Building Wonders



ILOs

By the end of the lesson, learners are expected to:

- use e-dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- use the newly learnt vocabulary in context.
- use the target vocabulary in meaningful context on their own.
- share ideas about 'buildings' using some pictorial clues.
- listen to a text for specific information (Scanning).
- listen to a text for details.
- complete a fact file about 'favorite building', then discuss what written with a partner.
- describe 'buildings' using suitable adjectives.
- recognize the use of 'gemination in natural simultaneous speech'.
- use 'used to' in different forms correctly.
- use the passive voice with present and past forms meaningfully in varied contexts.
- write a body paragraph of a descriptive essay about 'Egypt's Islamic Cultural Centre'.

Target Vocabulary

amphitheatre - gladiator - astounding - dynasty -mausoleum ornate - dilapidated - spectacular - erect

Task 1 Dictionary Time



- I can use e- dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- With your partner, guess the meaning of the words in italic, then look them up using the following link and fill in the table below:







Word	Part of Speech	Meaning	Example	Synonym	Antonym
amphitheatre	noun	A large open area surrounded by rows of seats sloping upwards.	Amphitheaters were built mainly in Greek and Roman times for the performance of plays	Theatre/ arena	
gladiator					
astounding	<u>Adj</u>				
dynasty					
mausoleum					
ornate					
dilapidated					
erect					



- I can use the newly learnt vocabulary in context.
- Fill in the blanks with the correct vocabulary word:

	DIGITAS WILLIE	ile correct ve	cabulary we	<u> </u>
astounding	ornate	amphitheatre	dynasty	mausoleum
erect	dilapidated	gladiator		
•	itheatre was pa		•	tators eager to
2 The crafts		e was		with intricate
3 The long-lastin	ruler was	known for his	-	quests and his
leaky roof		·		
	d high above th		, Witr	n daring feats
The builders worked tirelessly to the massive stone structure that would become the				
	was a fier		•	ı the
The sight of	of the	sunset over t	he ocean was t	ruly
Task 3	Vocabula	ary Check		()(S)
	newly learnt vo	-		ith a sentence
•	nstrates your	-	•	
	dilapidated hovindows and a			for years, with
<i>!</i>				
☐ The old,	dilapidated ho	ouse had beer	n abandoned 1	_



Task 4 Listening



- I can share ideas about buildings using some pictorial clues.
- Listen to the text about building wonders:
- Before listening Activity:
 - Can you name these buildings?
 - 2 Where do you think each building is?
 - 3 What do you think it's used for?
 - 4 What difficulties do you think the architects faced in the construction of these buildings?

Top Tip Scanning

Scanning is listening to a text to find specific information, which is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, you need to have some idea of what you're listening for before you listen and while you're listening.











Task 5 While listening Activity



• I can listen to a text for specific information (Scanning).

	State whether these sentences are true or false:		
•	The Colosseum		
	was built in the 15th century.	(Fa	lse)
	2 was a place where people watched fights.	()
	3 is currently in very bad condition.	()
•	Petra		
	$\ \square$ UNESCO recognizes the importance of this cultural heritage.	()
	2 was the world's tallest building.	()
	3 Only the interior artwork is amazing.	()
•	The Taj Mahal		
	was built as a palace for an emperor.	()
	2 was constructed over 500 years ago.	()
	3 is in danger.	()
•	Giza Pyramids		
	☐ They have always been popular.	()
	2 The Pyramid of Khufu is made of steel.	()
	3 They are the tallest structure in in the world.	()
	Task 6 Check your Understanding	(1)	3
6	I can listen to a text for details.		
	Answer the following questions:		
	☐ Why do humans build monuments and other large structure	es?	List
	as many reasons as you can.		
	/		
	2 What are some examples of the monuments? Why are important?		

Task 7 Speaking Activity
<i>!</i>
Which of these wonders is your favorite? What is special about it?
6 Why was the Pyramid of Khufu built?
<i>/</i>
For how long have the Pyramids of Giza existed?
4 According to the text, "pollution had a bad effect on The Taj Mahl" How was it?
Why is Petra described as 'one of the most precious cultural properties of man's cultural heritage' by UNESCO?

- I can complete a fact file about my favorite building, then discuss what I have written with a partner.
- Answer the following questions to make your own fact file about your favorite building. Then, discuss it with a partner:

What's your favourite Building	
Where is it?	
When was it build?	
What's special about it?	

Task 8 Language Functions



- I can describe buildings using suitable adjectives.
- Describing buildings.
 - Are these adjectives for describing buildings positive, negative or neutral?





ancient / classical / contemporary / dilapidated / elegant / graceful / imposing / impressive / innovative / magnificent / ornate / run-down / stylish / traditional / ugly

Decide which adjectives can describe a **building which is:**

- not in good condition: <u>dilapidated</u>
- not modern
- 3 unattractive
- 4 new and different
- 5 attractive
- 6 decorative
- 7 modern
- 8 important-looking

Top Tips

You can use adjectives to describe things. It an ancient building. When you don't know the right word It looks (a bit) like ... It looks more like ... It seems to be ... That kind of thing Something like that Some kind of - It looks similar to his old

home.

-This place looks more like a skate park than a house.

Task 9

Choose a Building to Describe.













Task 10

(Phonology) Sounds Twinning Gemination)



- I can recognize the use of gemination in natural simultaneous speech.
- Sounds twinning (Gemination).

When a word ends in a consonant sound and the following word begins with the same consonant sound, we don't pronounce two sounds - both sounds are pronounced together as one.

Examples:

- ∠ I'm a bit tired.
- She's slept for three hours.
- I've finished.
- They arrived early.

Task 11

- Listen to the following sentences from the text and practice saying them, then identify the places where gemination occur:
 - Humans have felt a need to build huge structures.
 - It's strange that something so beautiful was built.
 - It seems environmental pollution is the biggest threat today.

Top Tip

- Words are not always pronounced the same! In normal fluent speech the sounds can change when words bump into each other. The changes usually happen at the word boundaries, particularly at the end of words.

Top Tip

English can have lengthened consonants, but these are limited to either:

- 1) Word boundaries: calm man [ka:mman] pine nut [pʌɪnnʌt]
- 2) Morpheme boundaries: (morpheme = a meaningful segment of a word) meanness [mi:nnɪs] misspell [mɪsspɛl]
- Most of the time, a doubled consonant letter means you simply pronounce one short consonant:
- dinner [dɪnə], happy [hapi], carry [kari].

Task 12 Grammar File



- I can use 'used to' in different forms correctly.
- Re-write the following sentences using "used to" in different forms: affirmative, negative, question or passive sentences.
 - 1 / live in a flat when I was a child. I used to live in a flat when I was a child.

•	2 We / go to the beach every summer?
	3 She / love eating chocolate, but now she hates it.
	4 He / not / smoke.
	[5] I / play tennis when I was at school.
•	
	6 The flat/ cleaned every week by the servant.

Used to

The construction 'used to' describes a past action.

- Used to can also be used to talk about past facts or generalizations which are no longer true.
 - EX. I used to live in Paris. / Sarah used to be fat, but now she is thin.
- Used to expresses the idea that something was an old habit that stopped in the past.
 - EX. Jerry used to study English.

 Samy and Mary used to go to Sharm El sheikh in the summer.

Negative form uses the auxiliary verb do in the past:

• EX.She didn't use to play the piano very well.

Questions also use this form:

• Did you use to?

ACTIVE / PASSIVE voice: (used to + be)

• EX. Jerry used to pay the bills. Active / The bills used to be paid by Jerry. Passive

"The Passive Form"

The passive voice in English is composed of two elements: the appropriate form of the verb 'to be' + past participle *Examples:*

Fiat cars are made in Italy. (The present simple)

- The amphitheatre was built by the Romans. (The past simple)
- My car has been stolen! (The present perfect tense)
- See the supplementary page

Task 13 Change into Passive Voice



• I can use the passive voice with present and past simple forms meaningfully in varied contexts. Top Tip ☐ The workers dug a canal. Grammar: Active/Passive Voice A canal was dug by the workers. - we use the passive voice to describe processes. - The most common type of 2 Farmers sow maize in the rainy season. sentence in English is an active sentence: They make Fiat cars in Italy. 3 Are you writing a letter? But we can give the same information in a different way in a passive sentence: 4 They didn't inform him of his mother's death. - Passive sentences are more common in writing than in speech. - Passive sentences are more They took all the necessary precautions. formal than active sentences. -dinner [dɪnə], happy [hapi], carry [kari].

Task 14 Choose the Correct Answer from a, b, or c:



1 V	this bridو د this bridو	ge built?	
	a was	b has	c is
2 T	he washing machine wa	s broken but it's OK no	ow. It(repair).
	a is repaired	b was repaired	c has been repaired
3	My salary(pay)	every month.	
	a paid	b is paid	c was paid
4 S	ome treesdov	vn in the storm last nig	sht.
	a have been blown	b were blown	c are blown
5 A	taxi fifteen min	utes ago, so we are ex	pecting it any moment
	a is called	b was called	c has been called

The Body Filter



Task 14

Ose the words in brackets () to	complete the sentences.
1 English is spoken (speak) in many coun	tries.
2 We didn't go to the party. We	(not/ invite).
3 How old are these houses? When	(they /build)?
4 I've never seen these flowers before.	What(they /
call)?	

The bridge is closed at the moment. It ______ (damage) last week and it _____ (not/repair) yet.

Task 15 Writing

- I can write a body paragraph of a descriptive essay about 'Egypt's Islamic Cultural Centre'.
- Write a body to a 3- paragraph descriptive essay about 'Egypt's Islamic Cultural Centre'.
- Use the sample body below to help you write your own.

"Al-Azhar Mosque"

Body:

Al-Azhar Mosque is quite famous for its harmonious blend of architectural styles belonging to various time periods! As it was rebuilt, modified, enlarged, and redesigned countless times over more than 1000 years. It contains five majestic minarets, the oldest one dating to 1340, a large prayer area, more than three massive minarets, and religious and non-religious schools!

Furthermore, the mosque has a breathtakingly beautiful marble central court! The court is located at the center of the French opposition & resistance against the French forces in the late half of the 8th century! All travelers, by now, must have come to one crucial certainty about the Al-Azhar Mosque; it's more than a house of worship or education; it is a symbol of enlightenment and righteousness.

A big ratio of the Al-Azhar Mosque's religious charm lies in the two magical minarets it has! The first towering minaret you can find hovering marvelously in the sky resembles a cylinder-shaped pillar split into two portions! It contains triple balconies, allowing travelers to move loosely and explore the roof at any angle they find stunning the most!

Top Tip

Body Paragraph When you write the body of a descriptive essay, you might detail how looks in something paragraph. the first traditional essay is made up of three body paragraphs and each of these should be outlined. You can write more or less body paragraphs depending on what you need.



"Egypt's Islamic Cultural Centre"
Body
l

The Architect of the Poor

ILOs

By the end of the lesson, learners are expected to:

- infer the meanings of unknown words using definitions.
- use the target vocabulary in meaningful context of their own.
- read an article about "an Egyptian architect' for details.
- read an article about 'an Egyptian architect' for specific information.
- talk about 'importance of architects in building their countries.'
- -find true information about 'a famous Egyptian architect.'
- explicitly use vocabulary related to architecture in sentences.
- -write the concluding paragraph of a descriptive essay about "Egypt's Islamic cultural Centre."

