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Presidency of Al-Azhar Institutes

**A-LEVEL**

# **ENGLISH**

## **for**

# **Al-Azhar Treetops**

**Primary Five**  
**Term 2**

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# Scope and Sequence

Unit	Educational Objectives	Grammar
(5) The Amazing Human Body	<b>Listening</b> - Listen to a dialogue about how to strengthen muscles - Listen to a text about how to make the bones strong - Listen to a dialogue about the senses - Listen to a dialogue about the human body systems - Listen to a dialogue about hygiene <b>Speaking</b> - Speak and ask questions about muscles - Speak and ask questions about human body bones - Speak and ask questions related to human body senses - Speak and ask questions related to human body organs - Ask and answer questions about the functions of the different body organs - Speak and ask about how to do self-care <b>Reading</b> - Read about mighty muscles - Read about human body bones - Read a text about human body senses - Read a text about the amazing body - Read about nourishing the body <b>Writing</b> - Write a paragraph about mighty muscles - Complete a fact file about human body bones - Write some tips about how to make the bones strong - Write a paragraph about how the senses can help us to discover the world - Write a paragraph about self-care	- Present simple tense to talk about facts - Using "must" as a modal verb to express about necessity - The subordinating conjunctions "when" to express possible condition or facts
		<b>Functions</b> - What is the function of .....?
(6) My Ambition	<b>Listening</b> - Listen to a conversation between two friends - Listen to a text about "Why setting ambitious goals?" - Listen to a talk about a young role model <b>Speaking</b> - Talk about ambition - Ask and answer questions using the structure 'What happens if .....?' - Talk about setting goals for the future - Ask and answer about setting future goals - Talk about role models - Talk about making plans and achieving success - Talk about determination and overcoming challenges <b>Reading</b> - Read a text about 'ambition' - Read a text about 'Setting Goals' - Read a text about 'Role Models' - Read a text about 'Planning for Success' - Read a text about 'determination' - Read a story for the moral Lessons <b>Writing</b> - Write about 'goals and ambitions' - Write about 'short-term and long-term goals' - Write about 'your role model'	<b>Grammar</b> - Direct and indirect speech: Imperatives
		<b>Functions</b> - Asking and answering questions using the structure 'What happens if .....?' - Asking for opinions and justifying why some people are considered good role models



Vocabulary	Activities
<p>mighty, muscles, cardiac, skeletal, smooth, intestines, oxygen, exercise, smooth, psychologists, psychiatry, coup, receipt, cupboard, Pneumonia, pseudo, psychotherapy, incredible, organs, tissues, minerals, joints, cartilage, friction, found in, made up, responsible for, surrounded by, rich in, essential for, important for, connected to, autumn, damned, condemn, solemn, column, superpowers, detective, clues, collages, groceries, herb, texture, sensational, stimulate, transform, translate, stimulate, hold up, distinguish, digestive system, respiratory system, circulatory system, immune system, appendix, gallbladder, kidneys, absorb, digest, germs, nutrients, pump, oxygen, breathe in, make choices, take care of, take in, get rid of, make decisions, breaking down, stay healthy, work together, recharge, enough sleep, self-care, burnout, balanced, grains, depression, nourish, physically</p>	<ul style="list-style-type: none"> <li>- Discuss</li> <li>- Read and answer</li> <li>- Read and match</li> <li>- Read and complete</li> <li>- Listen and write true or false</li> <li>- Listen and circle</li> <li>- Read and fill in the gaps with words in the box</li> <li>- Search and write</li> <li>- Read again and complete a fact file</li> <li>- Listen and complete</li> <li>- Read and complete</li> <li>- Write some tips</li> <li>- Look, search and write</li> <li>- Listen and answer</li> <li>- Read and sort</li> <li>- Read, match, then write</li> <li>- Work in pairs</li> <li>- Read and rewrite</li> <li>- Listen and tick (✓) or (×)</li> <li>- Listen again and fill in the blanks</li> <li>- Write sentences</li> </ul>
<p>exploring, goal, ambition, ambitious, overestimate, positive, impact, competition, risk, passions, imagination, surround, limit, endless, short-term, long-term, shifting, aligned, options, determine, aspirations, targets, specific, measurable, achievable, relevant, time-bound, break down, schedule, feedback, accomplishment, resilience, confidence, inspire, role model, expand, humble, dominated, vague, experience, modifications, realistic, promoting, embrace, encounter, overcome, challenges, obstacles, eagerly, career, organization, success, failure, fanciful, weakness, strength, pursuing, determination, tough, pursue, determined, perseverance, supportive, motivated, encouragement</p>	<ul style="list-style-type: none"> <li>- Discuss</li> <li>- Read and select a title</li> <li>- Read and answer</li> <li>- Read and complete</li> <li>- Listen and add the correct suffix</li> <li>- Listen and complete the sentences</li> <li>- Work in pairs</li> <li>- Write about your goals and ambitions</li> <li>- Read and choose the correct answer</li> <li>- Read and match</li> <li>- Read and fill in the gaps</li> <li>- Listen and fill in the gaps</li> <li>- Role play</li> <li>- Think and write</li> <li>- Think</li> <li>- Read again, then answer</li> <li>- Read and write</li> <li>- Think and work in pairs</li> <li>- Listen and circle</li> <li>- Listen and tick (✓) or (×)</li> <li>- Write about your role model</li> <li>- Create your own mind map</li> <li>- Game Time</li> <li>- Read and correct the mistakes</li> <li>- Story Time</li> </ul>

# Scope and Sequence

Unit	Educational Objectives	Grammar
(7) Explore the City	<b>Listening</b> <ul style="list-style-type: none"> <li>- Listen to a conversation between a check- in officer and a couple of passengers at the airport</li> <li>- Listen to a conversation at the hospital</li> <li>- Listen to a conversation at the shopping mall</li> <li>- Listen to an interview with the minister of transportation</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>- Perform a conversation between a check- in officer and a couple of passengers at the airport</li> <li>- Ask and answer about the activities that can be done at Al-Azhar Mosque</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>- Read a text about security procedures at the airport</li> <li>- Read a text about hospitals</li> <li>- Read a text about shopping</li> <li>- Read a text about Al-Azhar</li> <li>- Read a text about Egypt's Monorail</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>- Write an email about things to do at the airport</li> <li>- Write a paragraph about what to do at the hospital</li> <li>- Write a report about Al-Azhar</li> <li>- Write a message of appreciation to the President Abdel-Fattah Al-Sisi for all the mega projects built in Egypt</li> </ul>	- Compound sentences - Relative pronouns: who, which, and that
		<b>Functions</b> - Asking for and giving information
(8) Twenty- First Century Skills	<b>Listening</b> <ul style="list-style-type: none"> <li>- Listen to a dialogue about the creativity of ancient Egyptians</li> <li>- Listen to a dialogue about some problems of the society</li> <li>- Listen to a text about "how to give a presentation"</li> <li>- Listen to a dialogue</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>- Speak and ask questions about creativity in life</li> <li>- Ask and answer about the invented objects by the ancient Egyptians</li> <li>- Speak and ask questions about thinking outside the box</li> <li>- Talk about presentation skills</li> <li>- Speak and ask questions about "the skills they have to have to reach goals"</li> <li>-Talk about the "required skills for the future"</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>- Read a text about creativity</li> <li>- Read a text about thinking outside the box</li> <li>- Read a text about "communication skills"</li> <li>- Read a text about the ability to have specific skills</li> <li>- Read a text about the "required skills for the future"</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>- Write a paragraph about an ancient Egyptian creative invention</li> <li>- Write about a problem and suggest some solutions</li> <li>- Write some advice for motivating others to do their job</li> <li>- Write about the "important skills they need in the future"</li> </ul>	<b>Grammar</b> - Using have to and don't have to
		<b>Functions</b> - Asking about the purpose of the object - Using I agree / I couldn't agree any more to support an idea - Using I disagree/ when someone is against the idea

