



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

A-LEVEL

ENGLISH

for

Al-Azhar Treetops

Primary Four
Term 2

Student's Book

First Draft Edition

2024 - 2025



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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*Abdullah Muhammed Street, Ahmad Said Street, Abasia, Cairo,
Arab Republic of Egypt
First Draft Edition, 2024
Deposit: 2024/13903*



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Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (5) Vacations and Holidays	<p>Listening</p> <ul style="list-style-type: none"> - Listen to an email -Respond to imperatives - Listen to short descriptions of some adventure places worldwide - Listen to a video about how cultural perspectives are important -Listen to a text about 'Writing and sharing vacation stories <p>Speaking</p> <ul style="list-style-type: none"> - Talk about vacations and holidays -Respond to imperatives - Ask and answer questions about a vacation - Talk about places to visit - Talk about dream vacations - Talk about culture adventure and other peoples' traditions and customs - Talk about postcard tales - Describe some postcards <p>Reading</p> <ul style="list-style-type: none"> - Read a text about vacations and holidays - Read a text about places to visit - Read a text about a 'Dream Vacation' -Read a story about the blend /sm/ - Read a text about cultural adventures - Read a text about a book entitled 'Postcard Tales' <p>Writing</p> <ul style="list-style-type: none"> - Write an email about a vacation - Write about a dream vacation - Write a description of a famous adventure place - Write a postcard tale giving lots of details 	<ul style="list-style-type: none"> -Adjectives with 'ing' and 'ed' - Declarative, exclamatory, and imperative sentences - Direct and indirect objects 	<ul style="list-style-type: none"> -Asking and answering questions using different question words - Responding to imperatives

Vocabulary	Activities
<p>vacations, relax, amusement park, celebrate, holidays, routine, destinations, bucket list, virtual, off the grid, explore, backyard, savings, expensive, budget, trip, expert, perspective, landscape, meaningful, diversity, customs, traditions, cultural tourism, fantasy, mythical, creatures, postcards, collection, fairy tale, lucky</p>	<ul style="list-style-type: none"> - Discuss in pairs - Read and answer - Read the text again, then answer the following - Read and match - Read and fill in the gaps - Listen and complete - Ask and answer - Write an email - Read and choose the correct adjective - Listen and circle - Make a poster - Read and circle - Read and perform - Read and respond - Write about your dream vacation - Read and tick (✓) or (×). Correct the false ones - Put the words in the box in sentences - Listen and match - Search and write - Look, read and match - Work in pairs - Listen and fill in the gaps - Write a postcard tale

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (6) Waste Matters	<p>Listening</p> <ul style="list-style-type: none"> - Listen to and read a dialogue about environmental problems - Listen to a dialogue about recycling - Listen to a dialogue about fusion torch - Listen to a dialogue about fun projects - Listen to some advice about how to reduce waste matters <p>Speaking</p> <ul style="list-style-type: none"> - Answer questions related to the effects of waste matters - Engage in a conversation about environmental problems associated with waste matters - Talk about recycling waste matters - Ask for and express opinions - Hold a discussion about fusion torch - Hold a discussion about the green waste and composting - Hold a discussion about electronic e-waste <p>Reading</p> <ul style="list-style-type: none"> - Read a text about the adverse effects of waste matters - Read a text about 'Water Recycling' - Read a text about the future and 'Solving the Pollution Problem in the Future' - Read a text about green waste for specific information - Read a text about e-waste for specific information <p>Writing</p> <ul style="list-style-type: none"> - Write a summary about the impact of waste matters on our daily life - Write about recycling paper - Write about the future of waste matters using the fusion torch - Write about the stages of how we can handle the green waste 	<ul style="list-style-type: none"> - The use of connectives e.g. although - The use of the future form (will be able to+ infinitive) to express ability in the future - Countable and uncountable nouns 	<ul style="list-style-type: none"> - Making requests - Suggestions - Asking for and expressing opinions - Giving advice

Vocabulary	Activities
landfills, greenhouse, gases, soil, degradation, climate change, pollution, - burning, chemicals, atmosphere, global, glad, gloomy, glue, gloves, igloo, logging forests, textiles, water waste, nuclear, plant waste, plastic bottles, aluminum cans, library, forest, fires, recycling, shortage, underground, drought, purification, particles, consumption, plasma, electromagnets, temperature, fusion torch, hydrogen atoms, filtering, natural, political, economic, sewage, power, cardboard, decorate, holder, green Waste, refuse, biodegradable, decompose, compost, grass clippings, leaves topsoil, domestic kitchen waste, fly ash, nutrient, cycling, layer, player, mayor, hayer, sprayer, convert into, e-Waste	<ul style="list-style-type: none"> - Listen and answer - Look and write - Listen again and fill in the missing words - Read and circle - Read again and match - Discuss with your partner - Listen, act and repeat - Listen again and answer - Read and complete - Write a summary - Look and discuss - Listen and answer - Look and match - work in pairs - Read and answer - Search Time - Read and choose - Listen and write -Read and rewrite -Listen and tick (v) or false (x)

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (7) Social Media	<p>Listening</p> <ul style="list-style-type: none"> - Listen to a text about protecting privacy online - Listen to a text about spreading kindness online <p>Speaking</p> <ul style="list-style-type: none"> - Talk about social media and how to use it responsibly - Ask and answer questions about social media - Talk about technology and being a good digital citizen - Talk about how to be safe online - Talk about fake or real online news - Talk about how to be kind online <p>Reading</p> <ul style="list-style-type: none"> - Read a text about the power of social media - Read a text about the digital citizen - Read a text about staying safe online - Read a text about detecting online fake news - Read a text about spreading kindness online <p>Writing</p> <ul style="list-style-type: none"> - Write about how social media is powerful - Write some advice about being a good digital citizen - Write an Arabic verse and its English translation in good handwriting - Write some tips about how to detect fake news online - Write a friendly card 	<ul style="list-style-type: none"> - First conditional if 	<ul style="list-style-type: none"> - Using can for ability and possibility - Giving advice in different ways

Vocabulary	Activities
<p>internet, population, platform, engage, responsible, community, digital, citizenship, personal, information, passwords, bullied, click, mean, privacy, threatening, secure, antivirus, malware, uncomfortable, fake, misleading, detect, suspicious, trustworthy, reliable, relevant, outlandish, satire, biases, open-minded, positive, kind, sensitive, jealous, upset, respond, spread, campaign</p>	<ul style="list-style-type: none"> - Think - Read and answer - Read again, then answer - Read and match - Read and fill in the gaps - Ask and answer - Read and write - Write about social media - Work in pairs - Let's sing - Write some advice - Listen and complete - Listen and sort - Listen and circle - Design a poster - Read and complete - Spot the difference: Fake or real - Write in good handwriting - Write your own tips - Write a friendly card

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (8) Our Praised Manners	<p>Listening</p> <ul style="list-style-type: none"> -Listen to a conversation about a good touch and a bad touch - Listen to a text about showing respect - Listen to a dialogue about responsibility - Listen to a text about honesty - Listen to a story about the three brothers <p>Speaking</p> <ul style="list-style-type: none"> - Perform a dialogue about a good touch and a bad touch - Answer questions about showing respect - Perform a dialogue about responsibility <p>Reading</p> <ul style="list-style-type: none"> - Read a dialogue about a good touch and a bad touch - Read a text about respect - Read a dialogue about responsibility -Read a text about honesty -Read a story about the three brothers <p>Writing</p> <ul style="list-style-type: none"> -Write a reply to a letter about abusive behavior -Write a report about showing respect - Write a short story paragraph -Write a newspaper report about honesty -Write a summary of a short story 	<ul style="list-style-type: none"> - The grammar and punctuation of different sentences, statements, questions and commands 	<ul style="list-style-type: none"> - Giving advice -Polite replies

Vocabulary	Activities
Reasonable, issue, embarrassed, supported, treat, abusive, communication, collaboration, bullying, respect, aggressive, disrespect, commitment, suicide, honest, -dishonest, trustworthy, debate, attack, escape, scarf, scan, scale, scare score, scooter, slug, slot, slam, sleeve, sleep, slice, science, scene, merchant, jealousy, beggar, ashamed, luxury, prosperous	<ul style="list-style-type: none"> - Listen, read and comment - Read and match - Choose the correct answer - Discuss and answer - Sort the following situations into a good/ bad touch - Read and write a reply - Listen, read and answer - Read and complete - Listen and match - Write a report in a journal about showing respect - Read and tick - Write a short story paragraph - Fill in the gaps - Read the poem and answer questions - Listen, read and write true or false - Read and find an evidence - Read and answer - Look, listen and repeat - Listen, read and choose - Read and fill in the gaps - Read again and answer - Make a character profile - Read and summarize - Change the story into a conversation

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Unit 5

Vacations and Holidays

Grammar

- Adjectives with '-ing' and '-ed'
- Declarative, exclamatory, and imperative sentences
- Direct and indirect objects

Phonics

- Blends /sn/ and /sm/

Language Functions

- Asking and answering questions using different question words
- Responding to imperatives

Critical Thinking

- In your opinion, do you believe that holidays are always synonymous with happiness? Why? Why not?
- There's a saying "Sharing is caring". Do you think sharing stories about vacations with family and friends is a good or bad thing? Why?

Study Skills

- Organized writing



Lesson (1)

Vacations and Holidays Are Happy Days

ILOs: By the end of this lesson, pupils should be able to:

- ☀ discuss and share experiences about vacations and holidays.
- ☀ read a text about vacations and holidays for gist.
- ☀ read a text about vacations and holidays for specific information.
- ☀ recognize the meaning of new vocabulary by using provided definitions.
- ☀ use recently acquired vocabulary in appropriate contexts accurately.
- ☀ listen to Lucy's email for specific information.
- ☀ ask and respond to questions about a vacation.
- ☀ compose an email describing a vacation experience.



Ex.1 Discuss

I can discuss and share experiences about vacations and holidays.

In pairs, look at the pictures and discuss the following questions:



- 1 Have you ever been on a memorable vacation or a holiday? Share your exciting experiences, including where you went and the activities you engaged in.
- 2 Which holiday holds a special place in your heart? Why do you like it the most?
- 3 What emotions do holidays evoke within you? Why do you think they have such an impact on your feelings?
- 4 Can you name some significant holidays celebrated in Egypt?
- 5 Is it important to take breaks from work or school? Express your thoughts.

Ex.2 Read and Answer

I can read a text about vacations and holidays for gist.

What is the best title for this text?

Vacations and holidays are both special times when people take a break from work or school and do fun things. Vacations are when you take a longer break from work or school, usually for a week or more, and often involve traveling to different places. Public holidays are important days that are celebrated by a lot of people, like the Start of the Hجري Year, the Anniversary of 23rd July Revolution, and Labor Day.

During holidays, many businesses and schools close, and people have days off from work. Holidays can be religious, like Eid Al-Fitr and Eid Al-Adha and the Christmas, or they

can be about important historical events or people.

When you're on vacation, you might go to the beach, public gardens, or family parks. Some people stay home and relax during their vacation. The Americans prefer to say: "on vacation" while the British prefer using the word "holiday" for both vacations and public holidays. For Muslims; one of our public holidays is Prophet Mohamed's Birthday on the 12th of Rabi' al-awwal.

Vacations and holidays are times when people can have fun, relax, and spend time with their friends and family. They are a break from our regular routines and a chance to do something different and exciting. Whether you're going on vacation or celebrating a holiday, it's always nice to have some time off to enjoy yourself; whether alone or with family and friends.

**REMEMBER**

A vacation is a period of time during which an individual or a group of individuals takes time away from work or school to travel, relax, or do some leisure activities. A holiday, on the other hand, is a specific day or period of time specified as a public or religious celebration, during which people usually take time off from work or school.

**CRITICAL THINKING**

In your opinion, do you believe that holidays are always synonymous with happiness? Why? Why not?

Ex.3 Read the text again, then Answer

I can read a text about vacations and holidays for specific information.

1. The main difference between vacations and holidays is...

- A** vacations involve traveling, while holidays do not.
- B** vacations are longer breaks, while holidays are shorter breaks.
- C** vacations involve travelling to different places, while holidays are religious or historical events.
- D** B and C.

2. What do vacations and holidays have in common?

- A** They both involve taking a break from work or school.
- B** They both require traveling to different places.
- C** They both involve religious celebrations.
- D** They both have fixed dates throughout the year.

3. In American English, what do you say when you are on a vacation?

- A** "On vacation"
- B** "On holiday"
- C** "Taking a break"
- D** "Relaxing"

4. What are examples of holidays mentioned in the text?

- A** Christmas and Eid Al-Adha
- B** The Start of the Higri Year and Labor Day
- C** Prophet Mohamed's Birthday and 23rd July Revolution Anniversary
- D** All of the above

5. What is the purpose of vacations and holidays?

- A** To learn about historical events
- B** To spend time with friends and family
- C** Not to relax and have fun
- D** To visit different countries

6. How are vacations and holidays described in the text?

- A** Boring and uneventful
- B** Stressful and exhausting
- C** Routine and monotonous
- D** Exciting and a break from regular routines

7. How are vacations and holidays described in the last paragraph of the text?

- A** Unnecessary and a waste of time
- B** Stressful and overwhelming
- C** Enjoyable and a chance to do something different
- D** Boring and tiring

Ex.4 Read and Match

I can recognize the meaning of new vocabulary by using provided definitions.

- | | |
|-------------------------|--|
| 1 Vacations | a () To rest or take it easy |
| 2 Holidays | b () To do something special or enjoyable for an important event, occasion, holiday |
| 3 Relax | c () A place with rides, games, and other attractions for entertainment |
| 4 Routines | d (<u>1</u>) Special times when people take a break from work or school and do fun things |
| 5 Amusement park | e () Regular habits or activities that are done in a particular order |
| 6 Celebrate | f () Important days that are celebrated by a lot of people, like Sham El Nessim or Labor Day |

Ex.5 Read and Fill in the Gaps

I can use recently learnt vocabulary in appropriate contexts accurately.

Read the following sentences and fill in the gaps with the words below.

vacations - relax - family park - celebrate- holidays - routine

- 1** We had a blast riding roller coaster at the family park.
- 2** My nightincludes brushing my teeth and reading a story while in bed.

- 3 During summer....., many families go on trips to different places.
- 4 After a long day at work, I like toby reading a book.
- 5 On....., people often spend time with their loved ones and enjoy special activities.
- 6 The family gathered tothe day of Ashura.

Ex.6 Listen and Complete

I can listen to an email for specific information.

Listen to Lucy's email to her friend Helen about her vacation, and fill in the missing words.

Dear Helen,

We are on holiday in Croatia. We on Monday at ten o'clock in the evening. I was very tired and sad because Sandy, my dog, wasn't with me. We left Sandy with our, Mr. Jackson. Then we drove our car to the airport and took a plane. We are staying at a campsite right next to the There's a picture of it in this email. At night, we sleep in a! I like it, but mum and dad don't! The weather is good. sunny and We go swimming every day. I brought my camera with me, so I can show you some photos when I come back home.

Bye!

Love from Lucy

Ex.7 Ask and Answer

I can ask and respond to questions about a vacation experience.

In pairs, ask and answer questions about Lucy's vacation.

1-A: Where's Lucy now?

B: She's on holiday in Croatia.

2-A: How did she arrive there?

B: She arrived by plane.

3-A:?



B:

4- A:?

B:

5- A:?

B:

Ex.8 Write an Email

I can compose an email describing a vacation experience.

Think of one of the vacations you have been on and send your friend an email to tell him/ her about it.

-You can attach some photos in your email.

.....

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Lesson (2)

Exploring Exciting Places to Visit

ILOs: By the end of this lesson, pupils should be able to:

- ☀ engage in discussions about different places to visit and share personal preferences and experiences.
- ☀ read texts about various destinations for details.
- ☀ recognize new vocabulary related to travel and places to visit, utilizing definitions as a context clue.
- ☀ use newly learnt vocabulary in appropriate contexts.
- ☀ differentiate between adjectives ending in '-ed' and '-ing', recognizing their distinct functions and meanings.
- ☀ recognize words containing the consonant blend /sn/ to enhance phonetic awareness skills.
- ☀ create a visually appealing poster showcasing a captivating and picturesque location in Egypt.



Ex.1 Discuss

I can engage in discussions about different places to visit, sharing personal preferences and experiences.

In groups, look at the pictures and discuss the following questions:



- 1 If you want to visit some places, what places will you write on your list? Why do you want to visit them?
- 2 Have you ever visited a place that made you say "wow!"? What was it like?
- 3 Why do you think people enjoy exploring new and unfamiliar places?
- 4 Do you prefer visiting popular tourist destinations or unknown locations? Why?
- 5 How do you plan and prepare for a vacation? What can you take with you?
- 6 There is a proverb says 'Travel has 7 Benefits' what do you think some of these benefits are?

Ex.2 Read and Choose

I can read texts about various destinations for details.



Are you ready to explore some exciting places to visit? There are so many amazing destinations around the world that will make you feel amazed and say "wow!" Let's take a look at some of the most beautiful places that people dream of visiting.

According to a website called Big 7 Travel, they asked 1.5 million people what places they dream of visiting. They made a list of the top 50 bucket list destinations. These places are so special that people can't wait to see them! Some of the places on the list have white sandy beaches, while others are famous cities. People love to add these places to their bucket lists because they see them on social media, like Instagram. It's like a virtual vacation!

One of the most popular bucket list destinations is Bali. It's a beautiful island with stunning beaches. But there are also some unexpected places on the list, like National Parks in New Zealand and the Congo. Also, Yas Island in Abu Dhabi is a remarkable place to visit. People want to get off the grid and explore places that are not well-known. It's like going on an adventure!

There are also many beautiful places to visit in Egypt. From the historical places in Upper Egypt, Cairo and Alexandria to the sunny beaches of Hurghada and The North Coast, there is so much to see. You can visit famous cities like New Alamin City and the New Administrative Capital, or explore national parks like Ras Muhammad and the White Desert National Park. Egypt has something for everyone!

So, whether you dream of visiting far-off places or exploring your own backyard, there are so many exciting destinations waiting for you. Start making your travel bucket list and get ready for an adventure of a lifetime!

1 What are some of the most popular bucket list destinations according to the text?

- A** New York City and San Francisco
- B** Egypt and some African countries
- C** Algeria and Dubai
- D** It is not mentioned.

2 What is the main idea of this passage?

- A** There are no exciting places to visit around the world.
- B** People only want to visit famous cities and beaches.
- C** There are many amazing and beautiful places to visit around the world.
- D** People should stay home and not travel.