Target Vocabulary

credit with - vernacular - adobe - mason - viability - boom - recreation - acclaim - staple

Task 1 Get Ready (Dictionary Time)



- I can deduce the meanings of unknown words using definitions.
- With your partner, match the words in column (A) with the right meaning of the given words in column (B) then look them up to ensure you got the meaning correctly:

(A) Word		
0	credit with	
2	vernacular	
3	adobe	
4	mason	
5	viability	
6	boom	
7	recreation	
8	acclaim	
9	staple	

(B) Definition				
а	ability to continue to exist or develop as a living being.			
b	a period of sudden growth or a time when something becomes more popular.			
С	public approval and praise.			
d	something done for pleasure or to relax.			
е	to say or believe that someone is responsible for a particular achievement.			
f	a mixture of earth and grass made into bricks and dried in the sun, used to build houses.			
g	basic, main or important part of something.			
h	a local style in which ordinary houses are built.			
i	a person who is trained to work with bricks and stones used in buildings.			

Task 2

- I can use the target vocabulary in meaningful context of my own.
- Use the target vocabulary in sentences on your own.

1 -	Mr. Shamel is credited with making the business a success.
₽	
₽	

Task 3 Pre-reading Questions



With your partner, describe the photo, then discuss the following questions:

- ☐ What do you know about Gourna village?
- 2 What materials did people use to build their houses in the past?
- 3 Do you think these buildings are special? Why? Why not?



The New Gourna village

Task 4 Reading



-Read the article about a famous Egyptian architect, then answer the questions:

Hassan Fathy (1900-1989) was an Egyptian architect and engineer who has been *credited with* bringing the *vernacular* architecture of Egypt to a wider audience, and for putting neglected traditional building systems to work for the poor. He was a noted Egyptian architect who pioneered appropriate technology for building in Egypt, especially by working to reestablish the use of *adobe* and traditional as opposed to western building designs and lay-outs.



Fathy was inspired by the urban housing forms of Cairo and the ancient mud brick forms of rural *masons* to create models for large-scale work. He saw a connection between the continuing *viability* of mud brick construction and the desperate need of Egypt's poor to be taught to build shelter for themselves. The brick is, in fact, the only material used in his works. Mud brick is a popular construction material due to its low cost and thermal behavior, but engineers and builders lack knowledge about its mechanical properties.

Fathy devoted himself to housing the poor in developing nations and was deserved to be studied by anyone involved in rural improvement. "We need a system that allows the traditional way of cooperation to work in our society. We must subject technology and science to the economy of the poor and penniless," said Fathy, who became known as 'the architect of the poor'

Today, over three decades after Fathy's death, his ideas are still proving to be relevant and insightful, perhaps even more than in his own day despite Egypt's current construction **boom**. He designed 160 projects, from modest country retreats to fully planned communities with police, fire, and medical services, markets, schools, theatres, and places for worship and **recreation**. He used ancient design methods and materials. He trained local inhabitants to build their own buildings due to his knowledge of rural Egyptian economic situation. He gained international **acclaim** for his involvement in the construction of Kurna and resettling tomb robbers in Luxor.

Fathy was honoured many times for his work and architectural philosophy, receiving awards such as the first Aga Khan Chairman's Award ever given, as well as the Right Livelihood Award in the first year of its beginning, both in 1980. His book, Architecture for the Poor: An Experiment in Rural Egypt, in which he evaluates and discusses his project at New Gourna years after it was built, has become a *staple* for architecture students around the world.



Modified







F	I can read an article about an Egyptian architect for details.
₽	□ What is Hassan Fathy known for?
	2 What materials did Hassan Fathy use?
	3 According to the passage, mud used in construction of bricks has many advantages, what are they?
	4 As mentioned in the passage, "Hassan Fathy had his own design philosophy, what is it?
	Why did he gain an international praise?
	6 From your own point of view, what is the relationship between architecture and humans?
	Task 6 Choose the Correct Answer from a, b, c or d.
6	I can read an article about an Egyptian architect for specific information.
	Who was Hassan Fathy?a An Egyptian architect and engineer

b An American scientist and astronaut

c A French musician and painter

d A Russian novelist and poet

- 2 What was Fathy credited with?
 - a Bringing the vernacular architecture of Egypt to a wider audience
 - **b** Introducing modern building designs to Egypt
 - c Ignoring traditional building systems and materials
 - d Focusing only on luxury housing projects
- 3 What was Fathy's main goal in his work?
 - a To build luxury homes for the wealthy
 - **b** To create large-scale building projects using western designs
 - c To use traditional building systems to help the poor
 - d To develop new building materials and technologies
- 4 What was the primary construction material used by Fathy in his works?
 - a Steel

b Concrete

c Glass

- **d** Mud brick
- Swhat was Fathy's philosophy about the use of technology and science in construction?
 - a They should be prioritized over the needs of the poor
 - b They should be adapted to the economic situation of the poor
 - c They should be ignored in favor of traditional building methods
 - d They should only be used in luxury housing projects

How many projects did Fathy design?

a 16

b 60

c 160

- **d** 600
- 6 What awards did Fathy receive for his work?
 - a The Nobel Prize for Literature
 - **b** The Pulitzer Prize for Journalism
 - c The Aga Khan Chairman's Award and the Right Livelihood Award
 - d The Academy Award for Best Picture

- - a prominent
 - **b** taking notes
 - **c** model
 - **d** appreciated

Task 7 Vocabulary Check



Complete the sentences with words from the text:

- ☐ Fathy was an Egyptian architect and engineer who is credited for popularising Egypt's vernacular architecture.
- 2 He recognised a link between the ongoing ______ of mud brick construction and the great need of Egypt's poor to build their own homes.
- 3 Mud brick construction is _____ for Egypt's poor to build their shelters.
- 4 Despite Egypt's current construction Fathy's ideas remain relevant and insightful.
- Fathy's book has become a _____ for architecture students.

Task 8 Critical Thinking



- I can talk about importance of architects in building their countries.
- With your partner, discuss the following questions:
 - How can the work of architects in the past help us understand their culture?
 - 2 What are the factors that affected buildings and design all over the ages?







- I can find true information about a famous Egyptian architect.
- Search the internet for more information about the works of the Egyptian architect Fathy Hassan and other famous architects in your country or in other countries all over the world.
- Discuss the information you have got with your class.

Do you know?

-Anyone can write anything on the internet and sometimes there are things that are not true. So,

- 1-Vary your sources of searching.
- 2-Check the information using more than one website.
- 3- Before you share the information, think carefully. Is it true or false!

Task 10 Speaking Activity



- I can explicitly use vocabulary related to architecture in sentences.
- Mork in pairs. Take turns to say a sentence using one words from the wheels. Your partner reacts with a suitable word in a sentence from the same wheel.

VERBS lack - devote - deserve design - evaluate

Adjs.

modest - insightful- ancient

popular - medical

popular - western

international - western

Task 11 Fill in the Gaps with Word/Words from the Box:



evaluate - me	dical - devote	- insightful -	relevant - la	ck
---------------	----------------	----------------	---------------	----

- ☐ These paintings lack any artistic value.
- 2 Penicillin was an extremely significant ______ discovery.
- 3 We are also very grateful to the attendees for their comments and helpful suggestions.

- 4 After graduating from college, my brother decided to _____ the rest of his life to scientific investigation.
- Hana is well qualified but has no work experience.

Task 12 Writing



- I can write a conclusion of a descriptive essay about 'Egypt's Islamic cultural Centre'
- Write a conclusion to a 3-paragraph descriptive essay about "Egypt's Islamic cultural Centre"
- Use the sample body below to help you write your own.

"Al-Azhar Mosque"

Conclusion:

Al-Azhar Mosque is simply the most perfect example of Islamic architecture, designed originally to be a school, a house of knowledge, beauty, and wisdom. The history of Al-Azhar has closely tied to the history of Cairo. The mosque was able to stand its ground and maintain its value and importance through the ages.

The mosque's long history has left behind multiple architectural styles that reflect the different ruling periods in present-day Egypt, giving the ensemble a certain architectural complex nature.

Conclusion

•End the essay with referring back to the thesis statement and sum up all the ideas which have been presented throughout the essay.

	"Egypt Islamic cultural Centre"
Ca	onclusion
• • • • • •	

ILOs

By the end of the lesson, learners are expected to:

- share ideas about 'different types of houses people live in.'
- guess the meaning of unknown words using contextual clues.
- use the target vocabulary in meaningful context on my own.
- listen to a text for specific information (Scanning).
- come up with imaginative ideas about buildings' designs.
- use idioms and collocations related to architecture in writing properly.
- express ideas about home designs.
- write a full descriptive essay about 'Egypt's Islamic cultural Centre.'

Target Vocabulary

brand new - renowned - modernism - subject to

Task 1

Get Ready



- I can share ideas about the different types of houses people live in.
- With your partner, describe the photos. Then, answer the following questions:



- ☐ Which type of home would you choose to live in? Why?
- 2 How much space do you need to live in? Why?
- 3 What type of home is the most popular in your country?





- I can share ideas about the different types of houses people live in.
- With your partner, guess the meaning of the words in italics, then look them up:
 - 1 Yesterday, he went off to buy himself a **brand-new** car.
 - 2 Cairo city is also **renowned** for its long cultural tradition.
 - 3 *Modernism* seeks to find new forms of expression and rejects traditional or accepted ideas.
 - 4 The investigation found that they had been **subjected to** unfair treatment.

Purism was a movement formed around 1918 which proposed a kind of painting in which objects are represented as powerful basic forms stripped of detail.

Task 3 Vocabulary Check



- I can use the target vocabulary in meaningful context of my own.
- Use the target vocabulary in sentences of your own.

Objects or constructions created from organic materials are of cou				
	beautiful when they are brand new.	Top Tip		
		Use the context:		
		The words around the word		
		to guess the meaning of		
		the words you don't know.		
		The Context can also help you		
		to know the part of speech		
		of the word.		



Task 4 Listening

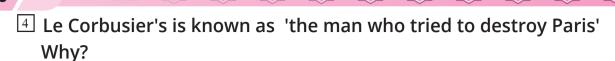


<u>Listen to a text about the architect Le Corbusier, then answer</u> <u>the questions.</u>

Task 5 During-listening



- I can listen to a text for specific information (Scanning).
- Choose the correct answer from a, b, c or d.
 - What does the writer say about Le Corbusier in the first paragraph?
 - a He had a relative who was also an architect.
 - **b** He became successful when he went to Paris.
 - c He thought that there were too many industrial buildings.
 - d He wanted to do something different from everyone else.
 - 2 What does the writer say about the International Style in the second paragraph?
 - a A lot of other architects liked it.
 - **b** At first, people did not like it very much.
 - c It took a lot of hard work to get people to accept it.
 - d The buildings looked like machines.
 - 3 Why does the writer describe the Villa Savoye as 'revolutionary' in the third paragraph?
 - a It looked more like a ship than a building.
 - **b** Nobody had built anything like it before. .
 - c It looked nice, but had too many faults.
 - **d** It was more functional than any other building of the time.



- a because he wanted to build a villa.
- **b** because he travelled to America.
- c because he wanted to change the traditional style of buildings in Paris with building towers.
- **d** because huge towers were built to house poorer inhabitants.

5 5-What is the writer's main purpose in the fourth paragraph?

- a to explain why Le Corbusier visited New York
- **b** to show that Le Corbusier was not impressed by New York's skyscrapers
- c to describe Le Corbusier's reaction to New York
- d to explain why Le Corbusier changed his style of architecture

Task 6 Post-listening:



Complete each sentence 1-4 with the correct ending, A—F:

Α			В			
1	Le Corbusier's Villa avoye		а	copied the style that he had invented.		
2	The concrete in Le Corbusier's later buildings		b	is a classic example of modernist architecture.		
3	Le Corbusier's style of architecture		С	made him friends and enemies.		
4	Le Corbusier had a large following which		d was not as good as he claimed.			
			e	was covered in bright colours.		
			was left exposed so that people see it.			