Vocabulary	Activities
<p>boarding passes, terminal, passport, escalator, luggage, departure, aisle, seat, operation, sore throat, vomit, prescription, scratchy voice, dizzy, swallow, food court, luxurious, earrings, entertainment, try on, calf, salmon, mosque, worship, footwear, commission, vibrant, chalk, walk, would, talk, whistle, parliament, almond, calm, halves, architecture, conservatively, headscarf, sightseeing, budget, loose, fitting, incredible, capacity, screen, embarked, sustainability, implement, impaired</p>	<ul style="list-style-type: none"> <li>- Listen and answer</li> <li>- Read and match</li> <li>- Put the following steps in the correct order</li> <li>- Role play</li> <li>- Read and complete</li> <li>- Write an email</li> <li>- Read and answer</li> <li>- Listen, read and answer</li> <li>- Listen again and answer</li> <li>- Look and write</li> <li>- Discuss</li> <li>- Read and fill in the gaps</li> <li>- Read and write true or false. Correct the false ones</li> <li>- Look, read and fill in the gaps</li> <li>- Write a paragraph</li> <li>- Search and write</li> <li>- Make a poster</li> <li>- Listen and complete</li> </ul>
<p>creativity, imagination, activate, network, unlock, relax, soar, wired, stuck, innovative, saying, perspective, connect, solutions, puzzles, solve a problem, come up with, step back, ask for, innovative, faced with, communicate, memorable, engage, influenced, self-esteem, inspired, conquer, impact, proven, confident persistence, charismatic, high-pressure, fluent, genius, dedication, genius, culinary, emotional intelligence, cross-cultural communication, collaboration, adaptability, profession, teamwork, ethic, communication</p>	<ul style="list-style-type: none"> <li>- Read, match, then answer</li> <li>- Read and match</li> <li>- Read and fill in the gaps</li> <li>- Listen, answer and act</li> <li>- Write the antonym of these adjectives, then put them into sentences</li> <li>- Read and act</li> <li>- Read, guess and write</li> <li>- Search time</li> <li>- Read and answer</li> <li>- Read again and complete</li> <li>- Read Ex. 2 again and complete the following table</li> <li>- Think and give some solutions</li> <li>- Work in pairs</li> <li>- Work in groups</li> <li>- Read and sort</li> <li>- Your turn</li> <li>- Listen and circle</li> <li>- Read and complete</li> </ul>

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# Unit 5

## The Amazing Human Body

### Grammar

- Present simple tense to talk about facts
- Using must as a modal verb to express about necessity
- The subordinating conjunctions **when** to express possible conditions or facts



### Phonics

- The silent 'p': pseudo, pneumonia.
- The silent 'n': column, autumn.

### Language Functions

- What is the function of ..... ?

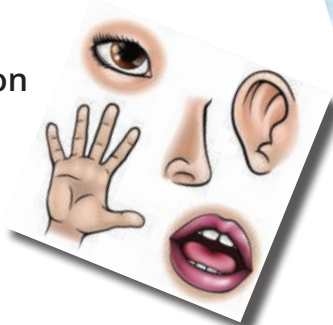
### Critical Thinking

- Do you think that our human body is amazing? Why? Why not?
- Do you think that the physical health affects the mental health? If so, how?



### Study Skills

- Reading comprehension
- Active listening





# Lesson (1)

## Mighty Muscles: Unleashing the Power Within

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

- speak and ask questions about muscles to learn more.
- read about mighty muscles for specific information.
- identify new vocabulary using definitions or synonyms.
- use newly learnt vocabulary in a context appropriately.
- listen to a dialogue about how to strengthen muscles for specific information.
- recognize the pronunciation of silent 'p' of some words.
- use words with silent /p/ sound in a context.
- write a paragraph about their mighty muscles using the internet.



## EX.1 Look and Discuss

I can speak and ask questions about muscles to learn more.



- 1 How do you use your muscles in everyday activities?
- 2 Why is it important to exercise regularly for the health of your muscles?
- 3 How can you ensure your muscles are well cared for?
- 4 What are some fun activities you can do to exercise your muscles?
- 5 What are some benefits of having strong and healthy muscles?

## EX.2 Read and Choose the Correct Answer

I can read about mighty muscles for specific information.

**Muscles** are super cool parts of our bodies that do lots of things to help us move and groove. Did you know that you've got over 600 of these amazing muscle buddies! Some muscles are like your action heroes—they help you run, jump, and play. Others are like behind-the-scenes superheroes, making your heart beat and helping you breathe without you even thinking about it.

We've got these awesome **mighty** muscles inside us, and they're like stretchy rubber bands. The more we use them, the bigger and stronger they become. Would you like to know the secret to turning them into real muscle champs? It's a combo of exercise and eating healthy stuff. Taking care of our muscles is a big deal because it keeps us strong and healthy.

Let's talk types about of muscles! We've got the ones we control, like in our arms and legs (those are the **skeletal** muscles). Then there are the **smooth** muscles doing their thing in our organs, like our stomach and **intestines**. And don't forget about the **cardiac** muscles—those are the heart's VIPs. Each muscle type has its own special job in our awesome bodies.



## UNIT 5

When we're in action, our muscles crave more **oxygen**. That's when our heart steps in as the superhero, pumping faster to send oxygen to our muscles. Ever notice how you breathe faster when you're running around? That's your body's way of getting more oxygen to those hardworking muscles. **Exercise** also helps muscles get rid of yucky stuff like carbon dioxide. So, keep moving to keep those muscles happy, healthy, and ready for action!

**1 How many muscles does the text mention that we have in our bodies?**

- A) Over 100
- B) Over 500
- C) Over 600**
- D) Over 1000

**2 What does the text suggest is the secret to making our muscles strong?**

- A) Eating ice cream
- B) Exercising and eating healthy foods
- C) Sleeping all day
- D) Watching TV

**3 What analogy does the text use to describe our muscles?**

- A) Robots
- B) Stretchy rubber bands
- C) Superheroes
- D) Trees

**4 Why does our heart pump faster during exercise, according to the text?**

- A) To make us breathe slower
- B) To send more oxygen to our muscles
- C) To help us sleep better
- D) To cool down our body

**5 Why does the text emphasize the importance of taking care of our muscles?**

- A) Because muscles are not important
- B) To make us feel guilty
- C) To keep us strong and healthy
- D) Because muscles are indestructible

**7 In your opinion, why does the text describe different types of muscles in our bodies?**

- A) To confuse the reader
- B) To make the text longer
- C) To show off the author's knowledge
- D) To explain that each muscle type has a unique role in our bodies

## EX. 3 Read and Match

I can identify new vocabulary using definitions or synonyms.