3 According to the text, how do people know about the destinations that they can visit?

- A** From friends
- B** From pictures on social media
- C** From the movies
- D** From travel companies

4 What can tourists visit in Egypt?

- A** Deserts **B** Historical places, beaches and natural sites
C Beaches only **D** Just monuments

5 What do you think some factors Not to consider when creating a travel bucket list are?

- A** Budget, time, and personal interests
B Number of followers on social media, popularity of the destination, and weather
C Accessibility, number of tourist attractions, and hotel ratings
D Distance from home, cuisine options, and language spoken

6 How can visiting new places benefit a person?

- A** It can broaden their horizons and improve their cultural awareness.
B It can help them gain more social media followers.
C It can make them appear more sophisticated and well-traveled.
D It can help them escape their daily routine.

Ex.3 Read and Match

I can recognize new vocabulary related to travel and places to visit, utilizing definitions as a context clue.

- | | |
|------------------------|--|
| 1. off the grid | A. () A list of things a person wants to do or places they want to visit in their lifetime |
| 2. bucket list | B. () An area near one's home or within one's property |
| 3. destinations | C. () Places to visit or travel to |
| 4. explore | D. (1) A way of living much more sustainability |
| 5. virtual | E. () To look at (something) in a careful way to learn more about it: to study or analyze (something) |
| 6. backyard | F. () Existing or occurring on the internet or through digital means |

Ex.4 Read and Fill in the Gaps

I can use newly learnt vocabulary in appropriate contexts, demonstrating accurate usage and understanding of meaning.

destinations – bucket list – virtual – off the grid – explore – backyard

- 1 In this online game players simulate real life in a virtual world.
- 2 People want to get and explore places that are not well-known.
- 3 There are so many wonderful to visit around the world.
- 4 There are 10 places in my I'm excited and I want to visit them all.
- 5 Fares could not stay in the because it was snowing.
- 6 Egypt is full of amazing places to

Ex.5 Read and Choose the Correct Adjective

I can differentiate between adjectives ending in 'ed' and 'ing', recognizing their distinct functions and meanings.

**TOP TIP**

Adjectives ending in 'ing' are used to describe characteristics of a person, something or a situation. Adjectives ending in 'ed' are used to describe feelings or emotions.
Ex: I didn't sleep last night, so I am so tired.

-Working on the computer for hours is very tiring.

■ **Ex:** I am excited about this trip.

-This trip is exciting.

- 1 The view of the mountain is (amazed – amazing).
- 2 There are lots of (exciting – excited) activities to do.
- 3 I get (boring -bored) quickly when I am doing difficult homework.
- 4 My cat looks (terrified – terrifying) when she sees a snake. She hides quickly.
- 5 I was (surprising – surprised) to see my old grandparents doing sports.
- 6 The cat's eyes are so (frightened- frightening). I am afraid to look at them.

Ex.6 Listen and Circle the words with the blend /sn/.

I can recognize words containing the consonant blend /sn/, enhancing phonetic awareness skills.

A snail's on the snow
Doesn't know where to go

A snail's on the snow
Then, he begins to sneeze
Sometimes, can't breathe
And there's nothing to do

A snail's on the snow
Doesn't know where to go

A snail's on the snow

Now he can't sniff

And falls off the cliff

But keeps crawling slow

A snail's on the snow
Doesn't know where to go

A snail's on the snow
Suddenly, he sees a snake

Eating tasty steak

With a smile says hello

A snail's on the snow
Doesn't know where to go

A snail's on the snow

Can you think of other words with the blend /sn/?

Sneakers,

**TOP TIP**

The blend /sn/ is found in many words such as snow and sneeze.

Ex.7 Make a poster

I can create a visually appealing poster showcasing a captivating and picturesque location in Egypt.

-Search the internet and check some pictures for the most beautiful and exciting places in Egypt to visit and make a poster to invite others to visit this place.

-Add some information about this place: Where is it? How can you go there? What can be seen and done there?

Make your poster here.

Lesson (3)

Planning a Dream Vacation

ILOs: By the end of this lesson, pupils should be able to:

- ☀ engage in discussions about their ideal or dream vacations, sharing their preferences, desires, and aspirations for a perfect getaway.
- ☀ read a text about a 'Dream Vacation' to get a general understanding of the overall content and main ideas.
- ☀ read a text about a 'Dream Vacation' for specific information.
- ☀ use newly learnt vocabulary in appropriate contexts to enhance communication.
- ☀ recognize words containing the consonant blend /sm/, improving phonetic awareness and word recognition skills.
- ☀ differentiate between different types of sentences, including declarative, exclamatory, and imperative.
- ☀ respond appropriately to imperative sentences by following the given commands or requests in a suitable manner.
- ☀ write about their dream vacation, expressing their, desires, and reasons for choosing specific destinations in a clear and organized manner.



Ex.1 Discuss in Groups

I can engage in discussions about my ideal or dream vacations, sharing my preferences, desires, and aspirations for a perfect getaway.



- 1 Have you ever been on a vacation? If so, describe your experience.
- 2 Do you have any memories or photos to share about a vacation?
- 3 Do you have a special dream vacation? If so, describe what it would be like and why it is your dream vacation.
- 4 What are some ways you can save money for your dream vacation? How will you start saving?
- 5 What should you think about when choosing a destination for your vacation?
- 6 Do you think it's important to plan out every detail of a vacation or it is better to leave some things up to chance? Why or why not?

Ex.2 Read and Answer

I can read a text about a 'Dream Vacation' to get a general understanding of the overall content and main ideas.

Read this text and answer the following question:

What is the main idea of this text?

Do you have a dream vacation? Maybe you want to relax on a beautiful beach or explore a city with lots of culture and delicious food. But sometimes, it can be hard to make our dreams come true because vacations can cost a lot of money. But don't Worry! Here are some tips to help you plan your dream vacation:



First, you need to start saving money. Vacations can be expensive, so it's important to save up. You can start by putting your loose change in a jar labeled «Trip jar.» Every little bit helps! You can also save money by bringing your food to school from home instead of buying it. That can add up to a lot of money by the end of the year. Another idea is to open a special savings account just for your vacation. That way, you can save money without even thinking about it.

Next, you need to think about when to go on your vacation. If you go during the peak season, it can be more expensive. But if you go just after the peak season, you can save a lot of money. You will still have great weather, but you won't have to spend as much on airfare and hotels. It's also important to think about when to book your flight. Experts say that booking your flight at the right time can save you a lot of money. So make sure to do your research!

Now that you have some money saved and you know when to go, it's time to decide where to go. Think about what you want to do on your vacation. Do you want an adventure? Or do you want to relax on a beach? Once you know what you want, it will be easier to choose a destination. And don't forget to think about your budget. Some places are more expensive than others, so make sure to choose a destination that fits your budget.

Planning a dream vacation can be a lot of work, but it's worth in the end. So start saving, think about when to go, and choose a destination that fits your budget. With a little planning, your dream vacation can become a reality!

Ex.3 Read again, then Answer

I can read a text about a 'Dream Vacation' for specific information.

Read the text in Ex. 2 again, the answer the following questions:

1. According to the text, what is one way to save money for a dream vacation?

- a) Putting loose change in a jar labeled 'Trip jar'
- b) Eating out at restaurants every day
- c) Buying expensive souvenirs
- d) Not saving any money

2. What is one benefit of going on a vacation just after the peak season?

- a) Better weather
- b) More expensive airfare and hotels
- c) Less crowded attractions
- d) No need to book a flight

3. What should you consider when choosing a destination for your dream vacation?

- a) The most expensive place to visit
- b) The place with the longest travel time
- c) A destination that fits your budget and offers the activities you want
- d) A random destination

4. What can you do to save money for your dream vacation?

- a) Spend all your money on unnecessary things
- b) Open a special savings account just for your vacation
- c) Ignore the cost of the vacation
- d) Book your flight at the last minute

5. Why should you make sure to choose a destination that fits your budget?

- a) Because all the places are expensive
- b) Because all the places are small
- c) Because all the places are the same cost
- d) Because some places are more expensive than others

6. Come true and become a reality have meaning.

- a) different
- b) The same
- c) opposite
- d) distinct

Ex.4 Read and Fill in the Gaps

I can use newly learnt vocabulary in appropriate contexts to enhance communication.

Read the text in Ex. 2 again and fill in the gaps with words from the text.

- 1- I keep my savings in my money box.
- 2- I can't wait for summer so I can go to the beach.
- 3- This leather bag is too for me to buy.
- 4- My dream is Elephantine Island.
- 5- I need to make a for my trip to Athens. I don't want to spend much money.
- 6- He is an at solving social problems.

Ex.5 Read and Circle

I can recognize words containing the consonant blend /sm/, improving phonetic awareness and word recognition skills.

Read the following story and circle the words with the blend /sm/.

Last summer, Mr. Smith decided to go on a vacation.

He planned to go to the forest at the borders of his city; it is only half an hour walk. He took his two dogs with him; the big one, Rocky, and the small one, Roy. The road to the forest was so smooth and they walked easily. Finally, they reached the forest and Mr. Smith found a suitable place to set his tent. Suddenly, Mr. Smith could smell smoke and in a few minutes, the place was full of smog. Mr. Smith started to cough badly, as if he was a heavy smoker.



Mr. Smith decided to go and find out the reason for the smoke. Mr. Smith looked at Rocky and said, "Stay here, Rocky and take care of our tent and tools." Mr. Smith took Roy with him and followed the smell. He said, "What a lovely smell!" He kept walking and after ten minutes, he found a family camping near the lake and having a barbecue party.



The family smiled on seeing him and invited him for dinner. Mr. Smith accepted their kind invitation happily.

**TOP TIP**

The blend /sm/ is found in many words such as smell and smile.

**REMEMBER**

The '-ing' at the end of words is pronounced as /ɪŋ/.

Ex.6 Read and Write the Type of Each Sentence

I can differentiate between different types of sentences, including declarative, exclamatory, and imperative.

**TOP TIP**

A sentence is a group of words that expresses a complete thought. A sentence must have a subject and a verb, but it may or may not have an object.

Types of sentences:

A **declarative** sentence makes a statement.

■ **Example:** Mum cooks delicious food.

An **exclamatory** sentence expresses strong emotions.

■ **Example:** What a lovely rose!

- An **imperative** sentence gives orders.

■ **Example:** Speak up. Don't raise your voice.

- 1 The children are swimming in the lake. (Declarative)
- 2 Sit down, please. ()
- 3 The telephone rang. ()
- 4 How beautiful this rose is! ()
- 5 Everyone sat down quietly. ()
- 6 What a lovely place for camping! ()
- 7 Come back right now. ()
- 8 Miss Wafaa is a good teacher. ()
- 9 Open your books on page 25. ()
- 10 How clever you are! ()

Ex.7 Read and Respond

I can respond appropriately to imperative sentences by following the given commands or requests in a suitable manner.

In pairs, read the following imperatives and respond.

1-A: Sit down.

B: Okay.

2-A: Don't forget to do your homework.

B: Okay, I won't.

3-A: Bring your notebook here.

B:

4-A: Open the door, Shahd.

B:

5-A: Come and check this, Fares.

B:

6-A: Don't come back late, Ahmed.

B:

you can use one or more of these responses:

- Okay, With pleasure.
- Alright!
- Surely, I am really sorry.
- Here you are.
- Here it is.
- Okay, I won't.

**TOP TIP**

To respond to imperative, you can say 'Okay./ Sure./ Okay, I won't.

Ex.8 Write about your Dream Vacation

I can write about my dream vacation, expressing my desires, and reasons for choosing specific destinations in a clear and organized manner.

- Think of your dream vacation and describe it.
- Don't forget to mention where and when you would like to go, and what you want to do there.

My Dream Vacation

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Lesson (4)

Cultural Adventures: Learning about

Traditions and Customs

ILOs: By the end of this lesson, pupils should be able to:

- ☀ talk about cultural adventures exploring the traditions and customs of different peoples.
- ☀ read a text about cultural adventures for details.
- ☀ identify new words by using their definitions as a contextual clue.
- ☀ use recently learned vocabulary in sentences accurately.
- ☀ listen to or watch a video highlighting the significance of cultural perspectives for specific information.
- ☀ identify direct and indirect objects in sentences.
- ☀ listen to brief descriptions of adventure destinations around the world for specific information.
- ☀ create a written description of a well-known adventure destination.



Ex.1 Discuss In groups

I can talk about cultural adventures exploring the traditions and customs of different peoples.

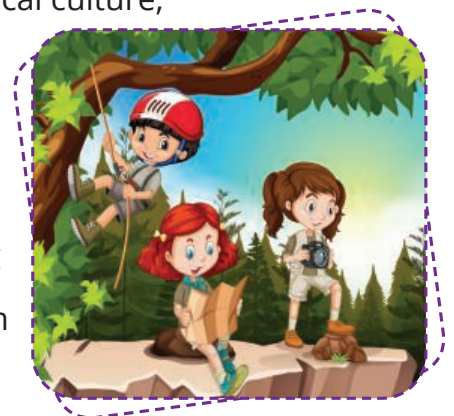
- 1 There are many reasons for going on vacations, besides having fun, like learning about other people's culture, traditions and customs. Have you ever been on a cultural vacation?
- 2 Can you guess what cultural tourism is?
- 3 Can you mention any strange traditions or customs from other countries?
- 4 How does learning about different cultures help us understand and appreciate our own culture?
- 5 Have you ever experienced a culture shock while traveling? What was it like and how did you handle it?
- 6 Describe a cultural festival or event that you would like to attend. Why would you like to attend it?

Ex.2 Read and Tick (✓) or (×). Correct the False Ones.

I can read a text about cultural adventures for details.

Are you ready for an amazing adventure? Let's explore different cultures and incredible places around the world! Cultural tourism is all about learning and appreciating different ways of life. It's like going on a special trip to experience new things and make meaningful connections with people from different cultures.

When you travel, you experience some aspects of local culture, like trying new foods or learning a few words of a different language. But cultural tourism is when you make a special effort to really engage with the local culture. It could be by learning a new skill, like cooking or crafting, or planning your trip around a festival. It's a way to see the world from a different perspective and develop new skills.



There are so many amazing places to visit for a cultural adventure and strange customs! If you are single in Denmark, it is customary for your friends and family to throw you a birthday celebration by covering you in cinnamon when you reach 25. In Japan, you can participate in a traditional tea ceremony in Kyoto and learn about the unique culture of the Japanese people. And there are many more incredible destinations to explore, like Milan, London, Rome, and Bangkok.



Traveling is not just about having fun, it's also about learning and growing. When you go on a cultural-learning trip, you can broaden your perspective and build meaningful connections with people from different cultures. You can try new things, learn new languages, and appreciate the local traditions and landscapes. It's an exciting blend of learning and adventure that will stay with you long after you return home.



So get ready for an amazing cultural adventure! Pack your bags, open your mind, and get ready to explore the incredible diversity of our world. There's so much to learn and discover, and so many memories to make along the way. Have fun and happy travels!

1 Cultural tourism is traveling to different countries for fun and relaxation. (×)

Cultural tourism is all about learning and appreciating different ways of life.

2 You can participate in a traditional tea ceremony in Mexico. ()

3 Cultural tourism is a way to broaden your perspective and build meaningful connections with people from different cultures. ()

4 Participating in a traditional festival or ceremony a way to engage with local culture during a cultural tourism trip. ()

.....

5 Traveling is about having fun only. ()

.....

Ex.3 Read and Match

I can Identify new words by using their definitions as a contextual clue.

- | | |
|----------------------------|--|
| 1. Cultural tourism | a) () customs or beliefs that are passed down from generation to generation |
| 2. Perspective | b) () The state of being diverse; variety |
| 3. Traditions | c) () A large area of land, especially in relation to its appearance |
| 4. Diversity | d) (1) Traveling to get experience and learn about different cultures |
| 5. Meaningful | e) () A particular way of looking at or thinking about something |
| 6. Landscape | f) () Having a purpose or significance |

Ex.4 Put the Words in the Box in Sentences

I can use recently learned vocabulary in sentences accurately.

**perspective - landscape - meaningful -
diversity - traditions - cultural tourism**

1 Seeing the world from a different perspective can help us understand and appreciate other cultures.

2

3

4

5

6

Ex.5 Listen and Complete

I can listen to or watch a video highlighting the significance of cultural perspectives for specific information.

Listen to this audio about 'Intercultural Communication Adventure with Little Pilot' and complete the missing words.



It's a big world, full of difference and How you see others is influenced by your cultural perspectives, and how others see you is influenced by their cultural perspectives. What happened when you? Do people from other cultures you in the way you intended? And what happens with different cultures in the work place? How rigid or is their approach to rules? Is formal or informal behavior expected? And how do different cultures approach time keeping? In today's global environment, it is essential to learn to how to across different cultural landscapes. You need a good set of tools to do this. You need an of how different cultures trade and do business. An insight into how different cultures and a clear idea of how different cultures manage people. To be a savvy global traveler, you need to be willing to undertake the journey of understanding other cultures. Develop cultural so you can communicate confidently across cultures.

Ex.6 Read and Do

I can identify direct and indirect objects in sentences.

-Read the following sentences and classify the objects into direct and indirect.

- 1 Mony is making **her doll** a dress.
- 2 I am sending Aly an email.
- 3 Fares is showing Shahd his stamps.
- 4 Mr. Adham found Alice a chair.
- 5 Rokaia lent me some money.
- 6 Mum gave Dina some lovely roses.

Indirect Object	Direct Object
her doll	a dress
.....
.....
.....
.....
.....

**TOP TIP****Direct and Indirect Objects**

The indirect object usually comes before the direct object. Some verbs have two objects. The direct object receives the action of the verb. The indirect object tells to whom or for whom the action is done.

Example:

Subject	Verb	Indirect Object	Direct Object
I	am writing	Grandpa	a letter.
Grandma	is reading	Shahd	a story.
Mr. Smith	gave	his dog	a bone.

Ex.7 Listen and Match

I can listen to brief descriptions of adventure destinations around the world for specific information.

1 Peru

2 Morocco

3 Jordan

4 Egypt

5 Namibia

a



b



c



d



e



Ex.8 Search and Write

I can create a written description of a well-known adventure destination.

- Search the internet for one of the famous places worldwide and write about this place to encourage others to visit it.
- It could be a place you have been to.
- Add one or two pictures of this place.

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Lesson (5)

Postcard Tales: Writing and Sharing Vacation Stories

**ILOs: By the end of this
lesson, pupils should be
able to:**

1. talk about postcard tales.
2. read a text about a book entitled 'Postcard Tales' for the main idea.
3. read a text about a book entitled 'Postcard Tales' for specific information.
4. describe some postcards.
5. identify newly learnt vocabulary using pictorial clues.
6. listen to a text about 'Writing and sharing vacation stories' for specific information.
7. write a postcard tale giving lots of details.



Ex.1 Discuss

I can talk about postcard tales.



- 1 Do you like writing or enjoy reading short stories and tales? What are your favorites?
- 2 Has anyone ever sent you a postcard with some notes written on it? If yes, what was written?
- 3 How do you think writing stories on postcards and sending them to people can make them happy?
- 4 If you were to write a story on a postcard, what would it be about? Why?
- 5 Have you ever read a story from a book entitled 'Postcard Tales'? If no, what do you think the stories might be about?