Task 7 Think



- If the style of a building is inspired by nature, what might it look like? List your ideas.

■ The ceiling is painted to look like the sky at night.		
Task 8 Idioms and Collocations		
I can use idioms and collocations related to architecture in writing properl Study these Idioms and collocations:	y.	
 from zero: to begin from a point at which nothing has been done yet concrete jungle: An overcrowded, unsafe and/or crime ridden urbaten environment or city, characterized by the congestion of large building and roads. 	an	
 opposite effect: Something opposite or contrary to another. had a lucky escape: a situation in which danger or problems a barely avoided. 	re	
Use the idioms and collocations related to architecture is sentences on your own:	<u>n</u>	
You'll have to start from zero if you can't find your notes.		







- I can express ideas about home designs.
- Answer the following question:
 - What is more important building appearance or comfort for humans?
 - 2 What would you like to change about the buildings in your town?

Task 10 Writing



- I can write full descriptive essay about 'Egypt Islamic Cultural Centre '.
- Edit and publish your final essay about 'Egypt Islamic Cultural Centre'.
- Exchange what you have written with the members of your group.
- Correct and improve each other's writing.

"Egypt's Islamic Cultural Centre"



Project

Design a Dream Home

- ★ create a floor plan for your dream home using English vocabulary related to architecture, such as "living room," "kitchen," "bedroom," "bathroom," "balcony," and "patio."
- ★ Write a descriptive paragraph about your design, including details about the materials and colors they would use.





Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the unit.

		Very good	Good	Not good		
	identify the meaning of the words in context.					
Vocabulary	use e- dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.					
×	use the words in meaningful sentences.					
	use idioms and collocations related to architectures.					
Jar	use the present simple passive voice.					
Grammar	use the past simple passive voice.					
Gr	use the construction used to.					
B B	skim a text to undersatnd the gist.					
Reading	identify the purpose of a reading text.					
Ž	understand details in a reading text.					
ng	understand the nesessary information in a listening text.					
Listening	understand specific information in a listening text.					
Lis	pronounce the sounds twinning in connected speech.					
ng	talk about the architecture and famous architects.					
Speaking	talk about the building wonders.					
Sp	talk about home designs.					
₽0	plan and draft a descriptive essay.					
Writing	compose, edit and proofread a descriptive essay.					
>	publish a descriptive essay.					



Unit 7 Technology



- Reading: Technology / Technology and Jobs
- Writing: An Argumentative Essay
- ★ Listening: Artificial Intelligence / Google Maps
- Speaking: Technology
- Language Focus: Model Verbs (can /could)
- Phonology: Regressive Assimilation
- ★ Values: Critical thinking / Collaboration / Communication / Respecting privacy
- ★ Project: A Magazine Article



Technology

ILOs

By the end of the lesson, learners are expected to:

- check their understanding of new target unfamiliar words.
- use prediction before reading to aid comprehension.
- read a text about "Technology" for specific information.
- use the newly learnt vocabulary in context appropriately.
- develop their writing and stylistic techniques.
- use compound nouns to enrich their speaking and writing activities.
- talk about the impact of technology on their life.
- research the internet for more information about "technology".
- write an introductory paragraph to an argumentative essay about "Technology".

Target Vocabulary

crave/ utensils / contemporary / commerce / caution / detrimental

Task 1 Pre-reading



- I can check understanding of the new target unfamiliar words.
- Match the vocabulary from column "A" with those in column "B" using the pictures, then look up in your dictionary a synonym for each word:

(A) Word	B Meaning	Synonym	picture
1 - crave	() marked by characteristics of the present period.	desire/ want	
2 - utensils	() obviously harmful .		
3 - contemporary	() Kitchen tools.		





Task 2

- I can use target vocabulary in sentences on my own.
- Use the target vocabulary in sentences on your own:

1	You may be craving for some fresh air.
2	

Task 3 Pre-reading Questions



- ← I can use prediction before reading to aid comprehension.
- In pairs, describe the picture, then answer the following questions:
- At what age did you have your first cell phone?
 Which one was it? What did you like about it?
- Do you prefer to text your friends or call them? Why? / Why not?
- What other technological devices do you use?
 Could you live without them? Why/ Why not?







Task 4 Reading



- I can read a text about "Technology" for specific information.
- Read the article about "Technology", then answer the questions that follow:

From the moment we open our eyes, we are surrounded by technology: the fans, lights, televisions, computers, induction stoves, etc. It is just not possible to move a step further without using technology. There was a time when people used to wait for months to receive a letter from their close ones. But now, we all are just a click away. If you are missing someone, you just have to click once for a video call or text message. The cost has also reduced with time. If you *crave* a piece of cake, then the microwave is the solution. If you are tired and unable to wash utensils, then a dishwasher is the solution. If you want to party, then the music system is the solution. Technology is the ultimate solution to every problem that a human being is facing, and scientists are so alert about the same that they come up with new and innovative solutions to every problem. It is, however, important that you do not completely rely on technology.

Scientific innovations or technology is the most amazing thing that has ever happened to humankind. In this modern world, technology is no more a luxury; it has become a necessity. Life without technology is next to impossible since humans have become dependent on technological advancements. For every human activity, we need a machine, and then there comes technology. It has made all our lives easier and more convenient and has also made transportation, education, labour, etc., more accessible. Technological breakthroughs change from time to time in today's fast-paced, ever-changing world. However, in today's world, technology plays a critical role in strengthening a country's economy and people's lives.

Technology has become a vital part of our daily lives since we rely on it for all of our activities. The use of *contemporary* technology has made the entire civilization dependent. Without technology, life and *commerce* would grind to a halt. Technology has a positive impact on society, but it must be managed with *caution*. It is both beneficial and *detrimental*.

Modified from





Decide whether these statements are true (T), false (F) or	<u>not</u>
mentioned (NM).	
☐ Technology can be a solution to any problems we face in our (life.)
2 Technology is the use of scientific knowledge for practical purpo	oses.
3 Science and technology are not crucial factors in nation build	•
4 Technology can be dangerous. ()
5 Kiera made an official complaint about John's behavior. ()
6 History cannot teach people about evaluating present day scie and technology.	nce
Task 6 Post-reading Questions	
Answer the following questions in groups:	
From your own point of view, what is technology?	
2 According to the passage, technology makes our life easier Do agree /disagree? Justify for your answer.	you
What does the underlined pronoun "It" in the last paragraph to?	refer
4 What does the writer mean by "Without technology, life commerce would grind to a halt."?	and





Task 7 Vocabulary Comprehension Words in Context

/
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• I can use the newly learnt vocabulary in context appropriately.

• Choose the	correct answer fro	om a, b, c or c	<u>l:</u>
•	food, develo	p ideas or do	a research then the
a click	<b>b</b> change	c grind	d d crave
2 The meal.	we use can make a	a difference to	our enjoyment of a
<b>a</b> fridges	<b>b</b> microwaves	<b>c</b> utensils	<b>d</b> dishwashers
3 Electric de	vices should be used	with	
a civilization	<b>b</b> caution	<b>c</b> necessity	<b>d</b> luxury
_	ical advancements ha		-
	technology, the er		·
Task 8	<b>Word Building</b>	Skills:	
l can use comp	oound nouns to enrich	my speaking and	d writing activities.
nouns "fast-pag	the text above used the ced, ever-changing world d hyphenated compou	ld." in the text.	Remember Every compound noun is two or more words
EX. Doctors us	se x-ray to diagnose t	<u>he diseases</u>	that come together to form a noun.
_	examples for h	<u>yphenated</u>	Torrit a riodii.
compound	<u>nouns:</u>		
2			
3			



## Task 9 Developing Stylistic Techniques



- I can develop my writing and stylistic techniques via modelling.
- ★ The writer uses some techniques to keep the reader's interest in the text.
- With your partner, get the techniques the writer used in the text:

Technique	Example from Text				
Rhetorical Question	"It is just not possible to move a step further without using technology."				
Anecdote					
Contrast	"The cost has also reduced with time."				
Repetition					
Inclusive Language	"we all are just a click away."				
Assertion					
Emotive Language					
Enumeration					
Parallelism					

## Task 10 Critical Thinking



- I can talk about the impact of technology on my life.
- Mention some technological applications that impacted your life style.

### Task 11 INTERNET INFO:



- I can search the Internet and find more information about technology.
- ✓ Search the Internet and find more information about technology. Talk about what you discover with your partner(s) in the next lesson.



## Task 12 Writing



- I can write the introductory paragraph of an argumentative essay about technology.
- Write an introduction to a 3-paragraph of an argumentative essay about "Technology".
- Use the sample introduction to help you write your own.

## "Artificial Intelligence: A Solution more than a Threat"" Introduction:

In the past few decades, the nature of work has been in a state of constant change. An upward trend can be seen in the application of Artificial Intelligence (AI). Generally, AI refers to the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. Even though portrayed as a threat on account of the loss of jobs, AI is a promising solution for medical applications with efficiency and high precision compared to humans and in disaster response.

"Technology"

## **Artificial Intelligence (AI)**



#### **ILOs**

#### By the end of the lesson, learners are expected to:

- use e-dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- use the newly learnt vocabulary in context appropriately.
- recognize some apps using pictorial clues.
- identify the main idea in an informational listening text. (Scanning)
- talk about 'the impact of artificial intelligence on jobs.'
- distinguish the pronunciation of regressive assimilation properly.
- use modal verbs 'can' and 'could' properly.
- write a body paragraph to an argumentative essay about "Technology".

Target Vocabulary_

#### query - figure out - instantly

#### Task 1

#### **Guess the Meaning of Words**



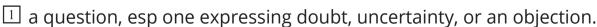
- I can use e-dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- With your partner, guess the meaning of the words in italic, then look them up using the following link and fill in the table below:



#### Definition of 'query'

/kwiəri/

Noun Word Forms: plural -ries



2 a less common name for question mark.



Snie

Word	Part of Speech	Meaning	Example	Synonym	Antonym
query	noun	A query is a question, especially one that you ask an organization, publication, or expert.	While she was off work, the Manager of the firm phoned her many times with queries about accounts and customers.	question/ inquiry	answer
figure out					
instantly					

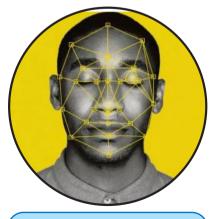
## Task 2

## Listening



- I can recognize some apps using pictorial clues.
- Match the (AI) apps to the pictures and write what they are used for:

autocomplete	translation app	digital assistant	social media feed	shopping
robot floor cleaner	speech -to-text	chatbot	facial recognition	recommendations





















## Task 3 Listening



- I can identify the main idea in an informational listening text. (Scanning).
- Listen to an audio about Artificial Intelligence, then answer the questions that follow:

## Task 4 During-listening Questions



 ← I can write notes about some technological applications.

Listen to the audio and write notes about their benefits or disadvantages for each application in task 3.



### Task 5 Post-listening Questions



- I can listen for explicit and implicit comprehension. (Scanning)
- Answer the following questions.

■ What AI app is the most interesting for you? Why?
☑ Which Al app do you use most often? Why do you use it?
☑ Which Al app is the most annoying? Explain.
4 What Al app do you never use? Why?

#### Task 6 Critical Thinking



- I can talk about the impact of artificial intelligence on jobs.
- Do you think the advancements in artificial intelligence will lead to a loss of jobs for humans? Why / Why not?