1.Mighty	a) Having a regular surface or having a flat, even surface : not rough: not having any bumps, ridges, or uneven parts
2.Muscles	b) Long tubes in the body that help digest food after it leaves the stomach
3.Cardiac	c) A colorless, tasteless gas essential to living organisms, being taken up by animals, which convert it to carbon dioxide
4.Skeletal	d) Having or showing superior power or strength (1)
5.Smooth	e) A band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body
6.Intestines	f) Relating to or functioning as a skeleton or framework of bones
7.Oxygen	g) Relating to the heart
8.Exercise	h) Physical activity that is done to become stronger and healthier

## EX. 4 Read and Complete

I can use newly learnt vocabulary in context appropriately.

cardiac	smooth	mighty	muscles
exercise	skeletal	intestines	oxygen

- 1 The superhero had mighty strength that allowed him to lift heavy objects with ease.
- 2 As the weightlifter lifted the heavy barbell, his ..... became very apparent.

## UNIT 5

- 3 The ..... system provides support for the body and protects internal organs.
- 4 The baby's skin was soft and ..... to the touch.
- 5 The doctor listened to the patient's ..... rhythm with a stethoscope.
- 6 She goes for a jog every morning as her daily ..... routine.
- 7 Plants produce ..... as a byproduct of photosynthesis.
- 8 This vitamin is absorbed through the walls of the small .....

### EX. 5 Listen, Read and Write True or False

I can listen for a dialogue about how to strengthen muscles for specific information.

**Mona decided to be more active and make her muscles stronger.**

#### TOP TIP

Use: "Why don't we .....?"  
for suggestion.

**Mona:** Hey, I'm Mona, and I want to chat about getting fit.

**Instructor:** Hi, Mona! How can I help you?

**Mona:** I need to get in shape. You know, psychologists say it's good for our minds.

**Instructor:** You've come to the right place. Have you been doing any exercise lately?

**Mona:** Nope, not really. And I don't want to do fake exercises. I want something challenging.

**Instructor:** Got it. Let's start slow. What kind of exercise do you like?

**Mona:** I enjoy aerobics, but jogging is a no-no. I'm cool with lifting some weights, though.

**Instructor:** Awesome! That gives us some options. How often can you work out?

**Mona:** Maybe twice or thrice a week would work.

**Instructor:** Let's begin with two aerobics classes per week, and we can add a bit of weightlifting. How does that sound?

**Mona:** Sounds good to me.

**Instructor:** Start slowly, and we'll increase to three or four times a week.

**Mona:** Okay. What do I need for this?

**Instructor:** Just a leotard and some sneakers. Easy, right?

**Mona:** Cool. How do I sign up for the classes?

**Instructor:** You'll need to join the gym, and then you can pick the classes that fit your schedule.

**Mona:** Awesome! I'm excited to start. Thanks for your help.

**Instructor:** No problem. See you in aerobics class!

- 1** Mona prefers jogging over aerobics. (True / False)
- 2** The instructor suggests starting with three or four aerobics classes per week. (True / False)
- 3** Mona wants exercises that are challenging and not pseudo. (True / False)
- 4** The instructor recommends Mona to wear a leotard and sneakers for the workouts. (True / False)
- 5** Mona plans to work out twice or thrice a week. (True / False)
- 6** To join the classes, Mona needs to sign up for a gym membership. (True / False)

### **EX. 6** Listen, Read and Circle the Words with Silent /p/

I can recognize the pronunciation of silent 'p' of some words.

In what the journal Psychology Today is calling it a coup in the field of psychiatry, as two psychiatrists discovered that patients suffering from Pneumonia, often respond better to therapy than those who do not have the sickness. While first dismissed as pseudo-psychotherapy, the treatment was like taking something that had been forgotten about from the cupboard.

## UNIT 5

### EX. 7 Read and Fill in the Gaps with Words from the Box

I can use words with silent /p/ sound in a context.

psychologists      psychiatry      coup      receipt  
cupboard      pneumonia      pseudo- psychotherapy

- 1 A psychiatrist is a doctor who treats people suffering from mental illness.
- 2 He was arrested at the ..... and sent to the prison.
- 3 She took a mug from the ..... and poured herself a cup of coffee.
- 4 I wrote her a ..... for the money she paid.
- 5 My brother got ..... on a trip to Paris.
- 6 ..... work with patients to help them change their negative behaviors.
- 7 ..... is the study of the mind using biased or false data.

### EX. 8 Search and Write

I can write a paragraph about my mighty muscles using the internet.

You can write about:

- a) How do muscles function?
- b) How to keep muscles strong as you age.

.....

.....

.....

.....

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## Lesson (2)

# Bone Zone: Exploring Our Body's Solid Foundation

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

- speak and ask questions about human body bones to learn more.
- read about human body bones for specific information.
- complete a fact file about human body bones.
- identify new vocabulary using definitions or synonyms.
- use newly learnt vocabulary in a context appropriately.
- use some phrasal verbs and collocations within a context appropriately.
- listen to a text about how to make their bones strong for specific information.
- recognize the silent /n/ sound within a context.
- use words with silent /n/ sound in context.
- write some tips about how to make their bones strong.

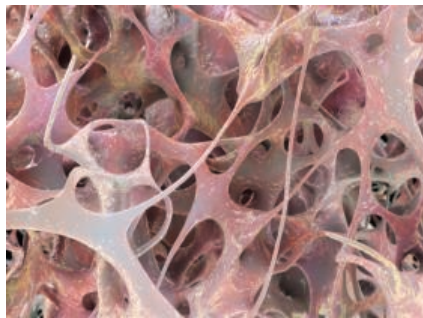


## UNIT 5

### EX. 1 Look at the Pictures and Discuss

I can speak and ask questions about human body bones to learn more.

- 1 How do you take care of your bones?
- 2 What are some ways that bones help us in our daily lives?
- 3 Why is it important to eat healthy foods and exercise for strong bones?
- 4 What are some consequences of not taking care of your bones?
- 5 What are some benefits of having strong and healthy bones?



### EX. 2 Read and Choose the Correct Answer

I can read about human body bones for specific information.

#### ***Human Body Bones***

Our body is an **incredible** machine made up of many different parts that work together to keep us alive and healthy. One of the most important parts of our body is our bones. They form the solid foundation that supports and protects all of our other **organs** and tissues.

Bones are hard and strong, but they are not lifeless. In fact, bones are living **tissues** that are constantly changing and growing. They are made up of cells and a matrix, which is a mixture of proteins and **minerals** like calcium and phosphorus. This matrix gives bones their strength and flexibility.

There are 206 bones in the human body, and they come in all shapes and sizes. Some bones, like the skull, are flat and provide protection for our brain. Others, like the long bones in our arms and legs, are strong and help us move. The smallest bones in our body are found in our ears and are responsible for our sense of hearing.



Bones are connected to each other by **joints**, which allow us to move our body parts. There are different types of joints, such as hinge joints in our elbows and knees, and ball-and-socket joints in our shoulders and hips. These joints are surrounded by cartilage, a smooth and slippery tissue that helps reduce **friction** and allows our bones to move smoothly.

Our bones also have a very important job: they produce blood cells. Inside the hollow part of some bones, like the femur in our legs, there is a soft tissue called bone **marrow**. This is where red and white blood cells are made. Red blood cells carry oxygen to all parts of our body, while white blood cells help fight off infections.