Ex.2 Read and Answer

I can read a text about a book entitled 'Postcard Tales' for the main idea.

Read this text about a book entitled 'Postcard Tales' and answer the following question:

What is the main idea of the book entitled 'Postcard Tales'?

.....

Postcard Tales is a book of short stories written by Jan Carson and illustrated by Benjamin Phillips. Jan Carson wrote these stories on postcards and sent them to lucky people. The stories are about different people and their thoughts and feelings. Some stories start with really interesting first lines, like "There are tiny, mythical creatures living behind the muesli boxes in the cereal aisle of Connswater Tesco." Other stories have really good last lines that make you think. Jan Carson is really good at showing how older people have had happy and sad times in their lives.



Jan Carson is a writer from Belfast, Northern Ireland. She has written other books, too, like a novel called *Malcolm Orange Disappears* and a collection of short stories called *Children's Children*. She also wrote another collection of postcard stories called *Postcard Stories 1*. Jan Carson wrote a story on a postcard every day in 2015 and sent it to a friend. In this book, she shows what Belfast is like by writing little stories about different places there. Jan Carson is really good at writing these short stories and making them interesting.



Jan Carson started writing postcard stories because she wanted to give someone a story to read while they were in quarantine. She had written postcard stories before and even made a book of them with Benjamin Phillips. She thought she would just write one story, but then she kept writing more and more. She asked her niece and some friends with kids to draw pictures for the stories, and soon lots of kids from different countries were drawing pictures for her stories. Jan Carson says that the kids' artwork made her happy during a hard time. She is really thankful for all the kids who drew pictures and all the people who read her stories.



Ex.3 Read again, then Answer

I can read a text about a book entitled 'Postcard Tales' for specific information.

-Read the text in Ex. 2 again, then answer the following questions:

1 Who are the writer and the illustrator of the book entitled 'Postcard Tales'?

The writer of the book is Jan Carson, and the illustrator is Benjamin Phillips.

2 What nationality is Jan Carson?

3 Who are the stories in the book about?

4 Who did Jan Carson send the postcards to in 2015?

- a) Her family b) Her friend c) Her colleagues d) Her children

5 Who helped in making drawing for the stories?

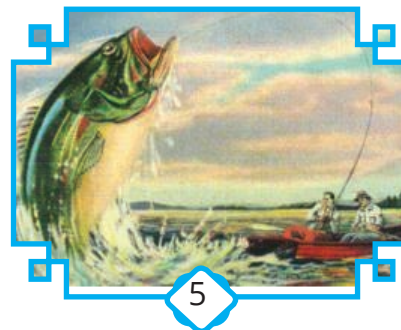
- a) Jan's niece b) The kids of Jan's friends
c) Kids from different countries d) All the above

6 What do you think of Jan as a writer?

- a) She is creative. b) She is sad. c) She is not clever. d) She is useless.

Ex.4 Look at These Postcards and Ask Questions about Them

I can describe some postcards.



1 A: What do you think the story behind postcard number 1 is?

B: I think it's about a brave young boy who could take a feather from the giant eagle to go and save his family from the monster.

Ex.5 Look, Read and Match

I can identify newly learnt vocabulary using pictorial clues.

1 I like listening to and reading stories that talk about fantasy creatures.

a



2 I like buying postcards to remember all the places I have visited.

b



3 I bought a wonderful collection of flowers at the florist's.

c



4 Beauty and the Beast is my favorite fairy tale.

d



5 The diver was lucky to escape from the shark.

e



6 The flying Unicorn is a mythical creature.

f



Ex.6 Listen and Fill in the Gaps

I can listen to a text about 'Writing and sharing vacation stories' for specific information.

Writing and sharing vacation stories can be a lot of fun! When we go back to school after the mid-year holiday or summer vacation, our teachers often ask us to write about how we spent our holiday or summer. But writing about our summer adventures can be for grown-ups too! It's a great way to remember all the fun things we did and turn them into a story worth telling. Even professional can use their summer experiences to create interesting stories. To write your own summer vacation story, you can start by answering some in your journal. Then, you can use your answers to write a more polished story that you can publish or with others. But if you don't feel like sharing, that's okay too. You can use the questions as a way to reflect on your summer before the fall season starts. So grab your pen and let's make the most of our summer stories! When you travel, it's important to observe everything around you. Don't just focus on the famous, like museums, the, or the beaches. Pay attention to the little things too, like the and camels' owners, the street musicians or the locks on a Engage all your senses and take in the sounds, smells, and tastes of the places you visit. Most importantly, don't forget to reflect on your experiences. Take some time to think about how your trip made you feel and what you learned from it. Sharing your stories is a great way to make them even more memorable.

**CRITICAL THINKING**

There's a saying "Sharing is caring". Do you think sharing stories about vacations with family and friends is a good or bad thing? Why?

Ex.7 Write a Postcard Tale

I can write a postcard tale giving lots of details.

- Look at this postcard, then write an imaginary tale of your own.
- The beginning of the tale is done for you.



Once there was a young man who loves going fishing, whether in summer or winter. He usually goes fishing by himself, but sometimes he goes with friends. One day, he decided to go fishing alone in an early Friday morning. He took his hook and went eagerly to the sea.

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Mini -Project

A Wonderful Day out of School

- This is a whole class project.
- Announce for a 'Wonderful Day out of School' among the class.
- Make a survey about the places they want to visit.
- Choose the most agreed upon place with your teachers and peers.
- Decide on the day and time of going.
- Let your teacher help you with transportation.
- Make a list of the things that the pupils can take with them on this vacation and another list with the things they are not supposed to take.
- Describe the day after returning back, writing all the details.
- Don't forget to add some of the photos taken there.

Unit 6

Waste Matters

Grammar

- The use of connectives e.g., although
- The use of the future form (**will be able to+ infinitive**) to express ability in the future
- Countable and uncountable nouns

Phonics

The blend /gl/ and the triphthong /eɪə/

Language Functions

A request form: May I?

Suggestions forms:

Shall we go to the library?

What about + verb + ing.....?

Asking about an opinion.

What do you think of?

Giving an opinion

I think.....

In my opinion,

Giving advice

Using should to give advice or a recommendation

Critical Thinking

Do you think that it is important for Egypt to cope with the problems of waste matters? Why and why not?

Study Skills

- Engagement
- Searching



Lesson (1)

The Waste and Environment

ILOs: By the end of this lesson, pupils should be able to:

- ☀ listen to and read a dialogue about environmental problems for details.
- ☀ identify some environmental problems by interpreting pictorial clues.
- ☀ use learnt vocabulary in a context appropriately.
- ☀ read a text about the adverse effects of waste matters for specific information.
- ☀ extract information from the text
- ☀ identify answers to questions related to the effects of waste matters.
- ☀ engage in a conversation about environmental problems associated with waste matters.
- ☀ recognize words containing the /gl/ blend.
- ☀ use words with the blend /gl/ within a given context.
- ☀ write a summary about the impact of waste matters on our daily life.



Ex. / Listen, Read, and Answer

I can listen to and read a dialogue about environmental problems for details.

Mr. Hamdy: Hello, dear pupils!
Good afternoon to every one of you.

The Pupils: Good afternoon, Mr. Hamdy!

Mr. Hamdy: Today, we're going to talk about a crucial topic – the challenges caused by wastes and their impact on our environment.

Aziz: Oh, what kind of problems are we talking about?

Ayman: Well, one major issue is air pollution, which results from the burning of landfills, releasing harmful greenhouse gases.

Mr. Hamdy: Excellent observation, Amman. Now, let's explore the root causes of air pollution.

Mona: The burning of landfills not only pollutes the air, but also releases dangerous chemicals, posing a threat to our health.

Ahmed: I've heard about soil degradation from my uncle, who's a farmer. He says it affects crop production.

Maha: I'm convinced that the decline in sea life is a result of water pollution.

Aziz: Human activities are a big contributor, releasing greenhouse gases into the atmosphere, ultimately leading to climate change.

Mr. Hamdy: Absolutely, Aziz. You're all making brilliant connections. We've covered a lot today. Next time, let's find out some solutions.

Aziz: That sounds like a fantastic plan!

Mr. Hamdy: Great! Until then, keep thinking about how we can make a positive impact on our environment.



1 The primary environmental problem discussed in the dialogue is ...

- a) Soil degradation
- b) Water pollution
- c) **Air pollution**
- d) Climate change

2 According to Amman, the main cause of air pollution discussed is ...

- a) industrial emissions
- b) burning of landfills
- c) deforestation
- d) water contamination

3 How does Mona describe the impact of burning landfills on the air?

- a) It improves air quality.
- b) It releases greenhouse gases.
- c) It has no effect on health.
- d) It promotes healthy living.

4 According to Ahmed, what does soil degradation affect?

- a) Air quality
- b) Crop production
- c) Sea life
- d) Greenhouse gas emissions

5 What environmental issue does Maha attribute to the decline in sea animals?

- a) Soil degradation
- b) Air pollution
- c) Water pollution
- d) Climate change

Ex.2 Look and Write

I can identify the environmental problems by interpreting pictorial clues.

1. Air pollution

2. Soil degradation

3. Water pollution

4. The dying of sea animals

5. Burning landfills

6. Greenhouses gas



soil degradation



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Ex.3 Read and Fill in the Missing Words

I can use learnt vocabulary in a context appropriately.

**(chemicals - greenhouse gases - atmosphere- landfills - change- crop
- water pollution - health)**

Today we **suffer** from air pollution because of the burning of which release Burning landfills pollutes the air, and the..... released by the burning are dangerous to our..... .Soil degradation by using too many chemicals harms the ability to produce a good..... .The dying of sea animals results from... Many of the activities of humans release greenhouse gases into theThat leads to climate

**TOP TIP**

We use the prefix un to get the opposite of the adjective.

Example: safe - unsafe/ happy - unhappy

Ex.4 Read and Circle True or False

I can read a text about the adverse effects of waste matters for specific information.

Bad Effects of Waste Material

Waste materials of various kinds pose a significant global challenge. This includes garbage, air pollution, and chemicals in our water supply. The impacts of such pollution can lead to diseases in both humans and animals, negatively affect agriculture, and even result in the demise of forests.

Landfills, for instance, containing garbage, chemicals, and other harmful substances, contribute to the pollution of drinking water. This contamination can lead to infections and the spread of diseases. The consequences extend to wildlife and their natural habitats, creating a considerable problem in many parts of the world. Chemicals present in waterways make streams, rivers, and lakes unsafe for drinking or agricultural purposes. Toxic wastes not only affect surface water, groundwater, soil, and air, but also Cause challenges for humans, other species, and the overall ecosystem.

The pollution of the world's oceans with plastic is particularly harmful, causing the death of marine life and covering vast stretches of the ocean with floating masses of plastic bottles and other plastic waste. Waste disposal methods involving the burning of garbage contribute significantly to greenhouse gas emissions. Furthermore, when burned waste contains metals, it can release toxic gases.

While this may paint a gloomy picture, there is room for optimism. Many countries are now implementing programs to address these waste-related challenges.

- 1 **Waste pollution is a serious global problem.** True False
- 2 **Pollution from many kinds of waste causes health problems.** True False
- 3 **The oceans are free of pollution.** True False
- 4 **Chemicals in the water can cause disease and other health problems.** True False
- 5 **Burning waste is a good idea and does not cause more pollution.** True False

EX.5 Read again, then Answer

I can extract information from the text.

- 1 **Some examples of waste materials mentioned in the passage are ...**
 - a) Fossil fuels
 - b) Plastic bottles
 - c) Agricultural crops
 - d) Electronic devices
- 2 **Landfills contribute to water pollution by ...**
 - a) releasing harmful gases
 - b) contaminating drinking water
 - c) promoting forest growth
 - d) supporting wildlife habitats
- 3 **The environmental impact mentioned regarding the pollution of waterways is ...**
 - a) harmful effects on agriculture
 - b) positive effects on human health.
 - c) safety concerns for wildlife
 - d) increased air quality

4 What does the passage say about the consequences of burning waste containing metals?

- a) It reduces greenhouse gas emissions.
- b) It releases toxic gases.
- c) It supports marine life.
- d) It improves soil quality.

5 According to the text, what does plastic pollution in the oceans lead to?

- a) Improved marine life habitats
- b) Increased water clarity
- c) Death of marine life
- d) Expansion of fishing industries



Ex.5 Read Again and Match

I can identify answers to questions related to the effects of waste matters.

- | | |
|--|---|
| 1. What are the effects of air pollution? | a) By the release of CO ₂ into the atmosphere from burning oil, coal and other things like wood. |
| 2. What are the effects of water pollution? | b) Because it can create a significant amount of greenhouse gases. |
| 3. How are greenhouses formed? | c) They can cause infection and transmit diseases. |
| 4. What are the effects of releasing greenhouse gases into the atmosphere? | d) They can harm human health, as it contains dangerous chemicals. |
| 5. Why is the burning of the garbage harmful? | e) They can increase the temperature of the planet, changing the weather. |

Ex.6 Discuss with your Partner

I can engage in a conversation about environmental problems associated with waste matters.

- 1 How can we avoid air pollution?
- 2 Do you think that burning landfills is important for our environment?
- 3 How can we save our environment from the waste pollution?

Ex.7 Listen and Repeat Words with /gl/ blend

I can recognize words containing the /gl/ blend.

global

glad

gloomy

glue

gloves

igloo

Ex.8 Read and Complete with Words from EX. 7

I can use words with the blend /gl/ within a given context.

- 1 Mona painted a **gloomy** picture. She is sad.
- 2 Waste material is a problem.
- 3 The players were because they win the match.
- 7 He is wearing black
- 5 They live in a small.....
- 6 The students use to stick the photos in the album.

Ex.9 Write a Paragraph to Summarize the Results of Waste Matters

I can write a summary about the impact of waste matters on our daily life.

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Lesson 2

Recycling Means More than What You Think

ILOs: By the end of this lesson, pupils should be able to:

- ☀ talk about recycling waste.
- ☀ listen to a dialogue about recycling for gist.
- ☀ listen to a dialogue about recycling for details.
- ☀ identify the meaning of vocabulary related to the kinds of recycling using pictorial clues.
- ☀ use the learnt vocabulary within a context.
- ☀ hold a discussion about trash.
- ☀ read a text about 'Water Recycling' for details.
- ☀ identify the definitions of some words.
- ☀ use the prefixes **un** and **im** to give the opposite.
- ☀ search and write about recycling paper.



Ex.1 Look and Discuss

I can talk about recycling waste.

-What can you see in the picture?

-What do you know about recycling?

**TOP TIP**

We can use some words instead of others in informal language. For example; the word, "Hi" instead of "Hello" and the phrase "I'm well." instead of "I'm fine, thank you.".

Ex.2 Listen, Act and Answer

I can listen to a dialogue about recycling for gist.

Nadeen: Hi, Azza. Where are you going?

Azza: Hello, Nadeen. I am on my way to the library to do research about recycling.

Nadeen: Oh, I am interested in the idea of recycling. May I go with you?

Azza: Of course. What do you know about this topic?

Nadeen: In my research, I discovered that recycling has many different kinds

Azza: Really? Tell me more about that.

Nadeen: When the term recycling is used, most people think of glass and plastic bottles and aluminum cans, or maybe textile.

Azza: Yes, I understand.

Nadeen: There is also the recycling or reprocessing of waste from nuclear power plants, and the purification and reuse of what is called waste water.

Azza: I have not thought of these examples.

Nadeen: Another example is logging forests. Did you know that now every part of the tree can be made into useful products?

Azza: Really!

Nadeen: Yes, in addition, logging forests removes excess trees and helps to better control forest fires.

Azza: That is very interesting. Shall we go to the library now?

Nadeen: Yes. Let us go.

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

1 Azza's purpose for going to the library is to

- | | |
|-----------------|--------------------------------|
| a) meet Nadeen | b) do research about recycling |
| c) borrow books | d) study for an exam |

2 What does Nadeen mention as examples of recycling?

- | | |
|------------------------------|---------------------|
| a) Glass and plastic bottles | b) Aluminum cans |
| c) Textile | d) All of the above |

3 Nadeen suggests going to the library to

- | | |
|-------------------------------|-------------------------------------|
| a) meet up with friends | b) find a quiet place to chat |
| c) learn more about recycling | d) borrow books for leisure reading |



TOP TIP

"May I go with you?" is a request.

"Shall we go to the library?" is a suggestion.

Ex.3 Listen again, then Answer

I can listen to a dialogue about recycling for details.



1 What is commonly discussed when the topic is recycling?

Most people think of glass and plastic bottles and aluminum cans, or maybe textile.

2 What are two other kinds of recycling?

3 What do you think waste water is?

4 What do you know about recycling nuclear waste?

5 If you do not know anything about it, how would you research it?

6 Do you think that using 100% of the tree for products can be called recycling?

Ex. 4 Look and Match

I can identify the meaning of vocabulary related to the kinds of recycling using pictorial clues.

1. logging forests

a



2. textiles

b



3. glass and aluminum cans

c



4. water waste

d



5. nuclear plant waste

e



Ex.5 Read and Complete

I can use the vocabulary learnt within a context.

aluminum cans - library- kinds- waste water – forest fires – recycling

Nadeen and Azza are interested in **recycling**. They like going to the..... .
Nadeen discovered that there are many differentof recycling. When the term recycling is used, most people think of glass and plastic bottles andThe purification and reuse of water is needed for..... . Removing excess trees from logging forests helps to better control on.

Ex.6 Discuss in Groups

I can hold a discussion about trash.

- 1** What kind of trash do you throw away or recycle every week?
- 2** Do you like the idea of recycling?
- 3** How can we make use of recycling at home?

**TOP TIP**

Prefixes **are** letters added to the beginning of a word to make a new word with a different or a relevant meaning.

We use the prefix **un-** to give the opposite.

For example, available- unavailable

The prefix **re** means (again).

For example, move – remove

The prefixes **un** and **im** change the adjective into the opposite

Sometimes we add the prefix **im** to some adjectives to get the opposite: possible – impossible

Ex.7 Read and Answer

I can read a text about 'Water Recycling' for details.

Water Recycling

Many nations now suffer from a **shortage** of clean water. More water is used than is available from surface water, like rivers, and **underground** water. Some areas of the world also suffer from **drought** that makes fresh water **unavailable**. Of course, without clean water human life becomes very difficult, if not **impossible**. One of the common solutions is to **recycle or refine** the water after it is used. That is also called water **purification**. No matter how it was used, as tap water, irrigation of crops, or even sewer water, it can be recycled.



Generally, the process of water purification requires many steps. A water recycling plant can be built and the used water is piped to the plant. The first step is to send the water through a filter, which **removes** all larger solid objects. Then another filter, with holes smaller than the first one, removes smaller **particles**. This continues with smaller and smaller filters. The final steps include adding chemicals to kill bacteria. The water is then purified and good enough for human **consumption**. Every day millions of liters of used water are purified in this way.