15 What would be the dream Al app for you? Use your imagination.

### Task 7 Phonology (Regressive Assimilation)



- I can distinguish the pronunciation of regressive assimilation properly.
- Listen to the audio again and practice
- pronouncing the highlighted words.
- What do you think?
- I think it's usually good!
- Sometimes I think they are quite stupid.
- Sometimes, like when I do online banking.
- you will never have to worry about dust again.
- You don't have to spend a lot of time writing or speaking.

#### **Top Tip**

**Regressive Assimilation** is a sound change process that occurs within phonetics. Phonetic assimilation is when sounds are influenced and become more alike to their surrounding speech sounds.

- /n/ changes to an /ŋ//bænk/ (bank) → /bæŋk/ (bangk)/ınkərekt/ (incorrect) → ɪŋkərekt (ingcorrect)
- 2 /v/ changes to an /f/hæv tu:/ (have to) → /hæf tu:/ (haf to)/faɪvpens/ (five pence) → /faɪf pens/ (faif pence)



#### Task 8 Read



## • Read the following sentences and identify the places where regressive assimilation occur:

- 1 I use the ATM Banking machine to withdraw and deposit money.
- 2 They have a lot of E-books in the store.
- 3 What do you think about the smart devices?
- 4 We use google to search and find more information about Science and Technology.

#### Task 9 Grammar File



• I can use modal verbs "can" and "could" properly.

#### Modal verbs "can" / "could"

• The modal verbs can and could are followed by the base form without to.

Statements: She can speak three languages.

Questions: Can you swim?

Negative forms: He cannot / can't drive a car.

• The forms can and could do not change with different pronouns:

I can, can't / could, couldn't He can, can't / could, couldn't, etc.

Can and could have two main meanings:

#### Ability / inability

Present / general: I can swim. / She can't see without her glasses.

Past: I could swim when I was two years old.

She couldn't read until she was six.

#### 2 Possibility / impossibility

General: Fast cars can be dangerous.

I can't come to your graduation.

Present or future: The roads could be very busy this weekend.

#### 3 Permission / Request

You can go to your friend's house after school.

Could you please raise your hand before you speak?

#### Fill in the gaps with can/ could /can't/ couldn't.

- Penguins <u>can</u> swim very well.
- 2 I .....run very fast when I was younger.
- 3 They____go out now. It's snowing
- 4 .....you play the piano when you were seven?
- Jumple you please raise your hand before you speak?
- 6 He .....walk for a few days, so he has a broken leg
- We get to the meeting on time yesterday, because the train was delayed by one hour.
- B He's amazing, he .....speak five languages, including Chinese.
- I searched for your house for ages. Luckily, I ......find it in the end.
- Gill play the piano. She has never studied it.

## Task 10 Writing



- I can write a body paragraph of an argumentative essay about "Technology".
- Write a body to a 3- paragraph of an argumentative essay about "Technology"
- Use the sample body to help you write your own.

#### "Artificial Intelligence"

#### Body:

Apart from disaster response, Artificial Intelligence also plays a critical role in the field of medicine including research, training, and diagnosis of diseases. In fact, Medical Artificial Intelligence deals with the construction of AI systems and programs that can make diagnosis and therapy recommendations easier. The medical field uses AI techniques. These techniques offer the clinicians and other medical professionals the ability to do data mining that is used in interpreting complex diagnostic tests. AI-supported medical diagnosis is correct and provides information for both the patients and the experts for effective decision making

Despite being a savior to humankind in the field of medicine and natural disaster response, AI presents the existential threat of loss of jobs. Research predicts that artificial intelligence already has and poses an existential threat to the labor market. The emergence of intelligent algorithms that control robots has led to the loss of jobs that are otherwise tiring and monotonous to humans. For example, artificial intelligence controls the robots that are used in the design and manufacture of vehicles. In this case, the people formerly employed in the industry have lost jobs. In sum, even though AI poses a threat to the labor market, it creates an avenue for employment as well.





## **Techology and Jobs**

#### **ILOs**

#### By the end of the lesson, learners are expected to:

- guess the meaning of the new words using contextual clues.
- use the newly learnt vocabulary in context appropriately.
- read a text about "Technology and Jobs", for specific information.
- explicitly use vocabulary and phrases related to technology in speaking.
- speak about technology and jobs.
- reate a word web according to the parts of speech.
- write a concluding paragraph of an argumentative essay about "Technology".

#### **Target Vocabulary**

eliminate - exoskeleton - fatigue - poised - declining - paralegal

#### Task 1 Dictionary Work



- I can guess the meaning of the new words using contextual clues.
- With your partner, guess the meaning of the new words using contextual clues:
- You can check your dictionary:
  - The company plans to *eliminate* more than 2,000 jobs in the coming year.
  - 2 An **exoskeleton** is a hard outer layer that covers and protects the body of some animals.
  - 3 Sara continued to have severe stomach cramps, aches, *fatigue*, and depression.
  - 4 The company is **poised** for success.
  - The **declining** birth rate is common to all developed countries.
  - 6 **Paralegals** don't go to law school, but they do have special training to help lawyers.

#### Task 2

- I can use the newly learnt vocabulary in context appropriately.
- Use the target vocabulary in sentences on your own:
  - Doctors seek to eliminate the causes of the epidemic.



#### Task 3

#### **Pre-reading Questions**



In pairs, describe the pictures, then answer the following questions:

- **□** What jobs can robots do?
- 2 What jobs do you think are most affected by technology?





## Task 4 Reading

- I can read a text about "Technology and Jobs", for specific information.
- Read a text about "Technology and Jobs", then answer the questions that follow:

The robots are coming." "No jobs are safe." "The way we work is coming to an end"."

These fears around automation and technology's impact on jobs continue to grow as innovations have the potential to change the employment landscape. Although millions of jobs could be lost as a result of new technologies, millions of jobs will also be created (it's still unclear whether there will be enough new jobs.

Concerns about robots, automation, and artificial intelligence (AI) miss that the advent of technology is more likely to change jobs, not *eliminate* them. In manufacturing, companies are experimenting with having floor and line workers use mechanical *exoskeletons* to reduce stress and *fatigue* when lifting heavy objects. And in sales, representatives will need

to become more capable with online marketing and engagement to adapt to customer preferences.

(\$P) (\$P) (\$P) (\$P) (\$P)

Technology is changing the way we work, but concerns about which jobs are lost and which are gained and who those changes affect are important in considering whether people will have the opportunity to shift from working in the jobs of yesterday to the jobs of tomorrow.

Which jobs are **poised** for growth, and which face **declining** demand?

The evidence is clear that technological change has reduced the need for routine mechanized work and increased both the demand and pay for high-skilled technical and analytic work.

The impact of automation and artificial intelligence is speeding up a trend decades in the making. Switchboard operators have recently been replaced by phone and interactive voice response menus, and many grocery store clerks have been replaced with self-checkout machines. With advances in Al, reports claim that truck drivers, paralegals, and even surgeons might see their occupations upended by changing technology.

In this environment, tech jobs could seem like the only occupations with guaranteed job growth. But they're not the only ones. Although there

is a growing need for developers and data scientists, jobs in personal care and the medical industry are expanding even faster. The need for more home health aides as well as growth in other health-related occupations is driven largely by the aging baby boomer population entering retirement



and by technological advances that increase the effectiveness of care.

#### **During-reading Questions** Task 5



Read these statements and decide whether they are true (T) or false (F).

- $\square$  (AI) is able to change jobs. ( T )
- 2 With using (AI) stress and fatigue can be reduced in many jobs.
- All jobs are upended by changing technology.



- 4 Mechanized work increased the demand for pay rise.
- ( )
- Technological advances affected health care effectiveness.

(	)

## Task 6 Post-reading Questions



Answer the following questions:

900 900 900 900 900 900

- Suggest a title to the passage.
- 2 What is the antonym of the underlined word guaranteed in the last paragraph?
- 3 What does the underlined word in "by technological advances that increase the effectiveness of care" refer to?
- 4 According to the text, "Although millions of jobs could be lost as a result of new technologies, millions of jobs will also be created" Discuss.

## Task 7 Speaking Activity



- I can explicitly use vocabulary and phrases related to technology in speaking.
- Work in pairs. Take turns to say a sentence using one expression from the wheels .Your partner reacts with a suitable expression from the same wheel.

#### Adj.

unclear/ guaranteed safe/ analytic lost

#### **USEFUL EXPRESSIONS**

millions of jobs/
effectiveness of care /
home health aides
technological advances
truck driver



Fill in the gaps with word/words from the box and make any necessary changes if needed.

Task 9	Critical Thinking	(-{૦)-			
4 A lot of pe	eople come down here and are really				
3 With advanced techniques, the researchers were able to breathe.					
2 care for our most frail and vulnerable citizens,					
My uncle worked as afor 13 years.  My uncle worked as afor 13 years.					
	home health aides				
lost	analytic work	truck driver			

- I can speak about technology and jobs.
  - How can technology help workers improve their career?
  - 2 What jobs cannot technology replace?
  - 3 How will new technologies change the future job market?

## Task 10 Writing



- I can write a concluding paragraph of an argumentative essay about "Technology".
- Write a conclusion to a 3- paragraph of an argumentative essay about "Technology".
- Use the sample conclusion to help you write your own.

#### "Artificial intelligence"

#### Conclusion:

In conclusion, amidst the fear that artificial intelligence is a threat, either now or in the future, it is clear that it has a substantial and critical benefits for humans. Using the systems that mimic human and animal intelligence is the next frontier in solving problems within society. In fact, in its definition, AI seeks to create solutions to complex problems. In this respect, its application in medicine could help in creating a breakthrough in finding the cure for chronic diseases such as cancer and HIV that are affecting masses. Furthermore, as man increases activity on the earth's surface nature is poised to fight back through natural disasters. In this case, AI comes handy as a partner to help humans prevent the aftermath of disasters. The only threat posed by AI is the loss of jobs, which again is predictable and has been a progressive issue. Even in doing so, AI presents an opportunity for job creation. Therefore, AI has more benefits compared to the threats and stands as a solution other than a threat.





## **Google Maps**

#### **ILOs**

#### By the end of the lesson, learners are expected to:

- -infer the meaning of unknown words using contextual clues.
- - use the newly learnt vocabulary in context appropriately.
- -listen to a text about "Google Maps" for specific information.
- rank Google products according to their priority.
- speak about my Google Maps or paper maps preferences.
- write an argumentative essay about "Technology".

#### Target Vocabulary

route - unveil - footfall - authoritative

## Task 1 Dictionary Work



- I can infer the meaning of unknown words using contextual clues.
- With your partner, guess the meaning of the new words using contextual clues:
  - 1 You could take a different *route* and still arrive at the same conclusion.
  - 2 The company will *unveil* its newest product today.
  - 3 The operation will open seven days a week in order to encourage **footfall** into the area.
  - 4 The book is an *authoritative* guide to the city's restaurants.

#### Task 2

- I can use the newly learnt vocabulary in context appropriately.
- Use the target vocabulary in sentences on your own:

1	We got lost because we didn't know what route to take.
2	
3	
4	







- work in pairs to answer the followin qustions:
- What images come in your mind when you hear the word 'Google'?
- 2 What do you know about Google Maps features? How useful are they?
- 3 Complete the following table with your partner(s). Change partners often and share what you wrote.