Taking care of our bones is essential for our overall health. We can keep our bones strong and healthy by eating a balanced diet rich in calcium and vitamin D, which are important for bone growth. Regular exercise, especially weight-bearing activities like running and jumping, also helps strengthen our bones.

**1 According to the text, what is the main function of our bones?**

- A) To produce blood cells
- B) To provide support and protection**
- C) To allow us to move
- D) To reduce friction

**2 What is an important way to keep our bones strong and healthy?**

- A) Eating a balanced diet rich in calcium and vitamin D
- B) Avoiding weight-bearing activities
- C) Not exercising at all
- D) Not taking care of our bones

**3 How many bones are there in our body?**

- A) 100 bones
- B) 150 bones
- C) 200 bones
- D) 206 bones

## UNIT 5

**4 Which part of our body is responsible for producing red and white blood cells?**

- A) The skull
- B) The bone marrow
- C) The long bones in our arms and legs
- D) The joints

**5 What is the function of cartilage in our joints?**

- A) To produce blood cells
- B) To provide support and protection
- C) To allow us to move smoothly
- D) To reduce friction

**6 Why are bones considered living tissues?**

- A) Because they are made up of cells and a matrix.
- B) Because they provide support and protection.
- C) Because they allow us to move.
- D) Because they produce blood cells.

### **EX. 3** Read Again and Complete a Fact File

I can complete a fact file about human body bones.

1. Bones are hard and strong, but they are not lifeless.

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

## EX. 4 Read and Match

I can identify new vocabulary using definitions or synonyms.

<b>1 - Incredible</b>	a) The areas where two or more bones meet in our body.
<b>2 - Organs</b>	b) A strong and flexible type of tissue found in many different parts of our body, like our joints, rib cage, and neck.
<b>3 - Tissues</b>	c) A force that happens when two things rub against each other and can slow down or stop an object from moving.
<b>4 - Minerals</b>	d) Extremely impressive or extraordinary (1)
<b>5 - Joint</b>	e) Substances that are essential for the proper functioning of the body and can be found in the earth and in our food.
<b>6 - Cartilage</b>	f) A part of the body that performs a specific function.
<b>7 - Friction</b>	g) The soft spongy tissue that has many blood vessels and is found in the center of most bones.
<b>8 - Marrow</b>	h) Groups of cells that work together to do specific jobs in our bodies.

## EX. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context appropriately.

<b>incredible</b>	<b>Minerals</b>	<b>Joints</b>	<b>organs</b>
<b>marrow</b>	<b>Tissues</b>	<b>cartilage</b>	<b>friction</b>

- 1 The magician performed an **incredible** trick that amazed the audience.
- 2 The heart and lungs are vital .....in the human body.
- 3 ..... like calcium and iron are important for our health.
- 4 Rubbing your hands together creates ..... and generates heat.
- 5 Bone ..... is responsible for producing red and white blood cells.
- 6 ..... in our body help us perform different functions.
- 7 My knee ..... hurts when I run.
- 8 ..... helps our joints move smoothly and absorbs impacts.

## UNIT 5

### EX. 6 Read and Complete

I can use some phrasal verbs and collocations within a context appropriately.

**found in - made up - responsible for - surrounded by - rich in - essential for - important for - connected to**

- 1 Bones are **made up** of cells and a matrix, which is a mixture of proteins and minerals like calcium and phosphorus.
- 2 The smallest bones in our body are ..... our ears and are ..... our sense of hearing.
- 3 Bones are ..... each other by joints, which allow us to move our body parts.
- 4 These joints are ..... cartilage, a smooth and slippery tissue that helps reduce friction.
- 5 Taking care of our bones is ..... our overall health.
- 6 We can keep our bones strong and healthy by eating a balanced diet ..... calcium and vitamin D, which are ..... bone growth.

### EX. 7 Listen and Complete the Missing Word (s)

I can listen to a text about how to make my bones strong for specific information.

Do you want to know how to make your bones strong and healthy? Well, I have some tips for you!

First, you need to eat foods that have a lot of calcium. **Calcium** is a ..... that helps build strong bones. You can find calcium in ..... like ....., ....., and ..... It's also in foods like beans, nuts, and leafy green vegetables. Some foods, like orange juice and cereal, even have calcium added to them. So make sure to eat these foods to get ..... calcium!

Next, you should take a vitamin D supplement. **Vitamin D** helps your body ..... calcium. Most kids don't eat a lot of foods that have vitamin D, so it's important to take a ..... . Even babies need vitamin D unless they drink a lot of formula. But remember, too much sun can be ..... your skin, so make sure to ..... yourself with sunscreen and clothes.

Lastly, you should **exercise** to make your bones strong. Exercise helps build muscle and bone strength. You can do exercises like ....., dancing, or playing sports. These activities are called weight-bearing exercises because you carry your body ..... and work against gravity. They make your bones stronger. You can also do exercises that improve your ....., like yoga or tai chi. These exercises help ..... falls and keep your bones safe.

### EX. 8 Listen and Circle the Words with Silent 'n'

I can recognize the silent 'n'.

- 1 Autumn is my favorite season.
- 2 Satan is damned by all believers.
- 3 The policemen condemn your actions.
- 4 Complete the information in column two.
- 5 The man recited the poem in a solemn voice.

### EX. 9 Read and Complete the sentences with Words with Silent 'n'

I can use words with silent 'n' sound in context.

- 1 Damn is a bad word. You shouldn't use it.
- 2 Trees shed their leaves in .....
- 3 The government **condemns** all acts of terrorism.
- 4 The funeral was a ..... occasion.
- 5 Match the words in ..... A to their definitions in ..... B.

### EX. 10 Write Some Tips

I can write some tips about how to make my bones strong.

First, Eat foods with calcium like dairy products, beans, nuts, and leafy green vegetables.

Second, .....

Third, .....

Fourth, .....

Lastly, .....

## Lesson (3)

# Unlocking the Secrets of Our Sights, Sounds, and More

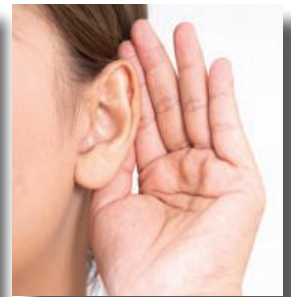
**ILOs: By the end of this lesson,  
pupils should be able to:**

- speak and ask questions related to human body senses.
- read a text about human body senses for specific information.
- identify new vocabulary using definitions or synonyms.
- use newly learnt vocabulary within a context appropriately.
- listen to and read a dialogue about the senses for specific information.
- figure out some new phrasal verbs using definitions.
- identify some foods which improve our senses.
- write a paragraph about how their senses help discover the world around them.



## EX. 1 In groups, look at the pictures and discuss the following questions

I can speak and ask questions related to human body senses.



- 1 Which of our senses do you think is the most important and why?
- 2 Can you think of a time when one of your senses helped you solve a problem?
- 3 In what ways can we enhance or improve our senses?
- 4 What are some ways you can use your senses to connect with others?
- 5 How do our senses shape our memories and experiences?



## EX. 2 Read and Choose the Correct Answer

I can read a text about human body senses for specific information.