1 What is another term used for water recycling?

Water purification

2 Where does the water you drink come from?**3 Why is water recycling necessary?****4 What is the first step to purify used water?**

5 Is recycled water safe for humans to drink?

6 What steps are required to purify water?

Ex.8 Read and Match

I can identify the definitions of some words.

- | | |
|----------------------|--|
| 1. Shortage | A. Removing harmful substances from something |
| 2. Underground water | B. Small pieces or amounts of something |
| 3. Drought | C. There's not enough of something. |
| 4. Purification | D. The amounts that you need to use up |
| 5. Particles | E. There's little or no rain. |
| 6. Consumption | F. Water that collects beneath the Earth's surface |

Ex.9 Change these Adjectives into the Opposite Using the Prefixes un or im

I can use the prefixes *un* and *im* to give the opposite.

- 1 happy- unhappy
- 2 clear-.....
- 3 possible- impossible
- 4 healthy-.....
- 5 moral-.....
- 6 perfect-.....
- 7 used-.....
- 8 comfortable-.....
- 9 polite-.....
- 10 patient-.....

Ex.10 Search Time

I can search and write about recycling paper.

Search the internet and write some ideas about how we can recycle paper.

Lesson 3

Why We Need Fusion Torch

ILOs: By the end of this lesson, pupils should be able to:

- ☀ listen to a dialogue about fusion torch for specific information.
- ☀ ask for and give opinions about fusion torch.
- ☀ identify the meaning of vocabulary about fusion torch using pictorial clues.
- ☀ use the learnt vocabulary related to fusion torch within a context.
- ☀ hold a discussion about fusion torch.
- ☀ read a text about solving the pollution problem in the future for details.
- ☀ use **although** to show contrast.
- ☀ write about the future of waste matters using the fusion torch.



Ex.1 Listen, Act and Choose

I can listen to a dialogue about fusion torch for specific information.

Nuclear Fusion will allow us to recycle everything. We will soon have the ability to create the resources we need using advanced technology, and that technology will allow us to recycle everything.

Ayman: Hello my friend.

Omar: Hello Amman. I watched a video on YouTube yesterday about the fusion torch.
What do you think of fusion torch?

Ayman: I think, it will enable us to recycle waste and other materials. Fusion forces gather atoms of hydrogen producing large amounts of energy. In addition, fusion does not produce dangerous radiation.



Omar: Do we have fusion plants now?

Ayman: No, but when the first fusion plants are running by 2030, a fusion torch will be possible.

Omar: What is the fusion torch?

Ayman: The very high temperature of the fusion nuclear reaction allows for some of it to be directed to any material.

Omar: How does it work?

Ayman: The high temperature creates a plasma, which is like gas. The plasma then is directed to a channel which is filled with any waste or even just dirt.

Omar: Then what happens?

Ayman: As the plasma flows through the material to be recycled, electromagnets separate the plasma into its various elements. The pure elements can then be reused.

Omar: That's a good idea. In my opinion, fusion torch will help to end pollution and waste.

Ayman: Yes. I think so, too.



1 What will the nuclear power of the future be?

- a) **Fusion** b) Nothing c) Nuclear bombs

2 The fusion torch.....

- a) is impossible
- b) can be used as a weapon
- c) will allow us to recycle everything.

3 The first fusion energy plant

- a) should be producing energy by 2030 b) already exists
c) will be dangerous

4 The fusion process produces

- a) dangerous nuclear radiation b) large amounts of energy
c) a lot of noise

5 A plasma is

- a) like a gas
b) a waste material
c) electricity

Ex.2 Work in Pairs

I can ask for and give opinions about fusion torch.

In pairs, ask for and give opinions about the ideas in the box.

(fusion torch- pollution-recycling- the future of the waste matters)

A: What do you think of fusion torch?

I think it is an amazing idea for recycling.



TOP TIP

To ask someone about an opinion, use:

What do you think of?

I think.....

In my opinion,.....

Ex.3 Look and Write

I can identify the meaning of vocabulary about fusion torch using pictorial clues.

(Plasma - Electromagnets - High temperature

Fusion torch- Hydrogen atoms - Gases)



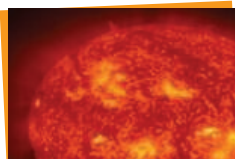
Hydrogen atoms



.....



Plasma



.....



.....



.....

Ex.4 Read and Complete

I can use the vocabulary about fusion torch within context.

(plasma - electromagnets - high temperature
- fusion torch - hydrogen atoms - gases)

- 1 **The fusion torch** will help to end pollution and waste.
- 2 Fusion forces gather producing large amounts of energy.
- 3 The creates a plasma.
- 4 The is directed to a channel which is filled with any waste.
- 4 The separates the plasma into its various elements.
- 5 The high temperature creates a plasma, which is like

Ex.5 Discuss with your Partner

I can hold a discussion about fusion torch.

- 1 What do you think of fusion torch?
- 2 Do you think the future of recycling will change?
- 3 How does the fusion torch work?

Ex.6 Read and Answer

I can read a text about solving the pollution problem in the future for details.

Solving the Pollution Problem in the Future

Although the fusion torch will help the removal of pollution and waste and make it possible for reuse, it will not solve all the pollution problems in the world. **Only if** other changes are made, that will be possible. For example, sewage waste. While most advanced countries generally treat sewage with filtering and chemicals, the poor countries are not able to do that. Also, it will take a few decades for the fusion torch to become available to most countries in the world. In addition, most countries in the world rely on coal, oil or natural gas to produce electricity. Those technologies pollute the air and produce CO₂. Replacing those with nuclear power plants will take a few decades. Plastic waste

will remain a serious problem for many years. The present recycling programs work, **but** they are not carried out in most of the world. Cleaning up the rivers of the world requires both advanced technologies and for poor countries doing that is now almost impossible. The only way pollution can be finally be solved means that only **if** poor countries can become rich countries. Of course, that is a political and economic topic.

1 Is it possible now to solve all the pollution problems in the world? Why? Why not?

.....

2 What are some of the pollution problems that will take decades to solve?

.....

3 Why are the problems of plastic pollution so difficult to solve?

.....

4 Name other pollution problems that are difficult to solve?

.....

5 How will the pollution problem finally be solved?

.....

6 Can you guess what the meaning of sewage is?

.....

Ex.7 Read And Rewrite Using Although

I can recognize the use of **although** to show contrast.

1 The fusion torch will help the removal of pollution and waste. It will not solve all the pollution problems in the world.

Although the fusion torch will help the removal of pollution and waste, it will not solve all the pollution problems in the world.

2 He went to the work, he was ill.

.....

3 They completed their project, they didn't have enough money.

.....

4 The weather is too hot, we can work.

.....

5 It was raining hard, we went to work.

.....



TOP TIP

Although is a conjunction that is often used to show contrasting ideas. If you want to show contrasting ideas, then you may want to use **although** in your sentence.

Examples: Although recycling is usually a positive thing to do, these metals can be dangerous.

Ex.8 Search Time

I can search and write about the future of waste matters using the fusion torch.

- **Search the internet and find some information about** the future of waste matters **using the fusion torch.**

-
-
-
-

Lesson 4

Fun Projects with What We Throw Away

ILOs: By the end of this lesson, pupils should be able to:

- ☀ listen to a dialogue about fun projects for specific information.
- ☀ ask and answer questions with “will be able to” to express ability in the future.
- ☀ read a text about green waste for specific information.
- ☀ identify some vocabulary related to green waste using pictorial clues.
- ☀ hold a discussion about the green waste and composting.
- ☀ identify words with the triphthong /eɪə/.
- ☀ use words of triphthong /eɪə/ within a context.
- ☀ write about how they can handle the green waste.



Ex.1 Listen and Tick (✓) or (×)

I can listen to a dialogue about fun projects for specific information.

The pupils are having a further discussion of fun projects with what we throw away after school. Here is a part of their discussion:



Ayman: The discussion in class today was fun.

Omar: Yes, and I am still thinking of more projects we can do.

Nadia: I am thinking about that, too I really like the idea of decoration with colorful paper and painting some of the things we can make with old bottles.

Maria: I like your idea, Nadia. I also like the idea of turning old plastic bottles into useful things like a pencil and pen holder.

Mona: I will be able to make a pencil and a pen holder.

Ayman: I think I will be able to use old cardboard to build a small house for birds and hang it in the yard.

Omar: That's a great idea!

Ayman: I thought of using an old bottle to make a lamp. It will take some efforts to do that, but I would like to try.

Maria: What about using old newspapers and cutting out the photos to decorate the walls of the classroom?

Nadia: I like that idea.

Maria: I will be able to help you with that project.

Ayman: Next time we should get more students to join our discussion. I think we will find more exciting ideas.

- 1.Many projects and ideas are being discussed by the students. (√)
- 2.Many different things can be made with bottles, plastic containers and even cardboard
- 3.Newspapers are useless for anything else except the news. ()
- 4.A lamp can be made out of an old bottle. ()
- 5.The students liked working together and discussing the projects. ()
- 6.The more they discuss the projects, the more ideas they have for more projects. ()



TOP TIP

When you suggest, you can use

What about + verb + ing.....?

An example: **What about using old newspapers** and cutting out the photos to decorate the walls ?

Ex.2 Work in Pairs

I can ask and answer questions with “will be able to” to express ability in the future.

A: What will you be able to do with cardboard?

B: I will be able to use old cardboard to build a little house for birds.



cardboard



old bottles



old news paper

Ex.3 Read and Answer

I can read a text about green waste for specific information.

Green Waste**Use the Dictionary**

Before you read, check that you know these verbs: refuse – decompose – compost

Green waste is usually composed of **refuse** from gardens such as grass clippings or leaves, and domestic kitchen wastes. The waste is **biodegradable** which means that it can be broken down by natural processes. When organic waste is buried in landfills, it can **decompose** without oxygen and generate methane gas, a greenhouse gas that has a bad effect on our environment. For the home, the best way to handle green waste is to **compost** it. Composting is usually done by putting all the green waste in a big box outdoors, with **layers** of green waste covered by a **layer** of dirt.. After a period of time, one can spread the compost material on the soil or mix it with the soil. It will not work if one tries to spread it with a **sprayer**. This adds nutrients to the soil and increases the nutrients plants need to grow. This is called nutrient cycling, which is good for the environment and for growing plants. Green waste is an important part of many manufactured topsoil. It provides nutrients for growing plants and increases the volume



of manufactured topsoil. Mixing industrial wastes such as fly ash or coal dust with green waste creates an artificial topsoil. This is good for the environment because it takes those waste products out of landfills. It also allows the nutrients in green waste materials to be cycled back into the environment. We should all be a **player** in the composting of green waste.

1 Green waste is

- a) grass, leaves and kitchen waste
- b) waste from manufacturing
- c) waste from burning coal

2 Composting is

- a) good for the environment
- b) a waste of time
- c) harms the soil if it is put on it

3 The word biodegradable means

- a) the waste can be broken down
- b) the waste can't be turned into another form
- c) breaking down the waste is bad for the environment

4 What can be done with green waste?

- a) We can throw it in the streets.
- b) We can add it to the soil.
- c) We can spread it with a sprayer.

5 Artificial soil is

- a) soil brought from another planet
- b) green waste mixed with fly ash or coal dust.
- c) is the waste from a nuclear power plant

6 Nutrient cycling is

- a) good for the environment
- b) bad for the environment
- c) harmful to the nature

Ex.4 Ask and Answer

I can identify some vocabulary related to green waste using pictorial clues.

1. grass clippings

2. leaves

3. topsoil

4. domestic kitchen waste

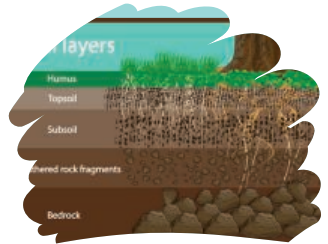
5. landfills

6. nutrient cycling

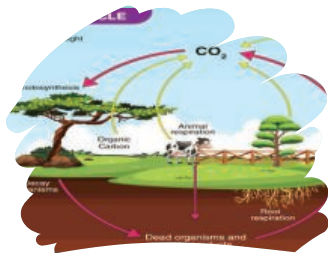
a



b



c



d



e



f



Ex.5 Discuss with your Partner

I can hold a discussion about green waste and composting.

- 1 What do you think about green waste?
- 2 How would you build a compost?
- 3 Name some of the things from your kitchen that you think can be composted.

Ex.6 Listen and Repeat

I can identify words with the triphthong /eɪə/.

layer

player

mayor

payer

sprayer

Ex.7 Read and Complete

I can identify words with the triphthong /eɪə/.

- 1 She is the best in the team.
- 2 Composting is usually done by putting all the green waste in a big box outdoors, with of green waste.
- 3 This company will be a good for your project.
- 4 The of the city addressed a large number of people.
- 5 Composting will not work if one tries to spread it with a

**TOP TIP**

Triphthongs are three vowels next to each other that form one syllable.

A triphthong is a monosyllabic sound which function as a single phoneme.

Examples of triphthongs:

/aʊ/ + /ə/ = [aʊə] hour

/aɪ/ + /ə/ = [aɪə] fire

/eɪ/ + /ə/ = [eɪə] player

/əʊ/ + /ə/ = [əʊə] mower

/ɔɪ/ + /ə/ = [ɔɪə] employer

Ex.8 Think and Write

I can write how we can handle the green waste.

What are the stages of handling the green waste?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

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.....

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.....

.....

.....

.....

Lesson 5

Waste Management

ILOs: By the end of this lesson, pupils should be able to:

- ☀ listen to some advice about how to reduce waste matters.
- ☀ use should for giving advice.
- ☀ read a text about e-waste for specific information.
- ☀ complete the infographic about the pros and cons of e-waste.
- ☀ hold a discussion about e-waste.
- ☀ classify nouns into countable or uncountable.
- ☀ locate information in fiction texts using contents page and index.



Ex.1 Listen and Tick (✓) the Advice

I can listen to some advice about how to reduce waste matters.

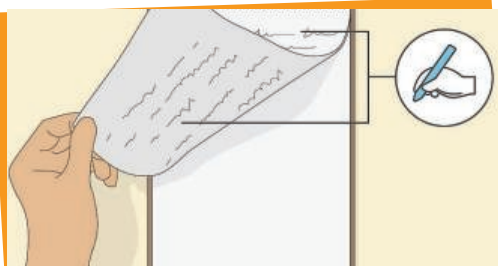
How can we reduce waste matters?



Use reusable grocery bags



Use a reusable bottle



Curb your use of paper



Avoid single-use food and drink containers



Reduce food waste



Convert old clothing into cleaning rags or cloths



Buy foods with little or no packing



Avoid paper cups

Ex.2 Make Sentences with Should

I can use should for giving advice.

Make sentences with should about the pictures in Ex. 1.

You should use reusable grocery bags.

**Ex.3 Read and Answer**

I can read a text about e-waste for specific information.

E-Waste

Do you ever throw away any electronic waste?

E-waste is old cell phones, computers, laptops and other items. What is done with these items of e-waste? One thing that is done is that rich countries send large amounts of e-waste to poor countries. The poor countries are paid to accept it. **Although** poor countries earn money from E-waste, serious problems result. The countries which buy it may try to repair or upgrade the products, like cell phones or laptops. But, much of the e-waste cannot be reused. Other people take these and melt down some parts of the items, attempting to recover the precious metals in them. Even gold is used to make these products. **Although** recycling is usually a positive thing to do, these metals can be dangerous, as many chemicals used are harmful to human health. At the end, much of the e-waste ends up in landfills with other garbage. E-waste is both a threat to human health and to the environment. Some people are campaigning to stop sending e-waste to poor countries. Others are calling for not producing future electronics with these harmful substances.

1 What is e-waste?

E-waste is old cell phones, computers, laptops and other items.

2 What is done with some of the e-waste in rich countries?

3 Is e-waste harmful?

.....

4 How is it harmful?

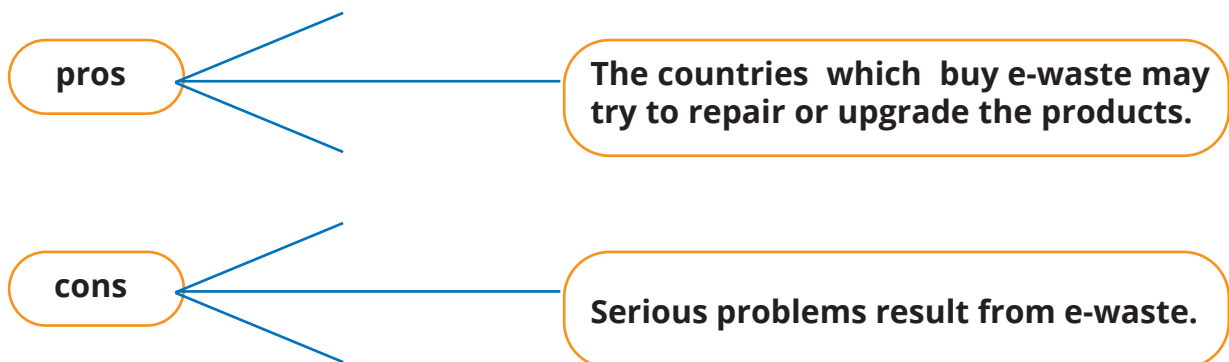
.....

5 What can be done in the future with old electronic products?

.....

Ex.4 Complete the Infographic

I can complete the infographic about the pros and cons of e-waste.



Ex.5 Work in Pairs

I can hold a discussion about e-waste.

- 1 What types of electronic products are environmentally friendly?
- 2 Why is recycling the metal dangerous?
- 3 Why do people melt parts of the broken computers?



REMEMBER

Countable nouns are for things we can count using numbers. They have a singular and a plural form.

Uncountable nouns refer to things that cannot be counted as individual units, such as "water," and "rice,." These nouns usually do not have a plural form and cannot be used with numbers or indefinite articles like "a" or "an".

Ex.7 Read and Write C for Countable Nouns or U for Uncountable

I can classify nouns into countable or uncountable.

- | | |
|-----------------------|-----------------|
| 1 garbage .....U..... | 6 magazine..... |
| 2 paper | 7 computer..... |
| 3 metal | 8 plastic |
| 4 bag | 9 box |
| 5 Jar..... | 10 bottle |

Ex.8 Read, then Complete the Sentences

I can locate information in fiction texts using contents page and index.

Projects all over the world

In many African countries, waste and pollution is what people see and experience every day. Pollution and waste material can causes disease, and can be cleaned and recycled. Waste and pollution can be a source of employment and a better environment. Providing access to sustainable waste management for all the African countries should be the goal. Offering technological and structural support to local waste management initiatives can be done. The cooperation with the local inhabitants and taking into account their social and economic needs is, of course, required. Waste and pollution can thus become a resource for better health and employment.