0	G	M	V			
	<b>.</b>			10	<b>(:</b> )	





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			00.00	

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Items	What I know	usefulness
Satellite view		
Street view		
Directions		
Location		
Restaurant reviews		
Traffic information		

## Task 4 Listening



- I can listen to a text about "Google Maps" for the main idea.
- Listen to the audio about "Google Maps", then answer the questions that follow:



scan QR to listen



#### Task 5 **During-listening**



I can liste	en to a	ı text about	"Google	Maps" for	specific in	nformation.

I Carriisteri to	a text about Got	ogie maps for specific information.			
<u>P Decide whe</u>	<u>ether these se</u>	<u>ntences are true or false.:</u>			
☐ The article	e says Google M	aps makes people wealthy.	(False)		
2 Google Maps contains restaurant reviews.					
3 The new A	Air Quality Index	(AQI) will tell us if it is smoggy out	tside.(		
4 The AQI w	ill give us inforn	nation on outdoor activities.	(		
5 The AQI h	as its own icon c	on smartphones.	( )		
6 Google de	eveloped the AQ	I without any help from third par	ties.(		
☐ Google ho	ppes the AQI will	help people to enjoy summer.	( )		
图 The AQI a	pp also has info	rmation about bushfires.	(		
Task 6	Post-listen	ning			
• Choose the	correct answ	er from a, b, c, or d			
According to a product company of the control of th	•	le Maps boasts a wealth ofb useful features d quality	"		
2 What kind a map re c street	eviews	s Google Maps provide? <b>b</b> satellite reviews <b>d</b> restaurant reviews			
3 The article a a new c its late	HQ	b a statue d a new OS			
4 What unu a smog		t the Air Quality Index tell us abo  b fog d sleet	ut?		





a health

**b** outdoor activities

c how to drive

THE GOOD GOOD GOOD GOOD GOOD

- d map reading
- 6 What do we tap to access the Air Quality Index?
  - a the Layers icon

**b** shake our phone

**c** swipe left

- d swipe right
- Where on the screen is the icon to access the Air Quality Index?
  - a the middle

- b the bottom left corner
- c the top right corner
- d second from the left
- Who does Google work closely with?
  - **a** its partners

- **b** Apple
- c the climatological office
- **d** doctors
- 9 How does Google hope people will feel after using the Air Quality Index?
  - a happy and healthy
- **b** safe and sound

c knowledgeable

- d safe and informed
- What additional feature does the Air Quality Index have?
  - a a pollen counter

**b** a UV detector

c a wildfire alert

d a humidity counter

#### Task 7 Speaking Activity



- Rank these Google products with your partner. Put the best at the top.
   Change partners often and share your rankings.

Search / Maps / Mail / Android / Chrome / Cloud / YouTube / Play

What other Google products do you like?







- I can speak about my google maps or paper maps preferences.
- Answer the following questions:
  - ☐ How important is to know about air quality at your location?
  - 2 It is essential to know about air quality wherever we go." Discuss.
  - 3 Do you prefer online maps or paper maps? Why?
  - 4 What questions would you like to ask Google?

#### Task 9 Writing



- I can write a full argumentative essay about "Technology".
- Edit and publish your final essay about "Technology".
- Exchange what you have written with the members of your group.
- Correct and improve each other's writing.

"Technology"
j 





A Magazine Article about Google apps

In groups, make a magazine article about Google apps.



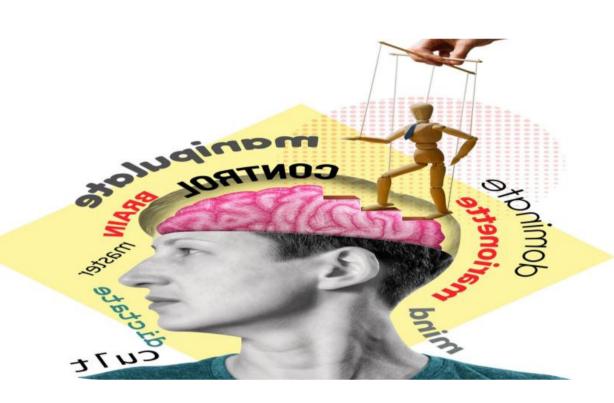


Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the unit.

∠ Now I can				
		Very good	Good	Not good
Vocabulary	identify the meaning of the words in context.			
	use the words in meaningful sentences.			
Grammar	use model verbs ( can / could) properly.			
Reading	skim a text to understand the gist.			
	identify the purpose of a reading text.			
	understand details in a reading text.			
Listening	understand the necessary information in a listening text.			
	understand specific information in a a listening text.			
	distinguish the pronunciation of regressive assimilation.			
Speaking	talk about the artificial intelligence .			
	talk about technology and jobs.			
	talk about google apps.			
Writing	plan and draft an argumentative essay.			
	compose, edit and proofread an argumentative essay.			
	publish an argumentative writing essay.			



## Unit 8 Geniuses



- ★ Reading: Geniuses
- ★ Writing: An Expository Essay
- ★ Listening: A Speech about Traits of Geniuses / A Conversation about "How stories told of brilliant scientists affect kids' interest in the field"
- ★ Speaking: Nurturing Talents
- ★ Language Focus: Reducing Relative Clause
- Phonology: Monothongs
- ★ Values: : Appreciating Talents
- Project: A Magazine

# Lesson 7

#### A Genius's Skills

#### **ILOs**

#### By the end of the lesson, learners are expected to:

- recognize the meaning of new target unfamiliar words using context clues (definitions and examples).
- figure out the antonym of some target vocabulary based on previous contextual clues.
- use the newly learnt vocabulary in meaningful context.
- talk about genius people.
- read a text about genius people for specific information.
- speak about how to support and benefit from the geniuses.
- identify the writer's use of stylistic techniques.
- use verb ending in "ing" format properly instead of using relative clause.
- reduce relative clause by 'v+ ing.'
- write an introduction to an expository essay about "Signs of being a Genius".

#### Target Vocabulary

arithmetic - grueling - urban - sponsored - aspiration - provincial - instruct

## Task 1 Getting Ready



- I can recognize the meaning of new target unfamiliar words using context clues (definitions and examples).
- Try to guess the meanings of the words in bold in their context:
  - **arithmetic:** The branch of mathematics that deals with the study of numbers.
  - **Example:** The student found it challenging to solve arithmetic problems involving complex equations.
  - 2 grueling: something that is physically or mentally exhausting.
  - **Example:** The marathon was a grueling race, but the runner was determined to finish it.
  - **urban:** a city or town, especially one that is densely populated.
  - **Example:** The urban landscape was filled with tall buildings and busy streets.



- 4 **sponsored:** supported by an organization or individual to fund an activity, event, or project.
- **Example:** The concert was sponsored by a local company that wanted to promote local talent.
- **aspiration:** a strong desire or ambition to achieve something or to reach a particular goal.
- **Example:** The young athlete had an aspiration to become a professional football player and worked hard to achieve it.
- **provincial:** a limited perspective that is characteristic of a particular region or group.
- **Example:** The politician's views were provincial and did not reflect the diverse needs of the entire population.
- instruct: providing guidance or direction to someone in order to help them learn or complete a task.
- **Example:** The coach will instruct the team on the proper technique for executing the play.

### Task 2 Match the words with their Antonyms:

 I can figure out the antonym of some target vocabulary based on previous contextual clues.

	Antonym	
(	) effortless	
(	) unfunded	
(	) despair	
(	) metropolitan	
(	) misguide	
(	) rural	
( 1	1 ) innumeracy	

#### Task 3

- I can use the newly learnt vocabulary in meaningful context.
- Use the target vocabulary in sentences on your own:

1	The athletes had to endure a grueling 10-mile race, pushing their
	bodies to the limit in order to reach the finish line.
2	
3	
4	
5	
6	

### Task 4 Pre-reading Questions



- I can talk about genius people.
- Before you read, look at the pictures and discuss the following questions in groups:
  - ☐ What are some skills that set genius people apart from the rest of the population?
  - 2 Are these skills innate or the product of hard work and dedication?
  - 3 How do genius people use their skills to achieve success in various fields?
  - 4 What are some examples of institutions or organizations that sponsor genius individuals?

### Task 5 Reading



- I can read a text about genius people for specific information.
- Read the following passage, then answer the questions that follow.
  Genius people have long been the subjects of fascination and admiration.
  They possess a unique set of skills that sets them apart from the rest of the



population. While some believe that genius is an innate talent, others believe that it is a product of hard work and dedication. In this passage, we will explore the skills of genius people and how they use them to achieve success.

One of the most common skills of genius people is their ability to perform **arithmetic** at a level that most people find **grueling**. This skill allows them to solve complex problems quickly and efficiently. They can mentally calculate large numbers, understand advanced mathematical concepts, and make connections between seemingly unrelated mathematical principles. This skill is not only useful in academic and scientific pursuits but also in everyday life.

#### **Top Tip**

Reading for specific information or Details is a twostep process. First, scan to find the part of the passage that has the information you want. Second, move very quickly over the part you identified, ignoring unknown words, and focusing solely on key words, phrases, and ideas to find the specific information. Scanning is the strategy employed here and it should help you find the specific information. We do so in real life as we focus on the parts that provide the information we are interested in.

Another skill that sets genius people apart is their ability to navigate complex *urban* environments. They have a heightened sense of spatial awareness, which allows them to navigate unfamiliar cities with ease. They can quickly memorize street layouts, locate landmarks, and understand public transportation systems. This skill is particularly useful for those who travel frequently or live in densely populated urban areas.

Many genius people are **sponsored** by institutions or organizations that recognize their unique abilities. This sponsorship allows them to pursue their *aspiration*s and passions without financial constraints. They can attend top universities, work with leading scientists, and receive specialized training in their fields of interest. This support often leads to groundbreaking discoveries and advancements in various fields.

Despite their genius, many of these individuals come from *provincial* backgrounds. They grew up in small towns or rural areas with limited access to educational resources. However, they were able to *instruct* themselves using books and online resources. This self-taught approach

allowed them to develop their skills independently and at their own pace.

In conclusion, the skills of genius people are impressive and inspiring. They possess unique abilities that allow them to solve complex problems, navigate urban environments, and achieve great success in their fields of interest. Whether their genius is innate or a product of hard work, their skills are an important asset to society.

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

		1	What is	one	of the	most	common	skills	of	genius	peo	ple?
--	--	---	---------	-----	--------	------	--------	--------	----	--------	-----	------

a Drawing

**b** Performing arithmetic

**c** Writing poetry

**d** Singing

2 What does the word "**grueling**" mean in the passage?

a Simple

**b** Difficult

**c** Rewarding

**d** Enjoyable

3 What is one skill that sets genius people apart according to the passage?

a Cooking

**b** Painting

c Navigating complex urban environments

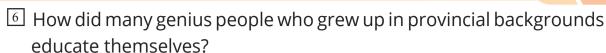
**d** Playing sports

4 What allows genius people to pursue their aspirations and passions without financial constraints?

- a Winning the lottery
- **b** Getting a high-paying job
- c Being sponsored by institutions or organizations
- d Inheriting a large sum of money

What is the meaning of the word "provincial" in the passage?

- a Related to a city
- **b** Related to a small town or rural area
- c Related to a foreign country
- **d** Related to a specific region within a country



- a They attended top universities.
- **b** They received specialized training in their fields of interest.
- c They were instructed by their parents.
- d They instructed themselves using books and online resources.

### Task 6 Vocabulary Check



# Fill in the blank with the appropriate words from the target vocabulary:

- 1 The math exam was very grueling and took me hours to complete.
- 2 Many people find it difficult to navigate _____ environments, but genius people have a heightened sense of spatial awareness.
- 3 The research project was ______ by a prestigious university, which provided the funding needed to conduct the study.
- 4 His ...... was to become a famous musician, and he worked hard to achieve his goal.
- She grew up in a _____ town in the countryside, where there were few opportunities for education.
- 6 He was able to _____ himself in advanced mathematics by reading books and watching online lectures.