Our five senses - taste, touch, smell, sight, and hearing - help us understand the world around us and solve problems. They are like **superpowers** that let us explore and discover new things. For example, our sense of touch helps us feel different **textures**, like the softness of a puppy's fur or the roughness of a tree bark. Our sense of sight lets us see beautiful colors and shapes. Our sense of hearing allows us to listen to music and hear the sound of our friends' voices. Our sense of smell helps us enjoy delicious food and recognize different scents. And our sense of taste lets us savor yummy flavors like chocolate and ice cream.

Did you know that our senses can even help us solve mysteries? Imagine being a **detective** and using your senses to solve a case. You could listen for **clues**, look for evidence, and even use your sense of smell to find hidden things. It's like being a superhero detective!



## UNIT 5

We can also have fun with our senses. There are programs and activities that let us explore our senses in a hands-on way. We can create **textured collages** to explore our sense of touch, sort **groceries** according to taste, and match mystery smells in a **herb** garden. These activities help us learn more about how our senses work and how they help us understand the world. So let's use our super senses and unlock the secrets of our sights, sounds, and more!

In conclusion, our senses are amazing! They help us understand the world and solve problems. We can have fun with our senses by doing activities that let us explore and discover new things. So let's use our super senses and unlock the secrets of our sights, sounds, and more!

**1 According to the text, how do our senses help us understand the world?**

- A) Our senses allow us to explore and discover new things.
- B) Our senses help us solve mysteries.
- C) Our senses let us have fun with activities.
- D) Our senses help us savor yummy flavors.

**2 What is an example of using our senses to solve a mystery?**

- A) Listening for clues
- B) Creating textured collages
- C) Sorting groceries according to taste
- D) Savoring yummy flavors

**3 What is the main idea of this passage?**

- A) Our senses are like superpowers that help us understand the world and solve problems.
- B) Our senses allow us to explore and discover new things.
- C) Our senses can be used to solve mysteries.
- D) Our senses let us have fun with activities.

**4 How can we use our sense of hearing to solve a mystery?**

- A) Listening for clues
- B) Creating textured collages
- C) Sorting groceries according to taste
- D) Savoring yummy flavors

## 5 How can our sense of smell help us solve a mystery?

- A) Finding hidden things
- B) Creating textured collages
- C) Sorting groceries according to taste
- D) Savoring yummy flavors

## 6 How can our sense of touch help us explore and discover new things?

- A) Feeling different textures
- B) Listening for clues
- C) Sorting groceries according to taste
- D) Savoring yummy flavors

## 7 How does our sense of taste help us enjoy delicious food?

- A) Smelling for clues
- B) Creating textured collages
- C) Sorting groceries according to taste
- D) Savoring yummy flavors

### EX. 3 Read and Complete

I can use newly learnt vocabulary within a context appropriately.

<b>collages</b>	<b>detective</b>	<b>herbs</b>
<b>clues</b>	<b>texture</b>	<b>groceries</b>

- 1 Police are still looking for **clues** in their search for the missing girl.
- 2 Sherlock Holmes is a famous ..... known for his brilliant deductive reasoning.
- 3 The students created ..... using magazine cutouts and colored paper.
- 4 I need to buy some ..... for dinner tonight.
- 5 Basil and rosemary are commonly used ..... in cooking.
- 6 The ..... of the fabric was smooth and silky.

## UNIT 5

### EX. 4 Read and Match

I can identify new vocabulary using definitions or synonyms.

1- Superpowers	a) An artwork made by pasting various materials onto a surface
2 - Detective	b) Items of food and other goods sold in a grocery store
3 - Clues	c) Extraordinary abilities or powers (1)
4 - Collages	d) The feel or consistency of a surface or substance
5 - Groceries	e) Causing great excitement or interest
6 - Herb	f) A person who investigates and solves crimes
7 - Texture	g) A plant used for flavoring or as medicine
8 - Sensational	h) To encourage or arouse interest or activity
9 - Stimulate	i) Some information that helps you to find the answer to a problem, question, or mystery

### EX. 5 Listen, Read and Complete

I can listen to and read a dialogue about the senses for specific information.

#### *How do the senses work?*

**Teacher:** Today class, we will have a discussion about our senses. That is our hearing, seeing, smell, taste and what the skin does.

**Mona:** That sounds very interesting teacher.

**Teacher:** First our hearing. Our ears transform sound waves into sounds signals to the brain. Does anyone have hearing that is not normal?

**Jana:** I do teacher. I am hard of hearing and I wear hearing aids.

**Teacher:** When one is hard of hearing, he or she must have such aids to be able to hear what others can hear.

## Lesson (3)

**Teacher:** Our eyes translate light into images for the brain to process. Many people do not have normal vision and wear glasses to help them. I see in the class that several of you wear glasses. Several students smiled and held up their glasses for others to see.

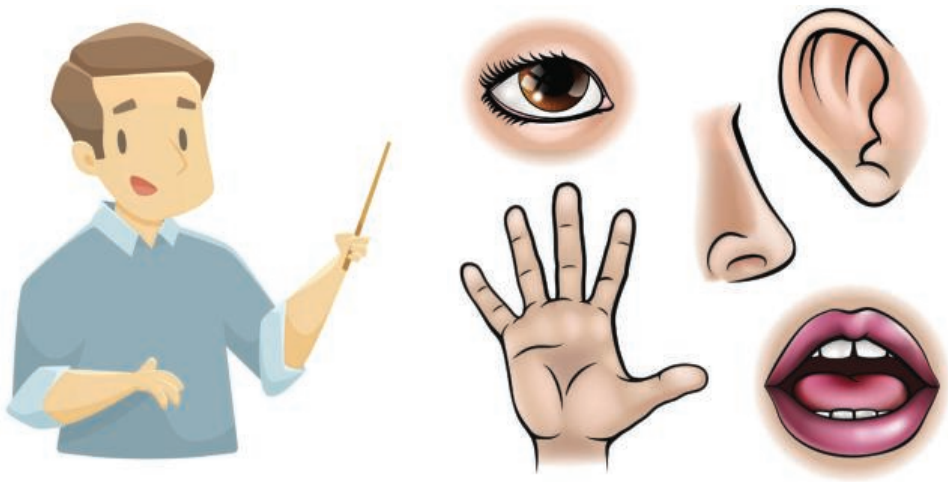
**Teacher:** To continue, Our nose stimulates our brain to interpret smells. Very few people are unable to distinguish one smell from another. our tongue has taste buds that carry signals to the brain.

**Ayman:** That is why every food has a different taste, I think.

**Teacher:** Yes. Very good observation, Ayman. Finally, our skin has specialized receptors that send touch signals to the brain. That is why when we touch something or something hot or cold is apparent to us.

**Aliaa:** Also like we feel the warmth of the Sun, I think.

**Teacher:** Yes, Aliaa, that is true. So, that ends our class for today. See you tomorrow.



- ❶ Our ears transform **sounds waves into sounds signals toward the brain.**
- ❷ Our nose stimulates .....
- ❸ Our tongue has .....
- ❹ Our skin has specialized .....

# UNIT 5





## EX. 6 Read and Match

I can figure out some new phrasal verbs using definitions.

1 - transform.....into	a) To excite an activity or growth into a greater one
2 - translate.....into	b) To change or convert it into another thing (1)
3 - stimulate .....to	c) To support and prevent something from falling
4 - hold up	d) To turn from one language into another
5 - distinguish.....from	e) To notice or understand the difference between two things

## EX. 7 Look, Search and Write

I can identify some foods which improve our senses.