In India, methane is a powerful greenhouse gas that is a big problem. It comes primarily from landfills, livestock, agriculture and sewage. Methane gas released to the atmosphere create health problems and pollute the air. In 2019, the government submitted a report that listed recommendations for Solid Waste Management (SWM). Some of the recommendations in the report were to convert landfills into parks, installing more Waste to Compost plants in the country, and formalizing the informal recycling sector. In 2021, the government submitted a report containing the actions taken on those recommendations. The report found that progress had been made by the government in improving the door-to-door collection of garbage and processing the solid waste.



Saudi Arabia has launched a system for municipal waste management in order to solve the problem of all types of solid wastes. These include construction debris, medical waste, hazardous waste, asbestos waste and used oils. Private business owners, including those in technology companies and service providers, have been hired for this program. Some of the projects include solutions for material recovery and to treat hazardous waste. In addition, recycling waste and converting them into valuable resources or raw materials have been begun. Engineering and construction services focus on recycling facilities and technologies.



The Egyptian government has adopted a national strategy to convert 4.5 to 5 million tons of solid waste produced annually into electricity. In April 2020, the government invited companies to invest in the waste-to-energy sector, and received applications from 92 firms. Of these, 53 were qualified by a technical committee. These firms included 19 Egyptian and 34 foreign companies. The government aims to implement 16 waste-to-energy plants with a direct investments of about \$1.6 billion by the private sector.

- 1 Pollution and waste material can cause diseases, and can be **cleaned** and **recycled**.
- 2 In Africa, waste and pollution can be a source ofand a better
- 3 In India, methane is a powerful gas that is a big problem. It comes primarily from,, agriculture and
- 4 Methane gas released to the atmosphere creates problems andthe air.
- 5 Saudi Arabia has launched a system for municipal in order to solve the problem of all types of solid wastes.
- 6 The Egyptian government has adopted a national strategy to convert 4.5 to 5 million tons of produced annually into electricity.

Mini-Project

A leaflet about Recycling the Waste Matters

Divide the pupils into four groups.

Every group will design a leaflet about recycling the waste matters.

Unit 7

Social Media

Grammar

- First conditional if

Phonics

Diphthongs /aɪ/ and /aɪə/

Triphthongs /ɔɪ/ and /ɔɪə/

Language functions

- Using can for ability and possibility
- Giving advice in different ways

Critical thinking

- Do you think we should be polite online as well as face-to-face?
Why?
- Why do you think Islam demands us to be good words to others?

Study skills

- Self-discipline



Lesson (1)

The Power of Social Media

ILOs: By the end of this lesson, pupils should be able to:

- ☀ discuss the responsible use of social media and its impact.
- ☀ read a text about the power of social media for the main idea.
- ☀ read a text about the power of social media for specific information.
- ☀ recognize new vocabulary using definitions.
- ☀ use newly learnt vocabulary accurately within appropriate contexts.
- ☀ differentiate between the usage of «can» to express ability or possibility.
- ☀ ask and answer questions about social media.
- ☀ compose a personal perspective on how social media is powerful.



Ex.1 Think and Answer

I can discuss the responsible use of social media and its impact.

- 1 Can you guess how many people use social media?
- 2 How do you use social media in your own life?
- 3 What is one popular social media platform?
- 4 What is one risk associated with using social media?
- 5 Why is it important to use social media responsibly?

**Ex.2 Read and Answer**

I can read a text about the power of social media for the main idea.

Read the text and answer the following question:

The main idea of this text is ...

- A the internet is used by over 5 billion people.
- B social media is a powerful tool for businesses and people to connect and share ideas.
- C facebook has over 3 billion users.
- D being careful about what you share and who you talk to on social media.

The Power of Social Media

Did you know that over 5 billion people use the **internet**? And out of those people, over 4.9 billion use social media! That's more than half of the world's **population**. Social media is a powerful tool that businesses can use to reach people and make them aware of their brand. In fact, social media is now the leading means that companies market their products and services. One popular social media **platform** is Facebook, which has over 3 billion users! People use the Facebook daily to connect with friends and families, as well as for business purposes. Another beneficial platform is Instagram, where businesses can engage with customers by posting pictures and videos, and even sell products directly through the app.



Social media is not just for businesses, though. It's also a way for people to connect with each other and share ideas. You can use social media to talk to your friends and

family, no matter where they are in the world. It's like having a big online **community**! But it's important to remember that there can be some risks with social media too. Some people can be mean and say hurtful things online, and it's important to be careful about what you share and who you talk to.



Overall, social media is a powerful tool that can help businesses reach people and connect with each other. It's a big part of our daily lives and offers new ways to communicate and share ideas. Just remember to use it in a **responsible** way and be kind to others online!

Ex.3 Read again and Choose

I can read a text about the power of social media for specific information.

1 According to the text, one-way businesses can use social media is ...

A) to reach people and make them aware of brands

B) to connect with friends and family

C) to post pictures and videos

D) to sell products directly through the app

2 One risk associated with using social media is ..

A) the need to to use it responsibly

B) businesses can't market their products and services

C) it is only for businesses

D) people can be mean and say hurtful things online

3 What is one way businesses can use Instagram to engage with customers?

A) Post pictures and videos

B) Connect with friends and family

C) Share ideas

D) Reach people and make them aware of their brand

4 How many people use social media out of the total number of internet users?

A) Over 5 billion

B) Over 3 billion

C) Over 4.9 billion

D) More than half of the world's population

5 What is one popular social media platform mentioned in the text?

A) Instagram

B) Facebook

C) Twitter

D) LinkedIn

Ex.4 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1- Internet	() A place or opportunity for public discussion; a stage
2- Population	() Having an obligation to do something, or having control over or care for someone, as part of one's job or role
3- Platform	(1) A global computer network providing a variety of information and communication facilities
4- Engage	() A group of people living in the same locality and under the same government
5- Responsible	() To participate or become involved in an activity or conversation
6- Community	() All the people living in a particular area, city, or country

Ex.5 Read and Fill in the Gaps

I can use newly learnt vocabulary accurately within appropriate contexts.

platform - responsible - internet- participate- community- population
 Read the following sentences and fill in the gaps.

- 1 The politician used the platform to share her ideas with the audience.
- 2 I use the to search for information and play games.
- 3 The of our town is growing.
- 4 I like toin outdoor activities like hiking and biking.
- 5 We live in a smalland help each other.
- 6 As a pet owner, it is important to beand take care of your pet's needs.

Ex.6 Ask and Answer

I can ask and answer questions about social media.

In pairs, ask and answer using the questions in the cards.

Do you use
social media?

What
applications
(Apps) do you
use for social
media.

Do you use
social media
every day?

Do you think
children
should be
allowed to use
social media?

What is your
favorite
social media
platform?



Ex.7 Read and Write: Ability or Possibility

I can differentiate between the usage of «can» to express ability or possibility.

- 1 I **can** write in good handwriting. Ability
- 2 Some people **can** be mean and say hurtful things online. Possibility
- 3 We **can** have lunch together today.
- 4 Mona **can** answer maths sums easily.
- 5 **Can** I go with you to the club?
- 6 **Can** Aly drive a car?

Ex.8 Write about Social Media

I can compose a personal perspective on how social media is powerful

-Write some points about how social media is powerful.

- 1 It helps me communicate with my relatives around Egypt.
- 2
- 3
- 4

**TOP TIP**

Using **can** for ability and possibility

You can use **can** to express or question ability.

Examples: I **can** read English.

can you play the piano?

You can use **can** to express or question possibility.

Examples:

-I can post a video to celebrate my success.

-Can I ask you a question?

Lesson (2)

Digital Citizenship

ILOs: By the end of this lesson, pupils should be able to:

- ☀ discuss and share information about technology while demonstrating responsible digital citizenship.
- ☀ read a text about digital citizenship for specific information.
- ☀ identify unfamiliar words using definitions.
- ☀ use recently acquired vocabulary appropriately within a given context.
- ☀ give advice on how to become a responsible digital citizen.
- ☀ compose recommendations on practicing good digital citizenship.



Ex.1 Think

I can discuss and share information about technology while demonstrating responsible digital citizenship.



- 1** How do you use technology in your daily life? Explain some ways that technology helps you learn and connect with others.
- 2** What are some important rules you follow when using technology? How do these rules help you stay safe and be a good digital citizen?
- 3** Why do you think it's important to be respectful and kind when interacting with others online? How can your words and actions impact someone else's feelings?
- 4** How can being a good digital citizen positively impact your own life and the lives of others? Give examples.

Ex.2 Read and Answer

I can read a text about the digital citizen for specific information.

Read the text and answer the questions:

Digital citizenship is all about how we use technology in a safe and responsible way. It means being a good citizen when we're online, just like we are in our communities. We can use technology to communicate with others and learn new things. But we also need to know how to stay safe and protect ourselves.

To be a good digital citizen, we need to follow some important rules. First, we should never give out **personal information** online,



like our address or the name of our school. We should also create strong **passwords** and keep them a secret. It's important to be respectful to others online, just like we would be in real life. We should always ask for permission before posting someone's photo and be polite when we disagree with others. Being kind is also really important. We should think before we post something and make sure our words are positive and won't hurt someone's feelings. If we see someone being **bullied** online, we should tell a grown-up. Finally, we need to be careful and not trust everything we see online. We should never open emails from strangers or **click** on weird links. If we're not sure about something, we should ask a parent or teacher.



Being a good digital citizen is important because technology has become a big part of our daily lives. We use it for school, for fun, and to connect with others. But we also need to know how to use it properly and protect ourselves. Technology can help us learn new things and prepare us for the future. It can also be a way for us to stand up for what's right and protect our rights. By being good digital citizens, we can make sure that technology is a positive and safe place for everyone.

1 According to the text, why is it important to be a good digital citizen?

- A) To protect our personal information online
- B) To learn new things and prepare for the future
- C) To stand up for what's right and protect our rights
- D) To create a positive and safe online environment.

2 What is one rule mentioned in the text about being a good digital citizen?

- A) Never give out personal information online
- B) Always open emails from strangers
- C) Post negative comments online
- D) Use technology without asking permission

3 What does being a good digital citizen mean?

- A) Using technology in a safe and responsible way
- B) Being disrespectful to others online
- C) Trusting everything we see online
- D) Posting personal information online

4 Why is it important to follow the rules of digital citizenship?

- A) To connect with others and make new friends
- B) To have fun and enjoy technology
- C) To protect ourselves and stay safe online
- D) To learn new things and prepare for the future

5 What should we do if we see someone being bullied online?

- A) Ignore it and move on
- B) Tell a grown-up
- C) Join in and bully them too
- D) Delete our social media accounts

6 What is one way we can create a positive online environment?

- A) By being kind and respectful to others
- B) By sharing personal information with strangers
- C) By posting negative comments about others
- D) By trusting everything we see online



CRITICAL THINKING

Do you think we should be polite online as well as face-to-face? Why?

Ex.3 Read and Match

I can identify unfamiliar words using definitions.

Word	Definition
1- Digital citizenship	() Secret codes used to access personal accounts
2- Personal information	() Repeated aggressive behavior towards someone, often online
3- Passwords	(1) The responsible and safe use of technology
4- Bullying	() to press and release a button on a mouse or other input device
5- Online environment	() Details about an individual that can be used to identify them
6- Click	() The digital space or community in which people interact and engage with each other on the internet

Ex.4 Read and Fill in the Gaps using the words in Ex. 3

I can use recently acquired vocabulary appropriately within a given context.

- 1 If we see someone being **bullied** online, we should report it to a trusted adult.
- 2 Learning about digital helps us understand how to use technology in a responsible way.
- 3 It is important to create strong to protect our online accounts from being hacked.
- 4 We should never share our personal, like our address or phone number, with strangers online.
- 5 on the blue icon using the mouse.
- 6 Creating a positive online is important for fostering healthy and respectful online interactions.



TOP TIP

Giving Advice

You can give advice in different ways.

Examples: If you create a password, you should make it strong.

You need to take your parents' permission.

You should always ask a grown-up.

Ex.5 Discuss

I can give advice on how to become a responsible digital citizen in different ways.

Use the following expressions for advice:

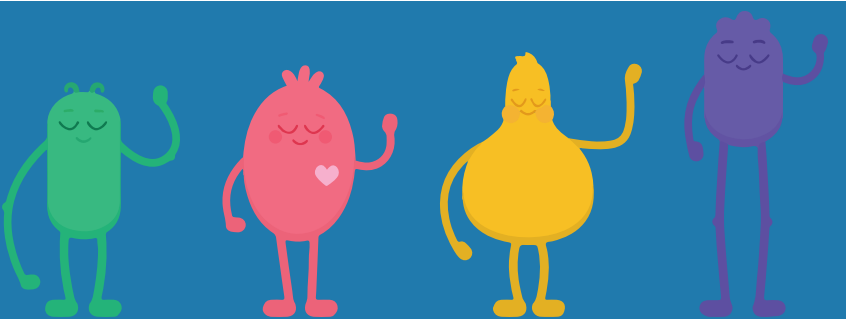
- 1 You should/ should never,.....
- 2 You should/ should always,.....
- 3 It's important to.....,.....
- 4 when you're online, you should,.....
- 5 You need to,.....



EX.6 Song Time: Let's Sing

-Listen to this song, then sing it as a class in chorus.

We, the Digital Citizens	You just need the internet
With our hands up in the air	And something with a screen
Pledge to travel safely	To play an awesome puzzle game
When we click from here to there	Or watch a soccer team!
If you want to see the world	So go online and check them out
You don't always need a plane	Remember what to do, to do, to do, to do
A giant yellow school bus or a noisy train	Always pause and think
You just need the internet	When visiting a site
And something with a screen	Only talk to friends you know
To see a different country	And never start a fight
Or a pretty ocean scene	It's fun to have a screen,
Before you go online	It's good to set a limit
And keep track of your time	Keep your info private
Like your name and your address	And always find a grown-up
If you're scared or you're stressed	If you want to see the world
You don't always need a plane	A giant yellow school bus or a noisy train



Scan this QR to watch the whole song

Ex.7 Write some Advice about Being a Good Digital Citizen

I can compose advice on practicing good digital citizenship.

Listen to the song again and write some advice about being a good digital citizen.

1 Always ask a grown-up before you go online.

2

3

4

5

Lesson (3)

Staying Safe Online: Protecting our Privacy

ILOs: By the end of this lesson, pupils should be able to:

- ☀ engage in discussions about how to stay safe while using the internet.
- ☀ read a text about staying safe online for specific information.
- ☀ identify unfamiliar words using their definitions.
- ☀ use recently learned vocabulary appropriately within a given context.
- ☀ listen attentively to a text about protecting personal privacy online for specific information.
- ☀ associate the sounds of the diphthong /aɪ/ and the triphthong /aɪə/ with their spelling patterns.
- ☀ create a poster that promotes online safety and provides tips on how to stay safe while using the internet.



Ex.1 Think and Answer

I can engage in discussions about how to stay safe while using the internet.



- 1 Think about a time when you felt scared or uncomfortable online. How did you manage the situation? What did you learn from it?
- 2 Who can you talk to if someone is being mean to you or making you feel scared online?
- 3 What should you be careful about sharing online?
- 4 What should you do if something bad happens online?
- 4 How do you help yourself and others to stay safe online?

Ex.2 Read and Choose

I can read a text about staying safe online for specific information.

Staying Safe Online

The internet is a great place to learn, play games, and talk to friends. But we also need to be careful because there are people who might try to hurt us. Here are some tips to stay safe online:

- 1 Talk to someone you trust if something goes wrong. You can talk to grown-ups . They can help you if someone is being **mean** to you or making you feel scared.
- 2 Be careful about what you share online. Your **privacy** is important. Don't give out personal information like your address or phone number. And be careful about what you post on social media because it can stay online even if you delete it.
- 3 Use strong passwords to protect your accounts. A strong password is long and has

letters, numbers, and symbols. Don't use easy passwords like your name or birthday? Try to have a different password for each account.

4 If something bad happens online, report it. You can report bullying directly to the website or app. If someone is **threatening** you, report the police.

5 Make sure your devices are **secure**. Keep your computer and phone software up to date, and use **antivirus** software to protect against viruses and **malware**.

Remember, it's important to be aware of the dangers online and to talk to a trusted adult if you ever feel scared or **uncomfortable**. By following these tips, you can stay safe and have fun on the internet!



Note

Malware is short for "malicious software" and is a catch-all term for viruses, spyware, worms, browser hijackers, etc.

1 What is one tip the text provides for staying safe online?

- A) Share personal information freely
- B) Use easy passwords like your name or birthday
- C) Keep your computer software outdated
- D) Report bullying or abuse directly to the website or app.**

2 According to the text, what should you do if someone is being mean to you or making you feel scared online?

- A) Tell a trusted adult
- B) Delete your social media accounts
- C) Confront the person online
- D) Ignore the person and continue using the internet**

3 What should you do if you receive a message from a stranger asking for personal information?

- A) Reply with your personal information
- B) Ignore the message**
- C) Ask your friends for advice
- D) Post about it on social media

4 Why is it important to have strong passwords?

- A) To make it easier to remember
- B) To protect your accounts from unauthorized access
- C) To show off to your friends
- D) To make it harder for yourself to log in

5 What can you do to protect your devices from viruses and malware?

- A) Keep your computer software outdated
- B) Download files from unknown sources
- C) Use antivirus software
- D) Share your devices with strangers

6 What should you do if someone is threatening you online?

- A) Confront the person online
- B) Tell the police
- C) Delete your social media accounts
- D) Keep quiet and hope it goes away

Ex.3 Read and Match

I can identify unfamiliar words using their definitions.

Word	Definition
1- Malware	() Unkind or unpleasant
2- Mean	() Software designed to detect and destroy computer viruses
3- Secure	(1) Computer software that is designed to damage the way a computer works
4- privacy	() positioned or fixed firmly and correctly and therefore not likely to move, fall or break
5- Threaten	() Causing or feeling slight pain or physical discomfort
6- antivirus	() To be likely to cause harm or damage to something or someone
7-Uncomfortable	() The state or condition of being free from being observed or disturbed by other people

Ex. 4 Read and Fill in the Gaps

I can use recently learned vocabulary appropriately within a given context.

Read the sentences and fill in the gaps using the words in Ex. 3.

- 1 If running a virus scan doesn't solve the problem, it may be due to a malware program that's too new to be caught.
- 2 That ladder doesn't look very secure to me.
- 3 Stop being so to me!
- 4 This boy is the children with his dog.
- 5 I installed software on my computer to protect it from harmful viruses.
- 6 The chair was so hard that I felt sitting on it.
- 7 I value my and don't like it when people invade my personal space.

Ex. 5 Listen and Complete

I can listen attentively to a text about protecting your privacy online.