### Task 7 Critical Thinking



- I can speak about how to support and benefit from the geniuses.
  - In what ways can institutions or organizations help support and foster the talents of genius people, and why is this support important?
  - 2 How do you think the skills of genius people can benefit society as a whole, and in what ways can we better support and foster the talents of future geniuses?







- I can identify the writer's use of stylistic techniques.
- In the reading text above, the writer uses a number of techniques to keep the reader interested. Find examples for the different techniques used in the text. Some have been done for you.

Techniques the writer uses		Examples from the reading text
a	Opening Statement	Genius people have long been the subjects of fascination and admiration.
b	Dichotomy	In this passage, we will explore the skills of genius people and how they use them to achieve success.
С	Descriptive Language	
d	Real-life Application	This skill is not only useful in academic and scientific pursuits but also in everyday life.
е	Vivid Description	
f	Testimonial	Many genius people are sponsored by institutions or organizations that recognize their unique abilities.
g	Exemplification	
h	Closing Statement	

### Task 9 Grammar File



I can use verb ending in "ing" format properly instead of using relative clause.

#### " Reduced Relative Clauses"

Reduced relative clauses can be used to make your writing more concise, so it is common to use them within formal or academic writing, though they can appear in any style of writing.

#### **Present Participle Phrases**

If the relative pronoun is the subject of the relative clause, then the clause can be reduced to a present participle (verb + ing) phase or past participle (verb + ed) phrase.

If the verb is in the active voice, it gets reduced to a present participle phrase. Any active tense can be changed to a present participle phrase e.g. present simple, past simple, present continuous, present perfect etc.

To do this you delete the relative pronoun and any auxiliary verbs if there are any, and use the present participle of the main verb. If it is a negative sentence, then we use 'not' at the beginning of the participle phrase.



Note that in these reduced relative clause examples there are a mix of active tenses:

- The MPs, who have finally voted, are leaving parliament.
- The MPs, having finally voted, are leaving parliament.

  Or Having finally voted, The MPs are leaving parliament:
- The people that did not exercise every day lost the least weight.
- The people not exercising every day lost the most weight.

#### Task 10

#### Read the sentences a-d, then answer the questions below 1-3:

- a He is one of the youngest people on the planet instructing university graduates.
- **b** the thirteen-year-old Egyptian champion cracked 230 arithmetic problems including complicated numbers.
- c Chess is a difficult game to learn with different pieces having different moves
- **d** Here, Truong Son So played successfully, becoming the second Vietnamese chess player to win the world under-10 chess championship and taking home a gold medal.
- ☐ Which part of sentences a-d contains the most important information?
- 2 What is the purpose of the second part of each sentence?
- 3 Which word in each sentence links the two parts?

#### **Task 11**

#### Finish the sentences using a linking relative clause as the model.

- a He is one of the youngest people on the planet who instructs university graduate.
- **b** The thirteen-year-old Egyptian champion cracked 230 arithmetic problems

#### Task 12 Re- write the sentences using the words in brackets:

	1	F	
- 1		A	AP.
	A	علا	3
		4	
		V	

I can red	luce re	lative c	lauses	proper	y.

□ They called a lawyer who lived nearby.	(living)
------------------------------------------	----------

	They called a lawyer who lived nearby.  They called the living nearby lower.	(living)
2	I sent an email to my brother. He lives in Australia.	(who)
<i></i>		
3	Customers liked the waiter who was very friendly.	(the)
4	We broke the computer that belonged to my father.	(father's)
<b>₽</b>		
5	She loves books That have happy endings.	(the)
6	The man is in The garden .The man is wearing a blue jump	er. (who)
7	The table got broken .The table was my grandmother's.	(which)
8	The television was stolen .the television was bought 20 year	ars ago. (that)

#### Task 13 Writing



- I can write an introduction of a expository essay about "Signs of being a
   I can write an introduction of a expository essay about "Signs of being a line of the introduction of a expository essay about "Signs of being a line of the introduction of a expository essay about "Signs of being a line of the introduction of a expository essay about "Signs of being a line of the introduction of a expository essay about "Signs of being a line of the introduction of the introduction of a expository essay about "Signs of being a line of the introduction o Genius".
- Write an introduction to a 3-paragraph expository essay about "Signs" of being a Genius".
- Use the sample introduction to help you write your own.



#### "Genius People"

#### Introduction:

Many people claim that geniuses are not ordinary people and can be considered a minor part of the entire population. According to some psychologists, little evidence exists to support the view of geniuses being different from other people. It is also claimed that geniuses are more the work of nurture rather than nature. The evidence implies that becoming well-informed in one subject area is possible for nearly every individual who strives for success. The main aspects of becoming a genius seem to be practice, high motivation, and personal characteristics tied to knowledge and skill gain. Those traits are indisputably linked to two primary abilities: thinking and intelligence.

1	
	"Signs of being a Genius"
ľ	
	·

# Lesson 2

### **The Traits of Geniuses**

#### **ILOs**

#### By the end of the lesson, learners are expected to:

- use e- dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- use the newly learnt vocabulary in meaningful context.
- talk about the traits of the geniuses.
- listen to a text about Ttraits of Geniuses" for details.
- listen to a text about "Traits of Ggeniuses" for specific information (Scanning).
- speak about the problems that face geniuses.
- guess the meaning of some idioms.
- talk about geniuses' traits and challenges.
- distinguish pronouncing monophthongs.
- write a body paragraph to an expository essay about "Signs of being a Genius".

#### Target Vocabulary_

originality - perspective - disparate - insatiable - curiosity perseverance - dedicate - infallible - inspire

### **Task 1 Dictionary Time**



- I can use e- dictionaries and thesauruses to identify the precise meaning of unknown words, their synonyms, and antonyms.
- With your partner, look up the given target vocabulary using the following links or any other link, then fill in the table below:









Word	Part of Speech	Meaning	Example	Synonym	Antonym
originality	Noun "C"	the ability to be inventive or creative.	I was amazed by the originality of her ideas.	Newness / innovation	familiarity / commonness
perspective					
disparate					
insatiable					
curiosity					
perseverance					
dedicate					
infallible					
inspire					

### Task 2

- Use the target vocabulary in sentences on your own.

1	The death of his father, 18 months ago, has given him a new
	perspective on life.
2	
3	
4	
5	
6	
7	



### Task 3 Pre-listening



- I can talk about the traits of the geniuses people.
- Look at the pictures and discuss the following questions with your partners:
  - What are some common traits associated with geniuses?
  - 2 Who are some famous geniuses that come to mind and what traits do they possess?
  - 3 How might understanding the traits of geniuses be useful in our daily lives or careers?.

### Task 4 Listening



- I can listen to a text about "Traits of Geniuses" for specific information.
- Listen to the text and choose the correct answer:
  - Which of the following is not a characteristic of geniuses?
    - a Creativity
    - **b** Perseverance
    - **c** Conformity
    - **d** Focus
  - 2 What sets geniuses apart from others when it comes to problem-solving?

#### **Listening Strategies**

Listening for details is an essential strategy for effective listening.

When we listen for details, we listen very closely, paying attention to all the words and trying to understand as much information as possible.

Example: a member of a jury listening to a statement from a witness.

- a They take conventional paths to arrive at solutions.
- **b** They only consider a limited set of possibilities.
- **c** They think differently and take unconventional paths to arrive at solutions.
- d They rely on others to come up with solutions.



- a Their sense of perseverance
- **b** Their strong social skills
- c Their drive for knowledge and understanding
- d Their ability to focus intensely on a single task

#### 4 Which of the following statements is true about geniuses?

- a They are easily deterred by setbacks.
- **b** They struggle to concentrate on a single task for long periods of time.
- c They possess a strong sense of perseverance.
- **d** They are infallible in their abilities.

### What is one potential challenge that geniuses may face?

- a They may struggle with anxiety or other mental health issues.
- **b** They are always able to relate to others who do not share their drive and curiosity.
- c They are not capable of making significant contributions to their fields of study.
- d They are only able to focus on a single task for short periods of time.

	W	/r	it	:e	T	rι	ıe	OI	r F	als	se:
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ask 5
<u>Vrite True or False:</u>
Geniuses possess extraordinary intellectual abilities, creativity, and
originality. ( <u>True</u> )
Geniuses approach problems with a conventional perspective.
()
Geniuses connect seemingly disparate pieces of information to
create new ideas. ()
Geniuses are not driven by a deep desire to understand the world



### Task 7 Critical Thinking



• I can speak about the problems that face geniuses.

Answer	the	follo	wing	C	uestions:
				_	0. 00 0. 0 0 .

- ☐ In what ways might society be able to "support and foster the development of geniuses," as mentioned in the text?
- 2 How might the concept of "genius" be "problematic or limiting," as mentioned in the text?

### Task 8 Idioms



- I can guess the meaning of some idioms.
- Match the idiom with each definition, then check your dictionary:
  - 1 high brow
- a A person who thinks that they know much more than other people.
- 2 egg head
- **b** A person who is only interested in serious art or complicated subjects.
- 3 know-all
- c A person with intellectual interests.

#### Task 9

#### Fill in the gaps with suitable idiom:

- If you describe someone as <u>highbrow</u>, you mean that they are interested in serious subjects of a very intellectual nature, especially when these are difficult to understand.
- If you say that someone is a ______, you are critical of him because he thinks that he knows a lot more than anyone else.
- 4 He can be a bit of ______, but the others like him anyway.
- on how it should be done.
- The book was a popular success, but it was trashed by literary critics.

### Task 10 Speaking



- I can talk about geniuses' traits and challenges.
- In pairs, take turns to ask and answer the following questions:
  - ☐ What traits do geniuses have in common?
  - 2 Do you think geniuses are born or made? Why?
  - 3 What challenges do geniuses face in their personal and professional lives?
  - 4 Are there any negative aspects to being a genius?
  - Can you think of any famous geniuses? What traits and challenges did they have?
- Use the following idioms and expressions to help you generate more discussion:

1	a mind like a sponge	to have an exceptional ability to understand and retain information
2	walk a fine line	to balance between two or more things that are in opposition or conflict with each other
3	the devil is in the details	small details can have a significant impact on the overall outcome of a project or idea
4	diamond in the rough	a person or thing with potential, but in need of polishing or refining
5	fly by the seat of one's pants	to rely on instinct or intuition rather than a predetermined plan
6	a double-edged sword	something that has both positive and negative aspects







I can distinguish pronouncing monophthongs.

#### **Monophthong Vowel Sounds**

- Listen to the report again and practice:
- pronouncing monophthongs.

there- has- been - geniuses - concept - gifts - part - culture -too - believed - conclusion

#### Task 12

listen again and fill the table with word/s that matches the given monophthong:

transcription	Words – words
/i:/	Been
/ɪ/	significant
/ε/	
/£ː/	
/a/	
/uː/	
/ə/	
/x <b>6</b> /	
/Λ/	
/aː/	
/v/	
/:c/	
/p/	

#### Top Tip

Monophthong Vowel Sounds

#### There are 13 English monophthongs

 vowel sounds that are made with a single position of the mouth (tongue, jaw, lips).