			
<b>Foods which improve our sight</b>	<b>Foods which improve our hearing</b>	<b>Foods which improve our skin</b>	<b>Foods which improve our touching sense</b>

## EX, 8 Search and Write

I can write a paragraph about how our senses help discover the world around us.

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## Lesson (4)

# Incredible Organs: Journey Inside Our Body's Vital Systems

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

- speak and ask questions related to human body organs.
- listen to and read a dialogue about the human body systems for specific information.
- identify the function of the different body systems.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary within a context appropriately.
- identify the organs we can live without and those we can't live without.
- read a text about the amazing body for specific information.
- use newly learnt phrasal verbs and collocation in a context.
- ask and answer questions about the functions of the different body organs.
- use the present simple tense to express facts.

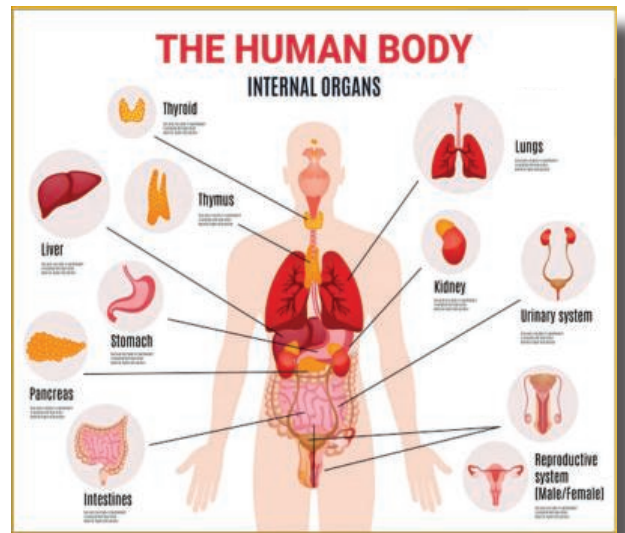




## EX. 1 Look at the picture and discuss the following questions

I can speak and ask questions related to human body organs.

- 1 How do you think taking care of your organs can help you stay healthy?
- 2 What are some ways to take care of your organs? Provide examples.
- 3 What would happen if one of your organs stopped working properly?
- 4 How can you encourage others to take care of their organs?
- 5 What are some common habits or lifestyle choices that can negatively impact the health of our organs?



### TOP TIP

We use the question **What do you mean?** When we aren't able to understand the topic.  
We say **I see** when we are able to understand the topic.

## : EX. 2 Listen, Read and Choose

I can listen to and read a dialogue about the human body systems for specific information.

### At the Science Lab

**Teacher:** Do you know that our bodies are made up of different parts that work together to keep us alive?

**Mona:** What are these parts?

**Teacher:** These parts are called organs, and they are like a team that helps us stay healthy.

**Aziz:** How does that work, teacher?

**Teacher:** Our body has levels of organization. First, there are **cells**, which make up tissues. Then, **tissues** make up organs, and organs make up organ systems.

## UNIT 5

**Mai:** What do organ systems do?

**Teacher:** In fact, each organ system has a special job to do. For example, our digestive system helps us **digest, break down** and **absorb** the food we eat and our respiratory system helps us **breathe**.

**Mai:** Oh, I see. The food provides energy to all the organs of the body, I read once.

**Teacher:** Our body is like a big city with different systems that work together. Just like a city needs roads and transportation to move things around. So, our body needs systems to keep everything running smoothly.

**Mona:** That is a good analogy, teacher.

**Teacher:** One important system is the circulatory system, which includes our heart. The heart **pumps** blood to all parts of our body, delivering oxygen and **nutrients**. Also, The immune system helps our body **fight off germs** and stay healthy.

**Mohammad:** The heart is the most important organ I think.

**Teacher:** Yes, I think so. That is true. But did you know that there are some organs we can live without? It's true! We can live without our appendix, gallbladder, and even one of our kidneys.

**Mona:** What do you mean?

**Teacher:** I mean our body is so smart that it can still function even if we are missing some organs.

**Ahmed:** Do we have other systems in our body?

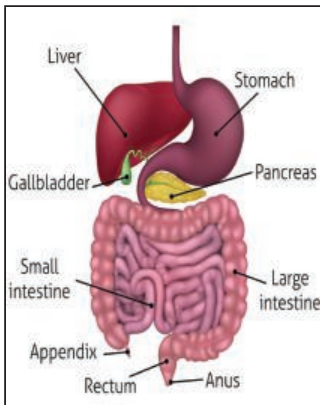
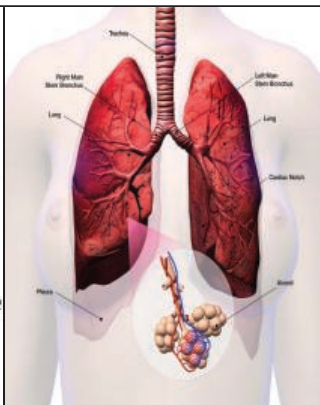
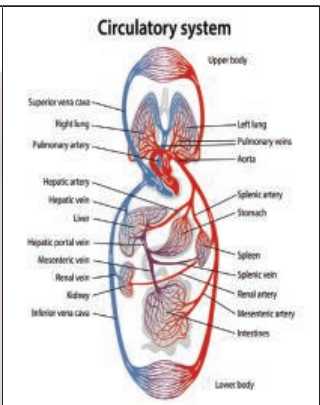
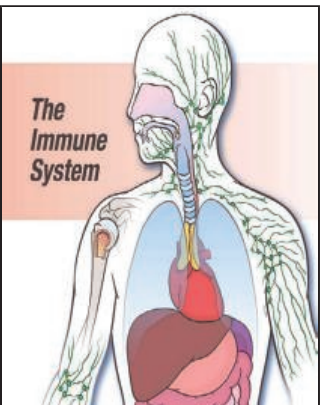

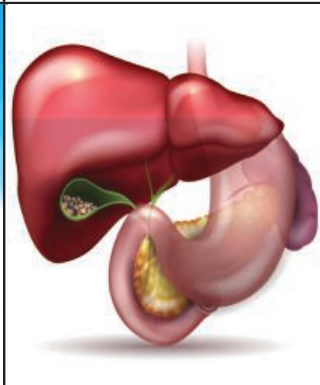
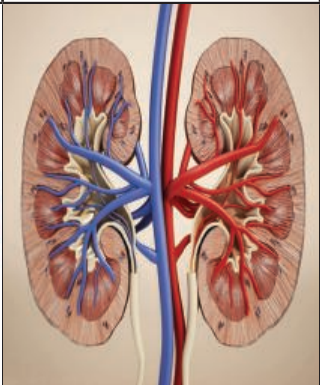
**Teacher:** Sure. It's our brain and nervous system! Our brain is like a central computer that controls all the body's functions. It sends messages to different parts of our body through the nervous system.

**Mona:** What else?

**Teacher:** Our skeletal system gives our body support, while our immune system fights off diseases. Our muscles help our bones move, and our nervous system tells our muscles what to do.

**Mona:** I did not know that.

**Teacher:** Finally, it's important to take care of the organs we have by eating healthy food and exercising. That way, all of our body systems can work together and keep us strong and healthy.