More and more, we're living our lives online and using technology in all kinds of helpful and innovative ways. How to get the most out of the online world and protect your privacy? Here are five tips:

- 1 Look into what a company does with your before choosing to download an app.
- 2 When available, use multifactor authentication to access your online This means using more than just a username and a, like a special access code sent to your smartphone.
- 3 Tighten up those privacy, don't just stick to the defaults you're given.
- 4 Think before you something about yourself or someone else on social media. Don't admire everything.
- 5 Push back on companies that ask for too much information. Limit what you share to only what's necessary to get the product or you want.

Ex.6 Listen and Sort

I can differentiate between the diphthong /aɪ/ and the triphthong /aɪə/ in spoken language

**TOP TIP**

The diphthong /aɪ/ is found in words like ride/ bike/ five.

The triphthong /aɪə/ consists of the diphthong /aɪ/ plus a schwa /ə/. It is found in words like Fire and admire .

Every morning, Mike likes riding bikes. He works as a firefighter. When he reaches his destination, it's time to check the tires. His wife is a violin player. She is the only person he admires. She likes making tasty pies. Every day, he returns home tired, but with a smile. He bought her an air-fryer.

Diphthong /aɪ/	Triphthong /aɪə/
Fire	admire

Ex.7 Listen and Circle

Listen and circle the word you hear.

- 1 tie - tire
- 2 high - hire
- 3 buy - hide
- 4 ride - liar
- 5 smile - admire

Ex.8 Design a Poster

I can create a poster that promotes online safety and provides tips on how to stay safe while using the internet.

- Below are some posters made by pupils around the world.
- In groups, create your own poster about how to stay safe online.



Design your poster here.

Lesson (4)

Detecting Online Fake News

ILOs: By the end of this lesson, pupils should be able to:

- ☀ engage in discussions about distinguishing between fake and real news found online.
- ☀ read a text about identifying online fake news for specific information.
- ☀ identify unfamiliar words using their definitions.
- ☀ use recently learned vocabulary appropriately within a given context.
- ☀ use the first conditional «if» correctly to express hypothetical situations.
- ☀ use reasoning skills to differentiate between fake and real news.
- ☀ produce a neatly handwritten Arabic verse and its English translation.
- ☀ compose a set of tips on how to effectively detect fake news online.



Ex.1 Discuss

I can engage in discussions about distinguishing between fake and real news found online.

In groups, discuss the following questions:



- 1 How can you find out if this news is real or fake?
- 2 Why is it important to consider the source of the news?
- 3 What actions should we take if the news appears unusual or suspicious?
- 4 Who can we ask if we're not sure if the news is real or fake?
- 5 What are some common signs or red flags that can help us identify online fake news?
- 6 Think about a time when you came across a news article that seemed suspicious. What

Ex.2 Read and Answer

I can read a text about identifying online fake news for specific information.

Detecting Online Fake News or Disinformation

In today's digital age, **fake** news is becoming more and more common. Fake news can be **misleading** or even just a joke. It's important to know how to identify fake news so we don't believe things that aren't true. Here are some tips to help us **detect** online fake news.

First, we need to consider the source of the news. We should click away from the story and investigate the website it came from. If the website seems **suspicious**, the news might be fake.



Next, we should read beyond the headlines. Sometimes, headlines are meant to grab our attention, but they don't tell the whole story. We need to read the whole article to make sure we have all the facts.

We should also check the author of the news. If the author is not trustworthy, the news might not be either.

It's also a good idea to click on the links in the news article. We can see if the information in the links supports the story. If the links don't have reliable information, the news might be fake. We should also check the date of the news. Sometimes, old news stories are reposted, but they might not be relevant anymore.

If the news seems too outlandish, it might be satire. Satire is when something is meant to be funny or make a point, but it's not meant to be taken seriously. We can research the website and author to make sure.

Finally, we should think about our own biases. Biases are our own beliefs and opinions. Sometimes, our biases can affect how we judge the news. We need to be open-minded. If we're not sure if the news is real or fake, we can ask an expert.

1 According to the text, what is one tip for detecting online fake news?

A) Consider the source of the news

B) Only read the headlines

C) Believe everything we see online

D) Ignore the author of the news

2 Why is it important to click on the links in a news article?

A) To find out if the news is true or not

B) To get more information about the author

C) To see if the website is credible

D) To check the date of the news

3 What should we do if the news seems too outlandish?

A) Consider the source of the news

B) Click on the links in the news article

C) Ask a librarian or use a fact-checking website

D) Research the website and author

4 Why is it important to read beyond the headlines?

- A) To find out if the news is true or not
- B) To get more information about the author
- C) To see if the website is credible
- D) To check the date of the news

5 What should we be aware of when judging the news?

- A) The mission of the website
- B) Our own biases
- C) The contact information of the website
- D) The credibility of the author

6 The underline word "trustworthy" is a synonym of

- A) relevant
- B) resource
- C) reliable
- D) suspicious

Ex.3 Read and Fill in the Gaps

I can use recently learned vocabulary appropriately within a given context.

Read the sentences and fill in the gaps using the words in Ex. 4.

- 1 The **misleading** advertisement made people believe the product could do things it couldn't.
- 2 The actor wore an **outlandish** costume that caught everyone's attention.
- 3 The cartoonist used to make fun of politicians in his comic strip.
- 4 The journalist tried to report the news without letting her affect her writing.
- 5 The detective was able to the hidden clue.
- 6 I can the difference between these two boxes.
- 7 She is a source of information.

- 8 Please only provide examples in your essay.
- 9 I feel about this man. He looks like a criminal.
- 10 Do not share news.

Ex.4 Read and Match

I can identify unfamiliar words using their definitions.

Word	Definition
1- Outlandish	() To discover or identify something
2- Satire	() To notice or see something
3- Misleading	(1) Strange, bizarre, or unconventional
4- Detect	() Giving the wrong idea or impression
5- Spot	() Prejudices or preferences that influence one's judgment
6- Fake	(2) The use of humor, irony, or exaggeration to criticize or mock something
7- Biases	() Dependable and trustworthy
8- Relevant	() Not true or real,
9-Reliable	() Closely connected or appropriate to the matter at hand
10-Suspicious	() Feeling doubt or no trust in someone or something

Ex.5 Read and Complete

I can use the first conditional «if» correctly to express hypothetical situations.

Read the following sentences using the first conditional “if” and complete them with your own ideas.

**TOP TIP**

The first conditional “If” is used to express the future consequence of a realistic possibility now or in the future.

To make a sentence in the first conditional, we use,

If + present simple, will/won’t + infinitive.

If I pass this exam, I’ll celebrate.

If I pass this exam, I won’t have to do it again.

Will + infinitive + if + present simple.

I’ll celebrate if I pass this exam.

I won’t have to do this exam again if I pass it.

As an alternative to will, It’s possible to complete the second part of a first conditional sentence with a modal verb or an imperative.

If it rains, we can’t play tennis.

If we’re not sure, we can ask an expert.

If the website seems suspicious, the news might be fake.

If it rains, wear your waterproof jacket.

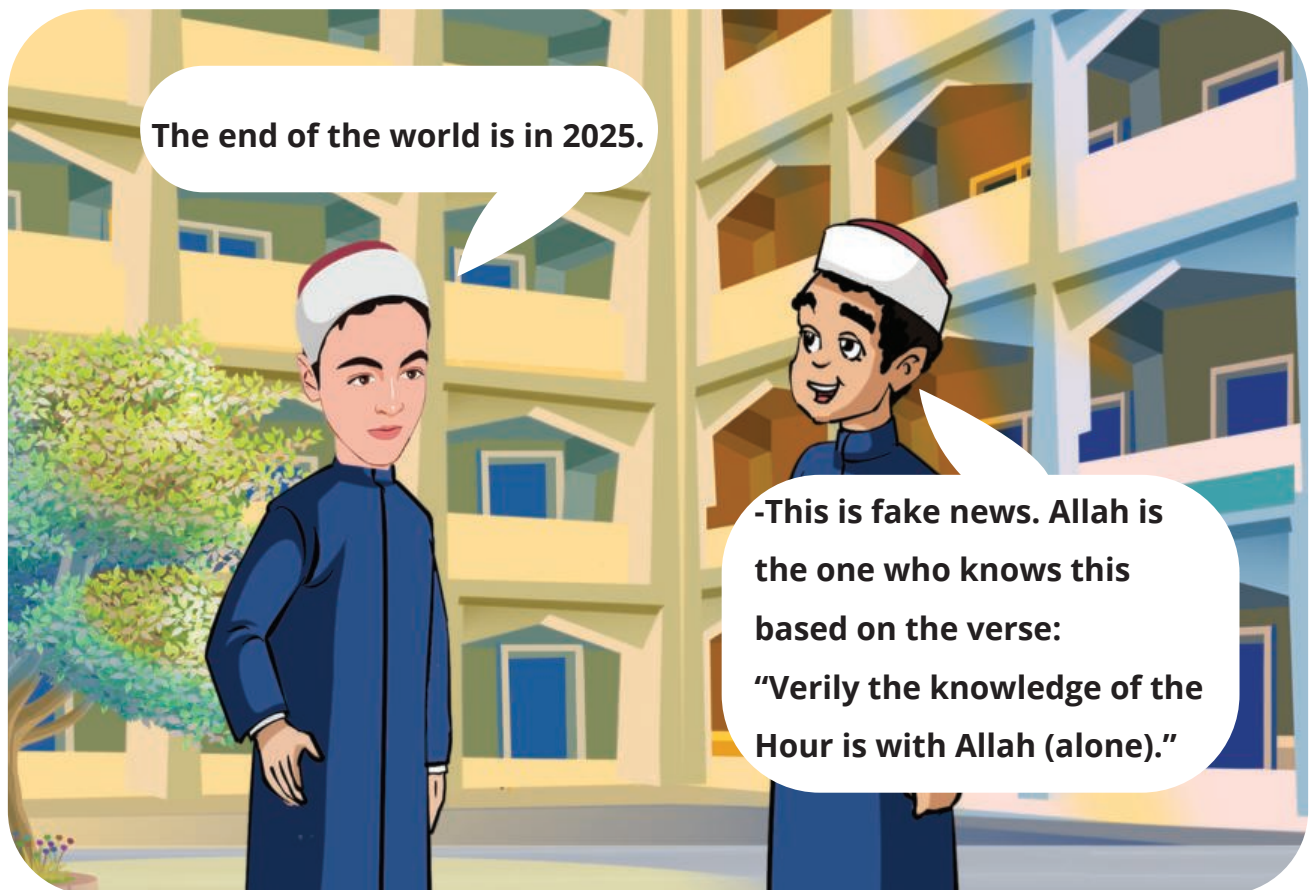
- 1 If the author is not trustworthy, the news might be fake.
- 2 This link might be a spam if it is not from a reliable resource.
- 3 If you feel cold, you can..... .
- 4 If website asks for too much information, it might..... .
- 5 If someone annoys you online, tell
- 6 If you use a weak password for your accounts, your personal information will
- 7 If your mobile does not work, you can

Ex.6 Spot the Difference: Fake or Real

I can use reasoning skills to differentiate between fake and real news.

In pairs, talk about this news.

- 1** The end of the world is in 2025.
- 2** Many cities by the seas may submerge because of the Global Warming.
- 3** France was the winner of The World Football Cup 2022.
- 4** Schools closed during the Covid-19 pandemic.
- 5** There will be no schools or teachers in the future.
- 6** Robots can help at home.



Ex.7 Write in Good Handwriting

I can produce a neatly handwritten Arabic verse and its English translation.

﴿ إِنَّ اللَّهَ عِنْدَهُ عِلْمُ السَّاعَةِ وَيُنَزِّلُ الْغَيْثَ وَيَعْلَمُ مَا فِي الْأَرْحَامِ وَمَا تَدْرِي نَفْسٌ مَّاذَا تَكْسِبُ غَدًا وَمَا تَدْرِي نَفْسٌ بِأَيِّ أَرْضٍ تَمُوتُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴾ [لقمان: ٣٤]

34) Indeed, Allāh [alone] has knowledge of the Hour and sends down the rain and knows what is in the wombs. And no soul perceives what it will earn tomorrow, and no soul perceives in what land it will die. Indeed, Allāh is all-Knowing and All-Aware

The English Verse:

.....

.....

.....

.....

Ex.8 Write your Own Tips

I can compose a set of tips on how to effectively detect fake news online.

1 Check the source. Look at the website where the story comes from.

2 Watch out for fake photos.

3

4

5

Lesson (5)

Spreading Kindness Online

ILOs: By the end of this lesson, pupils should be able to:

- ☀ talk about how to be kind online.
- ☀ read a text about spreading kindness online for specific information.
- ☀ use newly learnt vocabulary in context correctly.
- ☀ listen to a text about spreading kindness online for specific information.
- ☀ differentiate between the diphthong /ɔɪ/ and the triphthong /ɔɪə/ in Spoken language.
- ☀ write a friendly card to friends.



Ex.1 Discuss

I can talk about how to be kind online.

Discuss the following questions in groups.



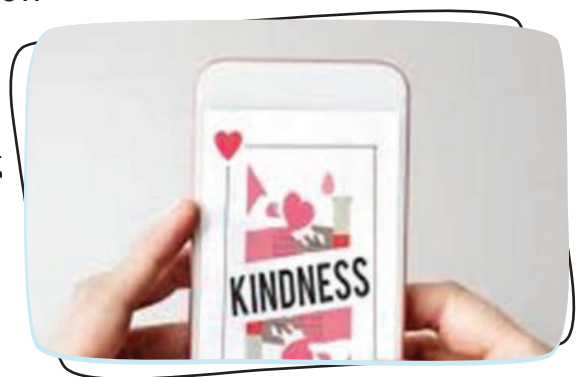
1. What can you do to make a big change and be positive online?
2. Why is it important to think before posting something online?
3. Why is it important to be kind online?
4. How can you be kind online?
5. What should you do before sending a message or posting something online?
6. Can you recite a Hadeeth that asks us to be good to others and say good words to them?

Ex.2 Read and Answer

I can read a text about spreading kindness online for specific information.

Read the text and answer the following questions.

Do you like using social media? Did you know that you have the power to make the online world a better place? There are a lot of people who use social media, and sometimes they use it to be mean or make others feel bad. But you can make a big change by being **positive** online! Just like you try to be a good person in real life, you can do the same on the screen. Every post, like, and share can make a difference. Here are some tips to help you be kind online:



- 1** Be kind and connect: Promise yourself to be **kind**. Make your own positive posts and share them with others. When you see something happy online, don't just keep scrolling - share it! And if you see a website or post that you like, leave a nice comment.

This will make the person who made the post feel good, and it will encourage others to be positive too.

2 Be **sensitive** to others: Before you post something, think about how it might make someone else feel. We all have feelings and things that are hard for us, so we don't want to say something that might hurt or make someone **jealous**. Before you send a message or post something, think carefully - once it's out there, you can't take it back.

3 Take time out before reacting: If something online makes you feel **upset**, don't react right away. Take a moment to calm down and think about how you want to **respond**. It's important to be kind even when we're upset.

Remember, being kind online is important. It can make a big difference in someone's day and help make the online world a better place. So let's **spread** kindness and make the internet a happier place for everyone!

1 What is one tip the text gives for being kind online?

A) Think about how your posts might make someone else feel.

B) React right away when something upsets you online.

C) Keep scrolling past happy posts without sharing them.

D) Leave negative comments on websites and posts you don't like.

2 Why is it important to connect with others online?

A) Because connecting with others is required by law.

B) Because connecting with others will make you popular.

C) Because connecting with others can spread kindness and positivity.

D) Because connecting with others is unnecessary and a waste of time.

3 Why is it important to take time out before reacting online?

A) Because taking time out allows you to calm down and respond in a kind manner.

B) Because taking time out will make you popular.

C) Because taking time out is required by law.

D) Because taking time out is unnecessary and a waste of time.

4 What should you do if you see a website or post that you like?

- A) Report the website or post to the authorities.
- B) React right away with negative comments.
- C) Keep scrolling past without acknowledging it.
- D) Leave a nice comment to make the person who made the post feel good.

5 What does the underlined pronoun "it" refer to?

- A) A post
- B) Social Media
- C) Online world
- D) A website

6 The opposite of kind is

- A) positive
- B) sensitive
- C) cruel
- D) good



CRITICAL THINKING

Why do you think Islam demands us to be good towards others?

Ex.3 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

Read the sentences and fill in the gaps using the words in red in the text.

- 1 She is a sensitive girl. She always cries when she sees anyone injured.
- 2 I can respond to suggestions appropriately.
- 3 We should kindness everywhere.
- 4 Our teacher is very He always helps us.
- 5 If you read a good post, leave a comment.
- 6 I feel because my sister did not pass her exam.
- 7 All the girls feel because Emy is wearing a beautiful dress.

Ex.4 Listen and Complete

I can listen to a text about spreading kindness online for specific information.

As Muslims, we are demanded to be kind to others. Try one of these five effective methods of spreading positivity online and show others that you are a good person:

- 1** Express your gratitude to the people you care about. Gratitude makes yourself and others around you happier.
- 2** Share an influential article that moves you. While sharing some personal news and on social media is great, try sharing someone else's work and highlighting their accomplishments on your
- 3** Offer a compliment or words of encouragement. someone's day by leaving a compliment or a few words of encouragement on a that makes you smile.
- 4** Ask for help and maybe even pay it forward. Give someone a to smile and offer you a helping hand by asking for help on a or perhaps giving a helping hand to someone who is looking for it.
- 5** Leave a review for a small business you love. It costs, will inspire others to them, and will make their day.

Ex.5 Listen and Sort

I can differentiate between the diphthong /ɔɪ/ and the triphthong /ɔɪə/.

**TOP TIP**

The diphthong /ɔɪ/ is found in words like voice/ boy/ enjoy.

The triphthong /ɔɪə/ consists of the diphthong /ɔɪ/ plus a schwa /ə/. It is found in words like destroyer and loyal.

Mr. Omar sells fish and **oysters** in a big shop he owns. He has some workers who make the fish and oysters boiled or broiled for customers. One day, Mr. Omar made a choice to make an online advertisement to hire an **employer** to supervise the workers. He said that he wants someone loyal and good at accounting. After a week, a nice young boy came to the shop to work. Mr. Omar liked this boy and told him, "You know, son,

you look royal." So, he hired him immediately. Months passed and Mr. Omar trusted the young boy and told him, "I'm going to Hurghada to spend some enjoyable time with my family. Please take care of the shop." The young boy was kind and honest, and he took good care of the shop. Mr. Omar was so happy and gave him a reward.

Diphthong /ɔɪ/	Triphthong /ɔɪə/
oysters	employer

Ex.6 Listen and Circle

Listen and circle the word you hear.

- 1 enjoy – enjoyable
- 2 loyal – soy
- 3 oil – loyal
- 4 employ – employer
- 5 destroyer - destroy

Ex.7 Write a Friendly Card

I can write a friendly card to my friends.

- Begin with yourself and "Be the change you would like to see in the world".
- Spread kindness everywhere and write a friendly card.

Spread Kindness

Dear

I think you are great because

Your friend

I hope this brightens your day!