#### Front Vowels (1-5)

the tongue position for these vowels is towards the front of mouth:

- 1. /iː/ NEED, BEAT, TEAM
- 2. /ı/ THIN, SIT, RICH
- 3. /ε/ WENT, BREAD, FRIEND
- 4. /ɛː/ CARE, THERE, BEAR
- 5. /a/ CAT, HAND, FAN

#### Centre Vowels (6-10)

These are CENTRE vowel sounds because the tongue is quite flat, filling the middle of the mouth:

- 6. /uː/ FEW, BOOT, LOSE
- 7. /ə/ ALIVE, THE, TODAY
- 8. /əː/ THIRD, TURN, WORSE
- 9. /_A/ FUN, LOVE, MONEY
- 10. /α:/ GLASS, HALF, CAR

Notice that /u:/ has rounded lips, all the other sounds we have encountered so far have unrounded lips.

#### **Back Vowels (11-113)**

All of these back vowel sounds are made with rounded lips and the tongue is pulling back:

- 11. /v/ PUT, LOOK, SHOULD
- 12. /ɔː/ TALK, LAW, PORT
- 13. /p/ ROB, TOP, WATCH

### Task 13 Writing



- I can write a body paragraph of an expository essay about "Signs of being a Genius".
- Write a body to a 3- paragraph expository essay "Signs of being a Genius".
- Use the sample body to help you write your own.

#### "Genius People"

#### Body:

Thinking is a cognitive process resulting from which the brain can construct new concepts and ideas. It can form mental representations using available sources of information, such as senses, emotions, and memory .Thinking as a process is based on two core elements, which are artificial and natural concepts. There are also mental structures present to organize concepts and assist with understanding the problem appearing. Therefore, it is a complex system that supports the understanding of new knowledge and helps generate new ideas, which is a core quality for successful thinkers.

Successful thinking strategies are defined by skills a person should possess to operate the thought process better. The essential skills are related to problem-solving, which is crucial as it must be dealt with instead of avoiding it. There are also obstacles, such as limitations set by the thinker, which prevent the problem from being solved. Therefore, it is crucial to implement practical problem-solving strategies in the process of thinking which geniuses are able to do.

"Signs of being a Genius"	

### **Global Child Prodigy Awards**



#### **ILOs**

#### By the end of the lesson, learners are expected to:

- describe a celebration photo.
- talk about one of the children's global awards.
- guess the meaning of unfamiliar words in their context.
- use the new target vocabulary in meaningful context on their own.
- rain share ideas about the 'Global Child Prodigy Awards'.
- read a text about 'Global Child Prodigy Awards' for details.
- read a text about 'Global Child Prodigy Awards' for specific information.
- use the newly learnt vocabulary in meaningful context.
- explicitly use specific adjectives and phrases related to 'Global Child Prodigy Awards' in speaking.
- use specific adjectives and phrases related to 'Global Child Prodigy Awards' in meaningful context.
- rite a conclusion to an expository essay about "Signs of being a Genius".

#### Target Vocabulary

entrepreneurship - prodigies - acknowledge - sprawl - paleontology - influx - myriad - acumen

### Task 1 Get Ready



I can talk about a celebration photo.

#### With your partner:

- Describe the picture.
- Where do you think this picture was taken?
- What do you think the occasion was?



#### Task 2

#### **Discuss**



- I can talk about one of the children's global awards.
- In pairs, Discuss the following questions:
  - ☐ Do you know "Global Child Prodigy Awards"?
  - 2 How many times was held?
  - 3 What are the countries sponsored the event?

#### Task 3

- I can guess the meaning of unfamiliar words in their context.
- With your partner, guess the meaning of the new words using contextual clues, then check your dictionary.
  - Students are constantly practicing *entrepreneurship* in subtle forms, selling cookies or chocolate to raise money for their clubs. (Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit.)
  - 2 Einstein was a physics *prodigy*.
  - 3 I *acknowledge* that I could have made better decisions.
  - 4 Their field of expertise is *paleontology* and proving the existence of prehistoric creatures.
  - The city is preparing for a large *influx* of tourists this summer.
  - 6 There are *myriad* reasons to take a break from work.
  - 1 her political *acumen* won her the eleciton.
  - 18 The city **sprawled** in every direction.

### Task 4 Vocabulary Check



- I can use the new target vocabulary in meaningful context of my own.
- Use the target vocabulary in sentences on your own:

1	Making projects at school is a good way for entrepreneurship.
2	
3	
4	
5	
6	
7	



### Task 5 Pre-reading



- I can share ideas about the 'Global Child Prodigy Awards.
- In groups, discuss the following questions:
  - What is the Global Child Prodigy Awards?
  - 2 Who are prodigies?
  - 3 What is the purpose of the awards?
  - 4 In what fields do prodigies demonstrate their outstanding abilities?

#### **Top Tip**

#### **Reading Skill**

Prediction

Readers think about what they are going to read. And while reading, they think about what comes next. This helps them better understand what they are reading.

### Task 6 Reading



- I can read a text about the 'Global Child Prodigy Awards' for details.
- Read the passage about Global Child Prodigy Awards, then answer the questions that follow:

The Global Child Prodigy Awards is an initiative that was established to **acknowledge** and celebrate the achievements of children who possess exceptional abilities and talents that set them apart from their peers. These children, commonly referred to as prodigies, have demonstrated outstanding abilities in a range of fields, including **entrepreneurship**, science, music, sports, and many others.

The awards aim to provide a platform for recognizing and encouraging young talents to pursue their passions, reach their full potential, and make a significant impact in their respective fields. The ceremony is **sprawled** across the globe and attracts an **influx** of young talents who aspire to be recognized for their abilities. The awards have helped to promote the importance of nurturing young talents and providing them with the necessary support and resources to reach their full potential. The ceremony has become a global event that inspires and encourages children to pursue their passions, no matter how unconventional or challenging they may seem.

One of the primary objectives of the awards is to highlight the achievements of prodigies and inspire others to follow in their footsteps. The awards have recognized a *myriad* of talented children who have made significant contributions in their respective fields. For example, the awards have recognized young entrepreneurs who have demonstrated exceptional business acumen and innovation. These young entrepreneurs have established successful businesses and ventures that have made a significant impact on their respective industries and communities. The awards have helped to promote and recognize the importance of entrepreneurship and innovation among children.

The awards have also recognized young prodigies who have made significant contributions

#### **Top Tip**

Reading for specific information or Details is a two-step process. First, scan to find the part of the passage that has the information you Second, move very quickly over the part you identified, ignoring unknown words, and focusing solely on key words, phrases, and ideas to find the specific information. Scanning is the strategy employed here and it should help you find the specific information. We do so in real life as we focus on the parts that provide the information we are interested in.

in the field of science. For instance, the awards have acknowledged young scientists who have conducted groundbreaking research and discoveries in areas such as *paleontology*, astronomy, and environmental science. These young scientists have helped to advance our understanding of the natural world and inspire future generations of scientists and researchers. They have also recognized young musicians, artists, and athletes who have demonstrated exceptional talent and dedication in their respective fields. These young talents have become role models and inspirations to others, and their achievements have helped to promote the importance of creativity and physical activity among children.

All in all, the Global Child **Prodigy** Awards is an essential platform for recognizing and promoting the achievements of exceptional children from around the world. The awards provide an opportunity for young talents to showcase their abilities and inspire others to pursue their passions. With the continued support of programs like these, we can nurture the next generation of leaders and innovators who will shape the future of our world.



#### Task 7

#### Choose the correct answers.

- **□** What is the purpose of the Global Child Prodigy Awards?
  - a To acknowledge and celebrate the achievements of children who posses exceptional abilities and talents that set them apart from their peers
  - **b** To promote the importance of nurturing young talents and providing them with the necessary support and resources to reach their full potential.
  - **c** To recognize the importance of creativity and physical activity among children.
  - **d** To inspire future generations of scientists and researchers.

#### 2 What kind of children are commonly referred to as prodigies?

- a Children who have average abilities in a range of fields.
- **b** Children who have demonstrated exceptional abilities in a range of fields.
- c Children who have not shown any talents or abilities.
- **d** Children who are not interested in pursuing their passions.

### 3 What impact do the awards aim to have on young talents?

- a To discourage them from pursuing their passions.
- **b** To provide them with resources and support to reach their full potential.
- **c** To limit their creativity and physical activity.
- d To make them conform to conventional career paths.

## 4 Which of the following fields have been recognized by the Global Child Prodigy Awards?

- a Entrepreneurship, science, music, sports.
- **b** Medicine, law, accounting, engineering.
- c Philosophy, literature, history, sociology.
- **d** None of the above.

### **S** What is one of the primary objectives of the awards?

- a To discourage children from pursuing unconventional or challenging passions.
- **b** To recognize and highlight the achievements of prodigies.
- c To limit the impact of young talents in their respective fields.
- d To discourage innovation and entrepreneurship among children.

### Task 8

Decide whether the following statements are True or False
-----------------------------------------------------------

1	The Global Child Prodigy Awards recognize and celebrate the achievements of children who possess exceptional abilities and
	talents. ( <u>True</u> )
2	The awards ceremony is held only in one location and does not attract young talents from around the world.
3	One of the objectives of the awards is to encourage young talents to pursue their passions and reach their full potential.
4	The awards only recognize young entrepreneurs who have established successful businesses. (
5	The Global Child Prodigy Awards do not provide a platform for young talents to showcase their abilities and inspire others to pursue their
	passions. ()

### Task 9

#### Answer the following questions:

•	What is the Global Child Prodigy Awards?
	The Global Child Prodigy Awards is an initiative that was established to
	acknowledge and celebrate the achievements of children who possess
	exceptional abilities and talents that set them apart from their peers.
	In which fields have the prodigies demonstrated exceptional abilities?





2	How	have	the	awards	helped	to	promote	entrepreneurship	and
	innov	/ation	?						

	<i>^</i>	
$\overline{}$		

3 why is recognizing young scientists, musicians, artists, and athletes important?

4 What is the importance of programs like the Global Child Prodigy Awards for the future generation?

5 What impact have the awards made in inspiring and encouraging young talents to pursue their passions?

### Task 10 Critical Thinking



I can talk about awards and prodigies.

#### Answer the following questions:

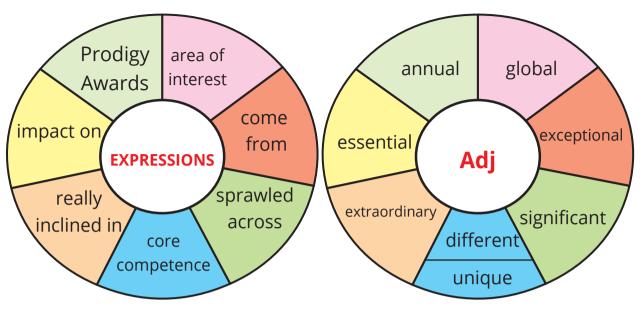
- ☐ In what ways do the Global Child Prodigy Awards encourage and inspire young talents to pursue their passions and reach their full potential?
- 2 How do the awards help to promote the importance of creativity, physical activity, and innovation among children?
- 3 What are some potential drawbacks or limitations of recognizing prodigies and their achievements?

### Task 11 Speaking Activity



- I can explicitly use specific adjectives and phrases related to Global Child Prodigy Awards in speaking.
- Work in pairs. Take turns to say a sentence using one expression from the wheels. Your partner reacts with a suitable expression from the same wheel.





### Task 12

- I can use specific adjectives and phrases related to Global Child Prodigy Awards in meaningful context.
- Fill in the gaps with word/words from the box and make any necessary changes if needed:

significant	annual	sprawled across	impact on	
come from	global	core competence	really inclined in	
■ Warming is a	significant issue.			
2 The bad new	s quickly	across the	city.	
3 The GCP acro	onym	Global Child Pr	odigy.	
4 The Lamb invention by Edison, had a revolution				
on the world's development.				
5 The GCP is an ceremony.				
6 My brother is	s really	in horror films.		
Analysis, problem solving, quick thinking and learning are				
for a prodigy.				
8 Awards have	8 Awards have greatvoung prodigies.			