			
<b>Digestive system</b>	<b>Respiratory system</b>	<b>Circulatory system</b>	<b>Immune system</b>
			
<b>Appendix</b>	<b>Gallbladder</b>	<b>Kidneys</b>	

## DO YOU KNOW?

The brain has different parts, like the cerebrum, and cerebellum. The cerebrum is the biggest part of the brain. It has two halves called hemispheres. Each hemisphere has a special job. The frontal lobe helps us plan and think, while the occipital lobe helps us see.

### 1 What is the main idea of this passage?

- A) The autonomic nervous system controls our heart rate and digestion.
- B) Our bodies are made up of different parts called organs.
- C) Our body has many different systems that work together.
- D) It's important to take care of your body by eating healthy, getting enough sleep, and staying active.

### **2 What is the role of the respiratory system in our body?**

- A) Controls things like our heart rate and digestion without us even having to think about it
- B) Helps pump blood and deliver oxygen to our cells
- C) Helps break down the food we eat and turn it into energy
- D) Helps us breathe in more oxygen and get rid of carbon dioxide

### **3 According to the text, what is the role of the autonomic nervous system?**

- A) Controls things like our heart rate and digestion without us even having to think about it
- B) Sends hormones through our blood to different parts of our body
- C) Helps pump blood and deliver oxygen to our cells
- D) Helps break down the food we eat and turn it into energy

### **4 How does the circulatory system contribute to keeping our body healthy?**

- A) Controls things like our heart rate and digestion without us even having to think about it
- B) Sends hormones through our blood to different parts of our body
- C) Helps pump blood and deliver oxygen to our cells
- D) Helps break down the food we eat and turn it into energy

### **5 How does the digestive system contribute to keeping our body healthy?**

- A) Controls things like our heart rate and digestion without us even having to think about it
- B) Sends hormones through our blood to different parts of our body
- C) Helps pump blood and deliver oxygen to our cells
- D) Helps break down the food we eat and turn it into energy

### **6 Why is it important for the organ systems to work together?**

- A) To control our heart rate and digestion
- B) To send hormones through our blood
- C) To keep us healthy and alive
- D) To help us breathe in more oxygen

## EX. 3 Read Again and Complete

I can identify the functions of the different body systems.

Body System	Function
1 - The digestive system	a) helps us process food
2 - The respiratory system	b) .....
3 - .....	c) includes our heart. The heart pumps blood to all parts of our body, delivering oxygen and nutrients.
4 - The immune system	d) .....
5 - nervous system	e)
6 -	f) gives our body support

## EX. 4 Read and Match:

I can recognize new vocabulary using definitions.

1 - Digest	a) The act or process of something stopping working or falling apart.
2 - Break down	b) To force liquid or gas to move somewhere
3 - Absorb	c) Microorganisms, especially those that cause disease
4 - Pump	d) Substances that our bodies need to grow and stay healthy
5 - Fight off	e) The process of breaking down food in the body to obtain nutrients (1)
6 - Germs	f) To take in or soak up something
7 - Nutrients	g) To resist against an attack by someone or something.
8 - Cells	h) The building blocks of all living things

## UNIT 5

### EX. 5 Read and Complete

I can use newly learnt vocabulary within a context appropriately.

breathe	Tissues	digest	nutrients
Cells	pumps	fight off	germs

- 1 Our stomach and intestines help us digest the food we eat.
- 2 The heart ..... blood all around our body.
- 3 Fruits and vegetables are full of vitamins and ..... that our body needs.
- 4 There are different types of ....., like bacteria, viruses and fungi.
- 5 ..... make up our organs and help our bodies stay healthy.
- 6 I can't ..... I am so sick.
- 7 ..... have different parts that do different jobs.
- 8 They are trying to .....a cold.

### EX. 6 Read and Sort

I can identify the organs we can live without and those we can't live without them.

<b>Organs we can't live without</b>	<b>Organs we can live without</b>
1 - Digestive system	1 - Vermiform appendix
2 - .....	2 - .....
3 - .....	3 - .....
4 - .....	4 - .....



**EX.7** Read and Answer

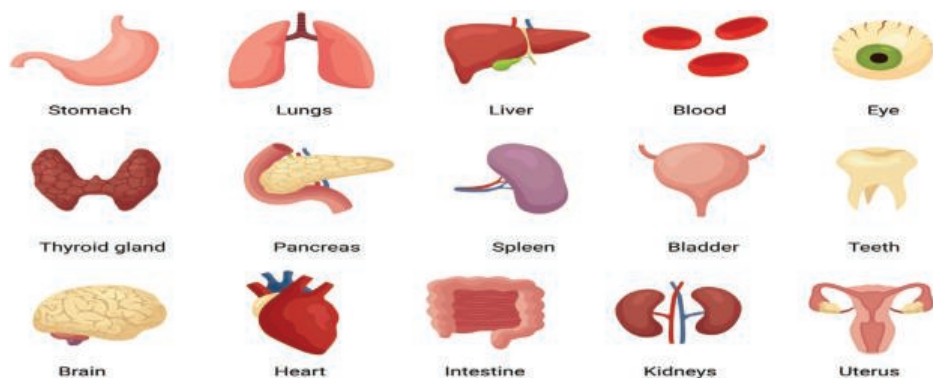
I can read a text about the amazing body for specific information.

### The Amazing Body

The human body is amazing because it has many special parts called organs. These organs help us do different things and keep us healthy. Some of the important organs are the heart, lungs, brain, and stomach. Each organ has a special job to do. For example, the heart pumps blood all over our body, the lungs help us breathe in air, the brain helps us think and make choices, and the stomach helps us digest our food. Without these organs, our bodies wouldn't work right. That's why it's important to take care of them by eating good food, exercising, and getting enough rest.

Our body is like a team, with each organ playing an important role. The heart is like the captain, pumping blood to all parts of our body, so they can get the oxygen and nutrients they need. The lungs are like the cheerleaders, helping us take in fresh air and get rid of waste gases. The brain is like the coach, helping us think, learn, and make decisions. And the stomach is like the chef, breaking down our food into smaller pieces, so our body can use it for energy. We need all of these organs to work together so we can stay healthy and strong.

To keep our organs happy and working well, we need to take care of them. This means eating healthy food like fruits, vegetables, and whole grains. It also means being active and moving our bodies every day. Exercise helps our organs stay strong and keeps our body in good shape. And just like we need sleep to rest and recharge, our organs need rest too. So, it's important to get enough sleep each night. By taking care of our organs, we can keep our body running smoothly and feel our best.



**1 What is the main idea of this passage?**

- A) The importance of taking care of our skin
- B) The importance of taking care of our bones
- C) The importance of taking care of our organs
- D) The importance of taking care of our hair

**2 What is one way we can take care of our organs according to the text?**

- A) Eating lots of candy
- B) Never going to the doctor
- C) Playing video games all day
- D) Eating healthy foods

**3 Why is it important to take care of our organs?**

- A) Because our organs help us do different things and keep us healthy.
- B) Because our organs are like a team, with each organ playing an important role.
- C) Because our organs need rest just like we do.
- D) Because our organs break down our food into smaller pieces.

**4 Why is it important to have all of our organs working together?**

- A) Because each organ has a specific job to do.
- B) Because our organs need rest just like we do.
- C) Because our organs break down our food into smaller pieces.
- D) Because our organs help us do different things and keep us healthy.