.....

Mini -Project



Spreading Kindness Campaign

- This is a whole class project.
- Start a "Spreading Kindness Campaign".
- Think of the kind sentences and phrases you can use.
- Draw some nice pictures to express your ideas.
- Advertise for your campaign in your area and on social media.

Unit 8

Our Praised Manners

Grammar

The grammar and punctuation of different sentences statements, questions and commands

Phonics

Blends: /sc/ and /sl/

Language functions

Giving advice

Polite replies

Critical thinking

How would our lives look like if there weren't any values?

Study skills

Presentation skills



Lesson (1)

A Good Touch and a Bad Touch

ILOs: By the end of this lesson, pupils should be able to:

- ☀ identify what the good touch/ bad touch is.
- ☀ listen for significant points and respond to main ideas with relevant suggestions and comments.
- ☀ identify unknown content words that need to be learned.
- ☀ comment on different ways that meaning can be expressed in own and others' talk.
- ☀ differentiate between a good touch and a bad touch.
- ☀ present a point of view in ordered points in a letter.
- ☀ recognize the grammar of different sentences: statements, questions and orders.



Ex.1 Look and Put a tick ✓ or a ✕

i can identify what the good touch/ bad touch is.

Put ✓ beside the good touch and ✕ beside the bad touch.



Ex.2 Listen, Read and Choose

I can listen for significant points and respond to main ideas with relevant suggestions and comments.

Mr. Ahmad: Good morning, kids. I hope you are all doing well.

Kids: Good morning, Mr. Ahmad. We are fine, thank you.

Mr. Ahmad: Today, we are going to learn about a very important issue. It is about how we should respect our own bodies and the bodies of others. Do you know what a good touch and a bad touch are?

Saleh: I think I do, Mr. Ahmad. A good touch is when someone shows me love or care, like when my parents kiss me goodnight or hug me when I do well in school.

Mr. Ahmad: That's right, Saleh. A good touch makes you feel happy, safe and comfortable. And what about a bad touch?

Aliaa: I know, Mr. Ahmad. My mom always tells me that no one should touch my body parts or make me touch theirs. If someone tries to do that, I should say "no, stop it" and get away from them.

Mr. Ahmad: Very good, Aliaa. A bad touch is when someone hurts you or makes you feel scared, ashamed or angry. You have the right to say no to any touch that makes you feel uncomfortable or abused. You should also keep a safe distance when you talk to others and not invade their personal space.

Choose the best answers from a, b, c, or d.

1 The main topic of the dialogue is about:

- a) school performance
- b) respecting personal boundaries
- c) sports activities
- d) Homework assignments

2 According to Saleh, a good touch is when someone ...

- a) shows anger
- b) shows love or care
- c) invades personal space
- d) makes you feel uncomfortable

3 What should Aliaa do if someone tries to touch her private parts?

- a) Say "yes, it's okay"
- b) Say "no, stop it" and get away from them
- c) Ignore the person
- d) Laugh it off

4 According to Mr. Ahmad, how should one feel with a good touch?

- a) Scared and ashamed
- b) Happy, safe, and comfortable
- c) Angry and upset
- d) Nervous and anxious

5 Mr. Ahmad suggests ... when talking to others?

- a) invading their personal space
- b) keeping a safe distance
- c) standing very close to them
- d) It doesn't matter

Ex.3 Listen, Read and Comment

I can Identify unknown words that need to be learned.

Read and match the word in column a with its meaning in column b

Word	Meaning
1- Reasonable (adj)	(4) feeling shy or ashamed
2- Issue (n)	() to behave towards someone or deal with something in a particular way
3- Discomfortable (adj)	() to agree with and encourage a person or an idea.
4- Embarrassed (adj)	() using a bad or rude language and being cruel with someone
5- Supported (adj)	() making someone feels unpleasant.
6- Treat (v)	(1) acceptable
7- Abusive (adj)	() a problem that people are thinking and talking about

Ex.4 Choose the Correct Answer

I can Read and fill-in the Gaps.

1. When your parents or grandparents hug you, this is a touch.

(good- bad- scary)

2. When a shopkeeper or a bus driver tries to touch your body, this is a touch.

(good- bad- funny)

3. A good touch makes you feel

(safe- afraid- embarrassed)

4. A bad touch makes you feel

(happy- supported- nervous)

5. If someone tries to touch us badly, we should say

(No, stop that – How is that? – forget it)

Ex.5 Discuss and Answer

I can comment on different ways that meaning can be expressed in own and others' talk.

1. What is a good touch? Support your answer with examples.

.....

2. What is a bad touch? Give examples.

.....

3. Is it a must to leave a space when we talk to other people? Why?

.....

Ex.6 Sort the following situations into a good/ bad touch

I can differentiate between a good touch and a bad touch.

1. Mum gave me a hug because I won a prize at school.	<u>A good touch</u>
2. My neighbor kicked me while playing yesterday. He laughed a lot when I fell down.	
3. My grandma kissed me when I brought the groceries for her.	
4. The doctor asked me to take off the T-shirt so he can make sure if I have a skin rash.	
5. My little brother hugged me after lending him my scooter.	

**TOP TIP****To give advice, use:**

I think you should + infinitive.....

If I were you, I would + infinitive

My advice is to + infinitive.....

You ought to + infinitive.....

Ex.7 Read and Write a Reply

I can present a point of view in ordered points in a letter.

Imagine that you are the school principal, and you received a letter from a parent who asked you to advise the pupils to avoid any abusive behavior.

Dear principal,

I trust this letter finds you in good health. I am writing to bring to your attention an incident involving my daughter that occurred at school yesterday.

During a game of musical chairs, my daughter was enjoying herself with two of her classmates. They were all in high spirits, thoroughly enjoying the activity. However, the situation took an unfortunate turn when another girl from their class pushed my daughter, causing her to fall to the ground. This incident not only physically hurt my daughter but also left her feeling embarrassed and upset.

I kindly request your intervention in this matter to ensure such incidents do not recur. It is crucial for all students to understand the importance of respect and kindness towards their peers. I have full faith in your leadership and believe that you will address this issue appropriately.

Thank you for your attention to this matter.

Kind regards,

Mrs. Fadwa

Dear Mrs. Fadwa,

**TOP TIP**

A **statement** has a structure in which there is :

A subject + verb + a further unit such as a Direct Object.

It tells us something. They end with a full stop.

Examples:

Sara loves her cat. - We can't find any water here.

Questions ask about information, and they always end with a question mark.

The usual word structure of the interrogative sentence is:

- (Wh-word) + auxiliary + subject + verb...
- Yes/ No questions start with auxiliary verbs (can, do, shall, v.to be, etc.)

Examples

- Do you like coffee? - Why did you go?

Commands have a special structure in that they typically lack a Subject. They tell us to do something

Examples: Eat your dinner. - Be quiet - Open the door.

Ex.9 Read and Write S, Q, or C

I can recognize the grammar of different sentences: statements, questions and orders.

Read each sentence, Write S for statements, Q for questions and C for commands. Put a suitable end mark (., / or ?) in the green squares.

- 1- ...Q... Where is she from?
- 2- We had lunch at this restaurant yesterday
- 3- Their father is a scientist
- 4- Listen to me
- 5- Can you tell us the whole story
- 6- Mum is going to be angry when she knows what you say
- 7- Don't say that again
- 8- Did you read the book

Lesson (2)

Does Respect Matter?

ILOs: By the end of this lesson, pupils should be able to:

- ☀ read newspaper reports to know how to engage the reader.
- ☀ explore degrees of intensity in adjectives, e.g. warm, hot.
- ☀ vary the use of vocabulary and level of detail according to purpose.
- ☀ illustrate the gist of a content or the significant points and respond to main ideas with relevant suggestions and comments
- ☀ recognize how persuasive writing is used to convince a reader.
- ☀ ask questions to check understanding of the main points.



Ex.1 Pre-reading

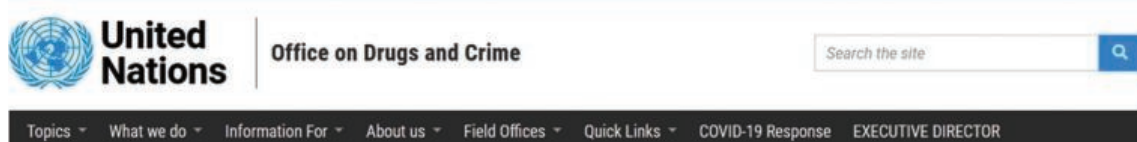
1-Is respect a good behavior?

2-How do you show respect to your parents, friends and teachers?

3-Do you want others to respect you? Why?

Ex.2 Listen, Read and Answer

I can read newspaper reports to know how to engage the reader.



Respect is something that carries a lot of power. Respect (for oneself and others) is an important factor of successful communication, relationships and life achievements. It is necessary for our social progress. When we feel respected, our brain releases all the good feelings while disrespect releases stress. Respect starts with confidence and is linked with thinking and acting positively about others and ourselves.

On the other hand, disrespect undercuts communication and collaboration and causes unhealthy environments for all. Respect prevents bullying and other aggressive behaviors. Bullying is a reason for failure and violence.



The results of bullying can be serious and long-lasting. Young people who are bullied are at risk for negative psychological and emotional problems like depression, low self-esteem, self-harming behavior, and violent or criminal behaviors. They are also more likely to commit suicide.

We all have a strong desire to be respected. It is one of the most important things to give and receive. We all know the pain from being disrespected. Showing respect to others is one of the key principles of our Islamic religion.



TOP TIP

Here are examples from the text for how the author engage his audience in the news report:

Establishing Relevance: “Respect (for oneself and others) is an important factor of successful communication, relationships and life achievements.” This sentence directly relates the concept of respect to the reader’s personal life.

Providing Information: “When we feel respected, our brain releases all the good feelings while disrespect releases stress.” This sentence provides scientific information about the psychological effects of respect and disrespect.

Highlighting Consequences: “Young people who are bullied are at risk for negative psychological and emotional problems like depression, low self-esteem, self-harming behavior, and violent or criminal behaviors.” This sentence underscores the serious consequences of disrespect, in this case, bullying.

Appealing to Values: “Showing respect to others is one of the key principles of our Islamic religion.” By tying the concept of respect to religious values, the writer appeals to the reader’s personal beliefs.

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

1- The author establishes relevance in the text by ...

- a) discussing the importance of respect in successful communication and life achievements.
- b) mentioning the effects of bullying.
- c) discussing the principles of Islamic religion.

.d) reminding readers of the pain of being disrespected

2- Which sentence provides information about the psychological effects of respect and disrespect?

- a) "Respect (for oneself and others) is an important factor of successful communication, relationships and life achievements."
- b) "When we feel respected, our brain releases all the good feelings while disrespect releases stress."
- c) "Showing respect to others is one of the key principles of our Islamic religion."
- d) "We all know the pain from being disrespected."

3- The author highlights the consequences of disrespect by ...

- a) discussing the importance of respect in successful communication and life achievements.
- b) mentioning the effects of bullying.
- c) discussing the principles of Islamic religion.
- d) reminding readers of the pain of being disrespected.

4- The author appeals to the reader's values by ...

- a) discussing the importance of respect in successful communication and life achievements.
- b) mentioning the effects of bullying.
- c) By discussing the principles of Islamic religion.
- d) By reminding readers of the pain of being disrespected.

5- Which sentence creates empathy and encourages the reader to act respectfully?

- a) "Respect (for oneself and others) is an important factor of successful communication, relationships and life achievements."
- b) "When we feel respected, our brain releases all the good feelings while disrespect releases stress."
- c) "Showing respect to others is one of the key principles of our Islamic religion."
- d) "We all know the pain from being disrespected."

**TOP TIP**

A **Synonym** is a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language.

An **Antonym** is a word that means the opposite of another word.

Ex.3 Read and Complete

I can explore degrees of intensity in adjectives, e.g., warm hot.

(collaboration - prevent- undercut - negative - unfriendly - aggressive- failure- necessary- powerful- low self- esteem)

Word	Synonym	Word	Antonym
undercut	minimize	respect	disrespect
c.....	co-operation	n.....	positive
powerful	strong/ rough	.....	high self- esteem
.....	stops	.....	success
.....	important	.....	friendly / kind/ gentle

Ex.4 Discuss and Answer

I can vary the use of vocabulary and level of detail according to purpose.

- 1- What are the benefits of respect?
.....
- 2- What are the dangers of bullying?
.....
- 3- Do you use "please" and "thank you" when you talk to your parents, teachers, friends, etc.? What are other ways of showing respect?
.....
- 4- How can you react to people who have bad behaviors?
.....
- 5- How did you feel after reading this essay? Was it useful to you?
.....

Ex.5 Listen and Match

I can illustrate the gist of a content or the significant points and respond to main ideas with relevant suggestions and comments.

A) Let's say you don't agree with your friends' views. They said something that was not right. You said your opinion and expressed why they were wrong. At the end all of you felt angry.

()

B) One of the main points of showing respect to others is to build relationships.

()

**TOP TIP**

The features of non-chronological reports should include some of the following:

A topic title which covers the whole subject

A brief introduction paragraph which gives a who/what/where overview

Information grouped into paragraphs

Write in the present tense, unless the report is historical

Third-person pronouns and a formal tone

Support your writing with examples pictures or evidences

Ex.6 Write a Report

I can recognize how persuasive writing is used to convince a reader.

Write a report to share in your school journal about showing respect vs.bullying. Present some examples of both behaviors to convince your readers.

1. Write newspaper-style reports, instructions and nonchronological reports.

2. Investigate how persuasive writing is used to convince a reader.



.....

.....

.....

.....

Ex.7 Ask Questions For the Following Statements

I can ask questions to check understanding of the main points.

1-?

Bullying is an unwanted, aggressive behavior among school students.

2-?

The results of bullying can be serious. Young people who are bullied are at risk for negative psychological and emotional problems like depression, low self-esteem.

3-?

I respect my family, my teachers and my friends because I love them all.

Lesson (3)

Are You a Responsible Person?

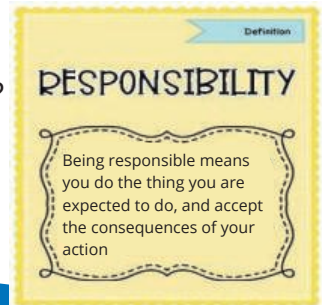
ILOs: By the end of this lesson, pupils should be able to:

- ☀ read a dialogue about responsibility for specific information.
- ☀ read a text about responsibility for specific information.
- ☀ match spelling to meaning to expand understanding.
- ☀ organize ideas in longer speaking turns to help the listener.
- ☀ associate the sound of /sc/ with its spelling patterns.
- ☀ explore narrative order and focus on significant events.
- ☀ read poems by favorite poets to explore the meaning.



Ex.1 Think and Discuss

- 1 Do you agree or disagree with this quote?
- 2 Can you mention a situation in which you took responsibility?
Were the consequences good or bad?
- 3 What are your responsibilities as a pupil?

**Ex.2 Listen, Read and Answer**

I can read a dialogue about responsibility for specific information.

Mrs. Sally: Hello my dear friends. I hope everyone is doing well.

Kids: Hello Mrs. Sally. We've missed you since last time.

Mrs. Sally: Thanks a lot. Now, as I promised you we have a character trait per each week to talk about. This week we'll talk about Responsibility.

Ahmed: I'm responsible for the classroom organization and arrangement this week with Mr. Essam.

Mrs. Sally: Such good news. Responsibility is being self-dependent and letting people know that they can count on you.

Fareeda: All of us are responsible for our success in the monthly and final exams.

Laila and Samar: We are also responsible for the classroom decoration this month.

Mrs. Sally: Well done everybody. Adding to what you have just said, we are always responsible for our actions and words. For example, you are responsible for doing your home assignments, tidying your bedrooms and taking a good care of your health.

Kids: Thank you Mrs. Sally. Now, it's time for our science class. See you tomorrow.

Do you agree or disagree

- 1 Responsibility means doing what you want at any time. (disagree)
- 2 A responsible person asks anybody for help. (.....)
- 3 Laila and Samar are responsible for the classroom decoration. (.....)
- 4 All people are responsible for their words and their actions. (.....)
- 5 The teacher asked them to depend on Ahmed to pass the exams. (.....)

Ex.3 Read and Tick (✓) or (✗)

I can read a text about responsibility for specific information.

**CRITICAL THINKING**

What would our lives look like if there weren't any values such as responsibility

Being responsible means taking charge and doing what needs to be done. It's important to be responsible because it shows that you can be trusted and relied upon. But how do you know if you are a responsible person? Let's find out!

One sign of being responsible is paying attention to the needs of others and getting things done on time. If you often remind others about their responsibilities and feel annoyed when they don't do them, it could mean you have a strong sense of responsibility. However, it's also important to take care of yourself and not neglect your own needs.

Another way to be responsible is by being honest. When you make a promise or commit to doing something, make sure you follow through and don't make excuses. It's also important to take ownership of your actions and not blame others for your mistakes. Being responsible means being accountable for your choices and decisions.

Being responsible also means being disciplined and organized. It's important to manage your time well and be punctual. Arriving on time shows that you respect others and take your commitments seriously. It's also important to be consistent with your words and actions. If you say you will do something, make sure you follow through.

- 1 Being responsible means taking charge and doing what cannot be done. (✗)**
- 2 Paying attention to the needs of others means that you are a responsible person. (.....)**
- 3 A responsible person is dishonest. (.....)**
- 4 Time management is very important when you take responsibility. (.....)**
- 5 A responsible person always says the truth. (.....)**

Ex.4 Read and Match

I can match spelling to meaning to expand understanding.

a. You can count on me for the homework.	... The morals, feelings and thoughts that describe your personality.
b. I am responsible for my assignments.	.... We want to garnish and beautify our garden.
c. Character traits are	.... You can depend on me to take care of your baby.
d. I tidy my bedroom every day in the morning.	...a... No, thanks. I depend on myself to do my homework.
e. We want to decorate our classroom	.... I always clean and tidy my room.

Ex.5 Work in Pairs

I can organize ideas in a longer speaking turns to help the listener.

In pairs, ask and answer these questions.

1 What is your definition of responsibility?

.....

2 At home, what are you responsible for?

.....

3 At school, what are you responsible for?

.....

4 From your point of view, why is it important to have a sense of responsibility?

.....

5 What are other character traits we should care about?

.....



TOP TIP

The letter "c" can be either silent or pronounced in the "sc" blends.

pronounced c		Silent c	
School	Escape	Science	Scientist
Scarf	Scales	Scent	Scene
Scan	Scale	Scissors	Ascend
Scare			



Ex.6 Fill in the Gaps

I can associate the sound of /sc/ with its spelling patterns.

Fill in the gaps with words with /sc/ blend.

- 1 I took the **scooter** to go to **school** yesterday.
- 2 That dog was very
- 3 Give me theto cut this rope.
- 4 Now, it's time for class.
- 5 It is cold today, put on your
- 6 They tried hard to from the lion.