### Task 13 Writing

- I can write a conclusion to an expository essay about "Signs of being a Genius".
- Write a conclusion to a 3- paragraph expository essay about "Signs of being a Genius".
- Use the sample conclusion to help you write your own.

#### "Genius People"

#### Conclusion:

The conclusion of an expository essay typically includes three main components:

- Restatement of thesis.
- Summary of main points.
- Final thoughts or call to action.



#### "Genius people"

#### Conclusion:

- In conclusion, the core aspects of genius success, thinking, and intelligence play a big part in personal development.

  Thinking as a process is complex and has many layers, whereas intelligence as an individual trait is undeniably important as a factor of personal evaluation..
- But before we try to encourage our children to do so we should note that some of the things we learn from them may prove to be unpleasant We may envy their achievements and fame, but we should also recognise the price they may have paid in terms of perseverance, single-mindedness, dedication, restrictions on their personal lives, the demands upon their energies and time, and how often they had to display great courage to preserve their integrity or to make their way to the top.
- Genius and giftedness are relative descriptive terms of no real substance. We may, at best, give them some precision by defining them and placing them in a context but, whatever we do, we should never deceive ourselves into believing that gifted children or geniuses are different from the rest of humanity, save in the degree to which they have developed the performance of their abilities.

"Signs of being a Genius"

#### **Top Tip**

Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

#### **ILOs**

#### By the end of the lesson, learners are expected to:

- infer the meaning of unknown words using contextual clues.
- use the new target vocabulary in meaningful context of their own.
- predict answers to some questions about science and scientists.
- listen to a text for the main idea.
- listen to a text for specific information.
- speak about math and science and their benefits for humans.
- write a full expository essay about "signs of being a genius".

#### Target Vocabulary

correspondent - counterproductive - precisely - conventional - persistence - demonstrated - superficially

### Task 1 Guess the Meaning



- I can infer the meaning of unknown words using contextual clues.
- With your partner, guess the meaning of the new words using contextual clues:
  - 1 The outcome was entirely **correspondent** with my wishes.
  - 2 Improved safety measures in cars can be **counterproductive** as they encourage people to drive faster.
  - 3 The meeting began at precisely 4.00 p.m.
  - 4 She's so **conventional** in her views.
  - 5 Give up is completely loss, **persistence** will have at least a glimmer of hope.
  - 6 He demonstrated how to use Microsoft office very well.
  - The is well-dressed, **superficially** well-mannered.

#### Task 2

- I can use the new target vocabulary in meaningful context of my own.
- Use the target vocabulary in sentences on your own:

•	Those gold rings are superficially blatted.

*/* 

### Task 3 Pre- listening Questions



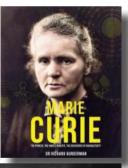
- I can predict answers to some questions about science and scientists.
- Tick the correct sentences, then listen to check your answer:
  - $\ \square$  students perform better in science when they read
    - a struggling stories about famous scientists.
    - **b** stories about what those scientists achieved.
  - 2 Lin-Siegler did the research in a team of
    - **a** 3

- **b** 4
- 3 Marie Curie was excluded from colleges because of her......
  - a intelligence

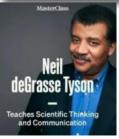
- **b** gender
- - a Oscar prize

- **b** Nobel prize
- - **a** Scientist

**b** not mentioned









### Task 4 Listening



- I can listen to a text for the main idea.
- Listen to a conversation about "How Stories told of Brilliant Scientists affect Kids' Interest in the Field", then answer the following question:

• What is the main idea of this interview?	•	What is	the main	idea of	this inter	view?	
--------------------------------------------	---	---------	----------	---------	------------	-------	--



### Task 5 During Listening



- I can listen to a conversation for specific information.
- Choose the correct answer:
  - Lin-Siegler wondered if
    - a people tend to think scientists are naturally brilliant.
    - **b** people doubt the idea scientists are naturally brilliant.
    - c scientists are really naturally brilliant.
    - d research say scientists are naturally brilliant.
  - 2 Lots of young people in the United States feel that.....
    - a science and math are for life.
    - **b** science and math are for them.
    - c science and math are not for them.
    - d science and math are for adults.
  - 3 Lin-Siegler asked the student to find out
    - a some qualities of scientists.
    - **b** some famous, genius scientist.
    - c if they have same qualities as scientists.
    - d If scientist have strange qualities.

- - 4 The percent of students they interviewed in the school told them that......
    - a 80-90 student like science and math.
    - **b** 10- 20 student like science and math.
    - c 80-90 student hat science and math.
    - d 10- 20 student hat science and math.
  - 5 Lin-Siegler concluded it's actually
    - a not fair to say scientists are not geniuses.
    - **b** damaging to say scientists are geniuses.
    - c difficult to say scientists are geniuses.
    - d uneasy to say scientists are geniuses.
  - 6 "Einstein was having such trouble working out math, he turned to his friend asking his help" that means
    - a He is an idol person hating working out math.
    - **b** He is like any person needs help working out math.
    - c He is pretending that he is suffering from math.
    - d He is a fake genius pretends to love math.
  - The research showed that achievement story about geniuses is really:
    - a engaging
    - **b** encouraging
    - c disappointing
    - **d** discouraging





### Task 6 Post-listening



Decide which statement is true and which is false and corr	ect
he false ones:	

the faise offes.		
Lin-Siegler is from Colombia working in China.	( >	<u>(</u> )
Lin-Siegler is from China working in Colombia.		
2 Learning about how hard scientists work to make discover	ries	is
more encouraging than learning about their achievements.	(	)
3 You need to feel you are naturally brilliant to conclude that s	cier	ıce
and math are for you.	(	)
4 Einstein needed help from someone who's even smarter.	(	)
Turning heroes into superheroes can seem inspiring.	(	
	• • • • • • • • • • • • • • • • • • • •	•
6 Some people hate geniuses because they feel they are lucky a	as th	ıey
don't struggle with life.	(	

### Task 7 Speaking Activity



- I can speak about math and science and their benefits for humans.
- Find someone who shares your opinion through answering these questions:
  - Do you like studying math- science?
  - 2 Which one is your favourite? Why?
  - 3 What makes you love/ hate them?
  - 4 How do you overcome any difficulty you face while studying them?
  - What is the benefits you and your society get through math and science?
  - Will you change your way of learning when you read about a genius?
    Why?



### Task 8 Writing



- ← I can write a full expository essay about "Signs of being a Genius".
- Edit and publish your final essay about "signs of being a genius".
- Exchange what you have written with the members of your group.
- Correct and improve each other's writing.

"Signs of being a genius"	



### **Project**

Draw a portrait for a genius person you have read or heard about.

#### **Self-Assessment**

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the unit.

∠ Now I can				
		Very good	Good	Not good
ulary	identify the meaning of the words in context.			
Vocabulary	use the words in meaningful sentences.			
Grammar	use reduction of relative clauses properly.			
Gram	use idioms related to geniuses.			
5.0	skim a text to understand the gist.			
Reading	identify the purpose of a reading text.			
Ř	understand details in a reading text.			
g	understand the necessary information in a listening text.			
Listening	understand specific information in a a listening text.			
Ë	distinguish the pronunciation of monophthongs.			
Speaking	talk about the traits of geniuses.			
Spea	talk about global child prodigy award.			
<b>b</b> 0	plan and draft a descriptive essay.			
Writing	compose, edit and proof read a descriptive essay.			
>	publish a descriptive essay.			



### **Tapescript**

#### Unit 5 lesson 2

#### Listen to a team meeting about diversity:

- Nina: As you know, our team has grown a
  lot in the past year and we feel we need to
  address the diversity in the team.
- Brenda: How do you mean, 'address the diversity'?
- Nina: Well, we all know that diversity in teams is a good thing, but it can also be a challenge for some people to respect and value people's differences. We've got a really diverse team here – people of different nationalities, backgrounds, religions, ages ... and sometimes I don't feel we make the most of this.
- Stefano: Yes, and even if it isn't specifically challenging, many people are simply unaware of the isolation that some team members may feel because they are different.
- Brenda: So, what does this mean? What are we going to do?
- Nina: Well, we need to create a workplace charter. You know, one that promotes equality, diversity and inclusion.
- Brenda: That sounds like a good idea. But will people just see it as something the management team has created? Maybe they won't even pay attention to it.
- Nina: I know. That's why we're going to involve everyone in creating it.
- Stefano: That's a good idea. We could run some workshops and get ideas from the employees about how we can create a more

inclusive workplace.

- Nina: Exactly. I was thinking that before that
  we could run some team-building sessions so
  they can experience the value of diversity for
  themselves.
- Brenda: Yes, I like that. Many people see diversity as something negative, often because there are different opinions or ways of doing things.
- Nina: Yes, I know, but if there's no diversity, then the risk is that we all work in the same way, think the same and see the world the same. This makes it hard to be creative and to innovate.
- Stefano: I completely agree, Nina. OK. So, what do you want us to do?
- Nina: Stefano, can you look for a successful trainer who specialises in running workshops and team-building sessions on diversity and inclusion?
- Stefano: Sure. I'll be happy to.
- Nina: And Brenda, can you find a fun venue?
   Somewhere that is quite diverse itself.
   Something that's not the usual seminar-style environment?
- Brenda: Sure. That'll be fun.
- Nina: And I'm going to do some further research into <u>how</u> other organisations are benefiting from their diversity. I can share this with the whole team



### **Supplementary**

#### **Passive forms**

The passive voice is formed with the verb to be + the past participle of a verb.

Examples of the passive voice in all tenses:

Present simple tense: Your car is repaired.

Present continuous tense: Your car is being repaired.

Past simple tense: The meal was eaten.

Past continuous tense: The meal was being eaten.

Future simple tense: A new house will be built. Present perfect tense: The email has been sent.

Past perfect tense: The address had been changed.

Future perfect tense: The paintwork will have been removed by tomorrow.

We do not use continuous forms of the passive in most tenses. The present continuous passive and the past continuous passive are the only possible forms.

#### Present simple - passive voice

The present simple passive is made with the present simple form of the verb to be (am, are, is) + the past participle of a verb (washed, cooked / seen, taken).

I am bitten by an insect.

Potatoes are boiled for about twenty minutes. This TV show is watched by millions of fans.

#### Questions

We make questions in the present simple passive by changing the word order of a statement.

Are you bitten by an insect?

Are potatoes boiled for about twenty minutes? Is this TV show watched by anyone?

#### **Negative**

The negative forms are made by adding 'not' after the verb to be.

I am not bitten by an insect.

Potatoes are not boiled for more than twenty minutes.

This TV show is not watched by anyone.

#### Past simple - passive voice

The past simple passive is made with the past simple form of the verb to be (was, were) + the past participle of a verb (reconstructed, cleaned / written, done).

I was taken to hospital by ambulance.

These windows were cleaned yesterday.

Your homework was done by someone else.

#### **Ouestions**

We make questions in the past simple passive by changing the word order of a statement.

Were you taken to hospital by ambulance? When were these windows cleaned? Was your homework done by anyone else?

#### **Negative**

The negative forms are made by adding 'not' after the verb to be.

I was not taken to hospital by ambulance.

These windows were not cleaned yesterday.

Your homework was not done by anyone else.



www.e-grammar.org/passive-voice/