Ex.7 Write a Short-Story Paragraph

I can explore narrative order and focus on significant events.

Think of an inappropriate situation and write a short- story paragraph telling the following points:

- 1 When and where did it happen?
- 2 What happened?
- 3 What were the consequences of your behavior?
- 4 What will you do next time to make it better?

.....

.....

.....

.....

.....

.....

Ex.8 Read the Poem and Answer the Questions

I can read poems by favorite poets to explore the meaning.

Responsibility
By Amber Rose

Something I'm learning, something that I know is true.
The only person responsible for your actions is you.
What goes around, comes around, as you may have heard.
You give and take, you receive what you deserve.
As much as I may not want to admit,
This mess that I'm in, I got myself into it.
What I've done, I've done a couple of times.
They say you live and learn, well why didn't I?
So I'm dealing with the pain, and taking on the ache
I have to lie in the bed I didn't mean to make,
So instead of looking up to heaven and asking god for help
I'll take a look in the mirror, a good look at myself.
I have to realize and accept what I've done wrong,
Learning lessons is tough but not if your strong.

**REMEMBER**

A symbol is a type of figurative language that can be found in many works of literature. A symbol is defined as something that stands for something else, often representing an idea.

Examples:

Black is often used to represent death or evil.

White stands for life and purity.

- 1** What did the poet say about responsibility?
- 2** Was the poet happy? Why?
- 3** How did the poet admit her fault?
- 4** What did she decide?
- 5** "I'll take a look in the mirror, a good look at myself." What did the poet mean by this line? What does the mirror represent?

Lesson (4)

Honest People

ILOs: By the end of this lesson, pupils should be able to:

- ☀ investigate how persuasive writing is used to convince a reader.
- ☀ show awareness and a good level of understanding the meaning by the reader.
- ☀ listen for the gist of significant points and respond to main ideas.
- ☀ identify the main points in a passage.
- ☀ associate the sound of /sl/ with its spelling patterns.
- ☀ write newspaper-style reports, instructions and nonchronological reports.



Ex.7 Think and Discuss

I can associate the sound of /sc/ with its spelling patterns.

By looking at the following picture, Can you explain the meaning of honesty?

Find out 3 synonyms of honesty.

**Ex.2 Listen, Read, then Write 'True' or 'False'**

I can investigate how persuasive writing is used to convince a reader.

Honesty is speaking and acting truthfully. It is more than not **lying**, deceiving, stealing, or cheating. It can improve mental and physical health. On the other hand,

dishonesty can increase blood pressure and heart rate.

As you know, honesty is essential for our social progress and development. Honesty makes a man popular, confident, responsible, trustworthy, and accountable. The truth **lays** the foundation for successful relationships. An honest nation has domination over other nations.

The best example of honesty is our prophet Mohamed, peace be upon him, who did never deviate from the path of honesty. At that time, all the Arabians believed and trusted him blindly. They called him Al-Amin (the honest and trustworthy) in one voice.

A dishonest person fears an honest man. To **him**, an honest man is a terror. An honest man speaks less. It makes a man avoid speaking or telling lies while the dishonest speaks a lot. This is because they hide something. They love debating and attacking other people while talking.

Finally, to talk about things exactly is the truth. Everyone should tell the truth and lead life in an honest way. It is a blessing while dishonesty is a curse.

- 1- Telling lies means not telling the truth. (**True**)
- 2- Honest people prefer to talk a lot. (.....)
- 3- The best example of honest people is our Muslim Prophet Mohamed, peace be upon him. (.....)
- 4- You can't know dishonest people. (.....)
- 5- Honesty is not important for building confidence. (.....)

Ex.3 Read again and Find an evidence to prove that

- 1- Honesty is useful.
- 2- Prophet Mohamed, peace be upon him, was highly trusted among his Arabian people.....
- 3- Dishonest people can be easily observed

Ex.4 Read and Match

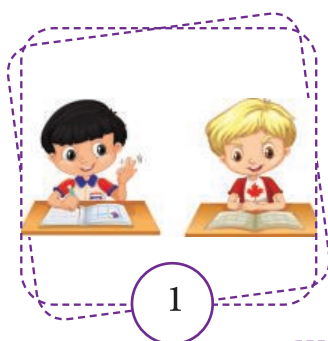
I can show awareness and a good level of understanding the meaning by the reader.

1-	A confident person is always	....important.
2-	Lying or being a liar means	..... to (cause something to) get better.
3-	The opposite of blessing is	(1) trustworthy.
4-	Progress means	.... to do something that is different from the usual or common way of behaving.
5-	Deviate means	.....not telling the truth.
6-	Improve means to	... development.
7-	Essential means	.... curse.

Ex.5 Listen, Judge (Are those people honest?), then Number

I can listen for the gist of significant points and respond to main ideas.

- 1- (honest- **dishonest**)
- 2- (honest- dishonest)
- 3- (honest- dishonest)
- 4- (honest- dishonest)
- 5- (honest- dishonest)



Ex.6 Read again, then Answer

I can identify the main points in a passage.

- 1- Do you think honesty is important? Why?
.....
- 2- Can you guess the main ideas of this text?
.....
- 3- In the fourth paragraph, who is meant by the underlined pronoun "him"?
.....
- 4- In the second paragraph, the writer says "An honest nation has domination over other nations". Do you agree? Explain your point of view.
.....

Ex.7 Look, Listen and Repeat

I can associate the sound of /sl/ with its spelling patterns.



Ex.8 Fill in the gaps with the correct word

- 1- I love the new **slide** in the playground.
- 2- My father listens to music when he wants to
- 3- We got threeof the chocolate cake.
- 4- Please, don'tthe door.
- 5- Turtles walk
- 6- You can wash theonly. You are going to wear a vest.
- 7- I like playing with my green
- 8- Be careful, you may If you go out now.

**TOP TIP**

Your newspaper report should

- ☐ Include **facts**. You can do this by answering the **5 Ws**: what, when, who, where, why?
- ☐ Have a short informative **headline**.
- ☐ Provide a **summary** at the start explaining what happened (but not giving everything away!).
- ☐ Use **paragraphs** to help the reader clearly understand the information.
- ☐ Provide **quotes** to show people's **opinions** about the event.

You could also include a **picture** with a **caption** to help the reader visualize what happened and who was involved.

Your writing should also:

- ☐ Be **formal** (written as though you're talking to someone older than you, like a teacher)
- ☐ Use **third person** pronouns (he, she, it, they)
- ☐ Be in the **past tense**

Ex.9 Write a Newspaper Report

I can write newspaper-style reports, instructions and nonchronological reports.

Write a newspaper report to share in your school magazine. You are going to talk about an act of honesty for which the school principal awarded you an expensive pencil case.

Remember you should tell:

1. **What was the event?**
2. **When and where did it take place? (Date and Time)**
3. **Who was involved in the event?**
4. **Why did it happen?**
5. **What did you do? And how did you feel?**

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Lesson (5)

The Three Brothers

ILOs: By the end of this lesson, pupils should be able to:

- ☀ explore degrees of intensity in adjectives, e.g. rich and wealthy.
- ☀ find out how paragraphs and chapters are used to organize ideas.
- ☀ extend knowledge of the vocabulary to understand meaning.
- ☀ read a story for details
- ☀ write character profiles, using detail to capture the reader's imagination.
- ☀ explore alternative openings and endings for stories.
- ☀ change a story into a conversation.



Ex.1 Read and Match

I can explore degrees of intensity in adjectives, e.g. rich and wealthy.

Bring (brought)	..... wealthy
Rich	..... go/went
Happily	..... give/ gave
Manage(d)	..... gladly
Rush(ed)	..... succeed(ed)

Ex.2 Listen, Read and Choose

I can find out how paragraphs and chapters are used to organize ideas.



Long time ago, there lived a happy and prosperous old father. The father was a rich merchant who lived with his three sons. Their names were Haseem, Khalil and Ali. As years passed, the old father became ill and died. He left three thousand gold coins. The wealth was equally divided among them.

The three brothers invested their money in various shops and became skillful merchants as their father was. One day, the elder and the middle brothers, Haseem and Khalil, decided to expand their trade in the Arabian kingdom. They sold all their luxuries and travelled away to buy more goods. Days went by and no one knew their place.



Unexpectedly, as Ali opened his shop in the early morning, he found two weak beggars who dressed in stinky rags. When Ali looked at them carefully, he realized that those men were his two brothers. They told him that they lost everything through their journey. He rushed to his house and brought them some clothes and delicious food. Then, he gave each one of them a sum of money to start a new business again.

Soon, the three brothers did well and became very rich. At that time, Ali married a beautiful and wealthy young woman whose name was Laila. She was good at trading, cooking and swimming. She lived happily with him. But the elder brothers burnt out of jealousy. They asked him to go on a boat trip all together. One night, while Ali and his wife were asleep, the jealous brothers threw them in the sea water. Laila managed to swim and save her husband's life.

When they returned to their home, Laila decided to put the two brothers in prison but Ali was a good man and decided to forgive them and let them go. The two brothers felt ashamed of themselves and went away. Afterwards, Ali and Laila had three children and lived gladly.

- Choose the correct answer

- 1- The three brothers were
 - a) Farmers
 - b) merchants
 - c) teachers
- 2- Haseem and Khalil decided to travel to
 - a) increase their investment in trading
 - b) have more fun
 - c) study something new
- 3- The two brothersduring their travels.
 - a) earned a lot of money
 - b) lost their money
 - c) enjoyed a lot
- 4- Ali was brother.
 - a) the youngest
 - b) the eldest
 - c) the middle
- 5- At the end of the story, were ashamed of their bad deeds.
 - a) Ali and his wife
 - b) Haseem and Khalil
 - c) Haseem, Khalil and Laila

Ex.3 Read and Fill in the Gaps

I can extend knowledge of the vocabulary to understand meaning.

Read the sentences and fill in the gaps with the words below.

Merchant- Jealousy- beggar- ashamed- Luxury- prosperous

- 1 ...**Luxury**.. is great comfort, especially as provided by expensive and beautiful things.
- 2 is a feeling of unhappiness and anger because someone has something that you want.
- 3 is feeling guilty or embarrassed about something you have done or about a quality in your character.
- 4 successful, usually by earning a lot of money.
- 5 a person whose job is to buy and sell products in large amounts, especially by trading with other countries.
- 6 is a poor person who lives by asking others for money or food.

Using an e-dictionary, find the meaning of:

- a) **Wealth**
- b) **Skillful**
- c) **Stinky**

Ex.4 Read the story again, then Answer

I can read a story for details.

- 1 How much money did each one of the three sons get after their father's wealth?
Each one got one thousand gold coins.
- 2 Why did the two brothers become beggars?
.....
- 3 What did Ali do when he saw his brothers as beggars?
.....

4 How did you feel when you read these words:

Stinky rags?.....

Beautiful and wealthy young woman

5 How did they react to their feeling of jealousy? How did they feel afterwards?

6 If you were in Ali's shoe, would you forgive his brothers? Explain.

Ex.5 Make a Character Profile

I can write character profiles, using detail to capture the reader's imagination.

After reading the story, choose a character, describe him/ her and comment on this character. You can use (generous, greedy, kind, brave).

Character profile

<p>what does your character look like? Use adjectives to describe.</p>	<p>Name of character:</p>	<p>Where does your character live?</p>
	<p>Picture of character</p>	
		<p>What does your character do?</p>

Ex.6 Read and Summarize

I can explore alternative openings and endings for stories.

Summarize the story in Ex. 2, but this time imagine a new opening and ending from your point of view.

.....

.....

.....

.....

Ex.7 Change your New Story into a Conversation

I can change a story into a conversation.

Change your new story into a conversation and let the characters talk to each other. Can you **perform** these scenes?

-The first part is done for you:

Haseem: Let's divide our father's fortune among us.

Khalil: How much will each one of us get?

Ali: Each one will get one thousand coins.

Mini-Project

Look at the following behavior checklist and Design your own.

Behavior Checklist			
	Always	Never	Sometimes
I follow the directions of my parents and my teachers.			
I tell the truth all the time.			
I don't raise my hand all the time and answer all the questions.			
I don't like when someone says "No" to my opinions.			
I'm kind, thoughtful and respectful to all my family members.			

Listening Texts

Unit (5) Vacations and Holidays

Lesson (1)

Ex. 6 Listen and Complete

Dear Helen,

We are on holiday in *Croatia*. We arrived on Monday at ten o'clock in the evening. I was very tired and sad because Sandy, my dog, wasn't with me. We left Sandy with our **neighbor**, Mr. Jackson. Then we drove our car to the airport and took a plane. We are staying at a campsite right next to the **beach**. There's a picture of it in this email. At night, we sleep in a **tent**! I like it but mum and dad don't! The weather is good – sunny and **hot**. We go swimming every day. I brought my camera with me, so I can show you some photos when I come home.

Bye!

Love from Lucy

Lesson (4)

Ex. 5 Listen and Complete

It's a big world, full of difference and diversity. How you see others is influenced by your cultural perspectives, and how others see you is influenced by their cultural perspectives. What happened when you speak? Do people from other cultures understand you in the way you intended? And what happens with different cultures in the work place? How rigid or flexible is their approach to rules? Is formal or informal behavior expected? And how do different cultures approach time keeping? In today's global business environment, it is essential to learn to how to navigate across different cultural landscapes. You need a

good set of tools to do this. You need an understanding of how different cultures trade and do business. An insight into how different cultures communicate and a clear idea of how different cultures manage people. To be a savvy global traveler, you need to be willing to undertake the journey of understanding other cultures. Develop cultural intelligence so you can communicate confidently across cultures.

Ex. 7 Listen and Match

1-Journey through the vastly contrasting visual and cultural landscapes of Peru, including coastal desert, snow-capped Andean peaks, the Altiplano and cloud forest. Along the way, visit world-renowned highlights, including: the mysterious Nazca Lines; Machu Picchu; Lake Titicaca, where you can spend the night in an island homestay. You can also encounter traditional culture, condors, llamas, and a warm welcome from the Peruvian people.

2-For sheer diversity, Morocco is the perfect destination. Explore the imperial cities of Marrakech, Meknes and Fez and continue the journey to the mountain ranges to the south, where dunes and kasbahs are scattered among palm oases inhabited by friendly Amazigh.

3-Jordan is an ideal destination for a one-week adventure. With lots of things to see and do, this trip includes the best of what this magnificent country has to offer, visiting all the major sites of interest. You can explore Petra and take a guided visit around Jerash, one of the best-preserved Roman cities in the Middle East.

4-Egypt has a very rich history and a wealth of well-preserved monuments and treasures. You can visit all the major sites and attractions along the Nile in a comfortable fashion. Boarding a cruise boat at Luxor, you can travel upstream, watching local life pass, while also visiting the spectacular Edfu and Kom Ombo temples along the way.

5-The scenic beauty of Namibia is only matched by the diversity. Deep canyons, towering dunes, otherworldly rock formations and vast salt pans merge easily in an endlessly shifting landscape. The sky seems particularly big here with spectacular sunsets and, at night, billions of twinkling stars overhead. This is the backdrop for healthy wildlife populations and a mix of different communities.

Lesson (5)

Ex. 6 Listen and Fill in the Gaps

Writing and sharing vacation stories can be a lot of fun! When we go back to school after the mid-year holiday or summer vacation, our teachers often ask us to write about how we spent our holiday or summer. But writing about our summer adventures can be exciting for grown-ups too! It's a great way to remember all the fun things we did and turn them into a story worth telling. Even professional writers can use their summer experiences to create interesting stories. To write your own summer vacation story, you can start by answering some questions in your journal. Then, you can use your answers to write a more polished story that you can publish or share with others. But if you don't feel like sharing, that's okay too. You can use the questions as a way to reflect on your summer memories before the fall season starts. So grab your pen and let's make the most of our summer stories! When you travel, it's important to observe everything

around you. Don't just focus on the famous landmarks, like museums, the Pyramids, or the beaches. Pay attention to the little things too, like the horses and camels' owners, the street musicians or the locks on a bridge. Engage all your senses and take in the sounds, smells, and tastes of the places you visit. Most importantly, don't forget to reflect on your experiences. Take some time to think about how your trip made you feel and what you learned from it. Sharing your travel stories is a great way to make them even more memorable.

Unit 6 The Waste and the Environment

Lesson 5

Ex. 1 Listen and Tick (✓) or (×)

1. Avoid single-use food and drink containers
2. Use reusable grocery bags
3. Convert old clothing into cleaning rags or cloths
4. Buy foods with little or no packing

Unit 7 Social Media

Lesson 3

Ex. 5 Listen and Complete

More and more, we're living our lives online and using technology in all kinds of helpful and innovative ways. How to get the most out of the online world and protect your privacy? Here are five tips:

- 1-Look into what a company does with your information before choosing to download an app.

2-When available, use multifactor authentication to access your online accounts. This means using more than just a username and a password, like a special access code sent to your smartphone.

3-Tighten up those privacy settings, don't just stick to the defaults you're given.

4-Think before you share something about yourself or someone else on social media. Don't admire everything.

5-Push back on companies that ask for too much personal information. Limit what you share to only what's necessary to get the product or service you want.

Ex. 7 Listen and Circle

1-tire

2-hire

3-hide

4-ride

5-admire

Lesson (5)

Ex. 4 Listen and Complete

As Muslims, we are demanded to be kind to others. Try one of these five effective methods of spreading positivity online and show others that you are a good person:

1. Express your gratitude to the people you care about. Gratitude makes yourself and others around you happier.

2. Share an influential article that moves you. While sharing some personal news and updates on social media is great, try sharing someone else's work and highlighting their accomplishments on your platform.
3. Offer a compliment or words of encouragement. Brighten someone's day by leaving a compliment or a few words of encouragement on a post that makes you smile.
4. Ask for help and maybe even pay it forward. Give someone a chance to smile and offer you a helping hand by asking for help on a project or perhaps giving a helping hand to someone who is looking for it.
5. Leave a review for a small business you love. It costs nothing, will inspire others to support them, and will make their day.

Ex. 6 Listen and Circle

1-enjoy

2-loyal

3-oil

4- employer

5-destroyer

Unit 8 Our Praised Manners

Lesson 2

Ex. 4 Listen and Match

How to show respect to the other people

- 1- I think using a kind tone of voice, listening well to the other's points of view (without attacking anyone) expressing your opinion can help facilitate healthy discussions and build up kind relationships.
- 2- Before you express your opinion on the matter, express where you think your colleagues are coming from. Tell them what you hear them saying. Then express your point of view.

Lesson 4

Ex. 5 Listen, Judge (Are those people honest?) then Number

- 1- Zeyad is cheating the answers from his friend in the test.
- 2- Karma pretend to be sick to stay at home.
- 3- Tamer apologizes for breaking the vase.
- 4- Salma ate the cookies and blamed her sister.
- 5- Sameh forgot his book and borrowed another book to show to the teacher.