**5 Why is it important to eat healthy food for our organs?**

- A) Because healthy food provides the nutrients our organs need to function properly.
- B) Because healthy food helps our organs rest and recharge.
- C) Because healthy food helps our organs break down our food into smaller pieces.
- D) Because healthy food helps our organs stay strong and keeps our body in good shape.

**6 What is the role of the heart in our body?**

- A) The heart helps us breathe in air.
- B) The heart helps us think and make choices.
- C) The heart pumps blood all over our body.
- D) The heart helps us digest our food.

## EX. 8 Read, Match, then Write Sentences of Your Own

I can use newly learnt phrasal verbs and collocations in context.

1 - do	( h )	a) enough sleep
2 - keep	( )	b) to
3 - breathe	( )	c) healthy
4 - take	( )	d) in
5 - get rid	( )	e) down into
6 - break ..	( )	f) of
7 - get	( )	g) in
8 - take	( )	h) things
9 - make	( )	i) decisions

1\_ Organs help us do different things.

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## EX. 9 Work in Pairs

I can ask and answer questions about the function of the different body organs.

heart	brain	lung	stomach
-------	-------	------	---------



What  
is the function  
of the heart?

The  
heart pumps blood  
all over our body.



### EX. 10 Read and Complete

I can use the present simple tense to express facts.

#### TOP TIP

#### Present Simple tense

We use present simple tense to express about facts. For examples,

1. The heart pumps blood around our body.
2. Our brain controls how we move.
3. The stomach digests food.
4. The lungs help us to breathe.

( weighs - travels - consists - stop - contribute - is - are )

- 1 The information travels to your brain at a speed of 268 miles per hour.
- 2 The brain ..... about 3 pounds whereas men tend to have a larger brain than women.
- 3 The skin ..... to about %15 of your body weight.
- 4 Your bone ..... growing in length after you hit puberty.
- 5 There ..... 26 bones in your foot.
- 6 Your skin ..... home to more than 1,000 types of bacteria.
- 7 The human body ..... of organs in a singular count and pairs.

# Lesson (5)

## Fueling the Fire: Nourishing Our Bodies for Health and Energy

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

- speak and ask about how to do self-care.
- read a text about nourishing their bodies for specific information.
- identify new vocabulary using definitions or synonyms.
- use newly learnt vocabulary within a context appropriately.
- use the subordinating conjunction 'when' appropriately.
- listen to and read a dialogue about hygiene for specific information.
- use "must" to express necessity.
- write a paragraph about self-care using the internet.



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### EX. 1 Look at the pictures and discuss the questions

I can speak and ask about how to do self-care.



- 1 What are some examples of things we can do to take care of our mental health?
- 2 Why is it important to eat a balanced diet?
- 3 What are some challenges you face when trying to maintain a balanced diet? How can you overcome these challenges?
- 4 Why is it important to engage in physical activity?
- 5 What are some specific examples of activities that can help us relax and de-stress?

### EX. 2 Read and Answer

I can read about nourishing our bodies for specific information.

#### Self-care

Taking care of our bodies is really important. It's called **self-care**, and it means paying attention to our physical and mental health. Sometimes, when we're busy or stressed, we forget to take care of ourselves. But it's actually really important to do so. Just like when we're on an airplane and the flight attendant tells us to put on our oxygen mask first before helping others, we need to take care of ourselves first so we can take care of others. When we don't take care of ourselves, it can lead to stress, **burnout**, and even **depression**. So, it's important to make time for self-care.

One way we can take care of ourselves is by eating healthy food. Eating a **balanced** diet with lots of fruits, vegetables, whole **grains**, and lean proteins gives our bodies the nutrients they need to stay strong and healthy. It also gives us energy to do the things we love. Another way to **nourish** our bodies is by being **physically** active. Exercise helps us stay fit and gives us energy. It's also important to get enough sleep. Sleep helps our bodies rest and **recharge**. And finally, we need to make sure we're taking care of our mental health, too. This means doing things that make us happy and taking time to relax and **de-stress**.

Sometimes it can be hard to make time for self-care, especially when we're busy.



But it's really important to take care of ourselves, so we can be our best selves. So, let's remember to eat healthy, be active, get enough sleep, and take care of our **mental health**. When we do these things, we'll have more energy and feel great!

## 1 - What is self-care?

Self-care refers to the practice of taking care of our physical, emotional, and mental health. It involves paying attention to our well-being and ensuring we prioritize our needs.

## 2- Why is self-care important?

## 3- How can we take care of our bodies?

## 4- What benefits can we expect from practicing self-care?

## 5- When should we prioritize self-care?

### EX. 3

### Read and Match

I can identify new vocabulary using definitions or synonyms.

<b>1 - Self-care</b>	a) To provide the food and other substances necessary for growth, health, and good condition
<b>2 - Burnout</b>	b) To restore energy or vitality to (something) after a period of exertion or depletion
<b>3 - Balanced</b>	c) The state of feeling very unhappy and without hope for the future
<b>4 - Grains</b>	d) Relating to the mind, or involving the process of thinking
<b>5 - Depression</b>	e) The practice of taking an active role in protecting one's own well-being and happiness, especially during periods of stress (1)
<b>6 - Nourish</b>	f) Taking everything into account, fairly judged or presented
<b>7 - Physically</b>	g) A state of emotional, physical, and mental exhaustion caused by prolonged stress or overwork
<b>8 - Recharge</b>	h) To reduce or eliminate the negative effects of stress
<b>9 - De-stress</b>	i) Relating to the real world and things perceived through the senses as opposed to the mind
<b>10 - Mental</b>	j) A small, hard seeds, especially the seeds of a food plant such as wheat, corn and oats

## UNIT 5

### EX. 4 Read and Fill the Gaps

I can use newly learnt vocabulary within a context appropriately.

**balanced- recharged - nourish - burnout - mental- Self-care -  
physically- de-stress**

- 1 **Self-care** can include things like exercise, meditation, or spending time with loved ones.
- 2 Eating a ..... diet helps ..... our bodies and keep us healthy.
- 3 After working long hours for weeks on end, she experienced ..... and had to take a break.
- 4 After a good night's sleep, I feel ..... and ready to tackle the day.
- 5 Taking a relaxing bath or going for a walk can help ..... after a long day.
- 6 The family has a history of ..... disorder.
- 7 Men are ..... stronger than women.

### EX. 5 Read and Rewrite Using 'When' in the Present

I can use the subordinating conjunction 'when' appropriately.

#### TOP TIP

#### When as a subordinating conjunction

We use "when" as a conjunction meaning 'at the time that'. The clause with when is a subordinate clause (sc) and needs a main clause (mc) to complete its meaning. If the when-clause comes before the main clause, we use a comma.

- Talking about the present

#### **We use when to introduce a possible condition or facts**

We use clauses with (if/ When) + present tense verbs, or a model verb like (can), to talk about facts or things that usually true.

**For example:** When you start the engine, there's a strange noise.

#### **In Type Zero sentences, if can be replaced by when.**

It gets dark when the sun goes down.

- 1 It can be hard to make time for self-care. We're busy.  
It can be hard to make time for self-care when we're busy.

2 We don't take care of ourselves. It can lead to stress and burnout.

..... •

3 I don't go out . I have no money left.

..... •

4 I call you . I have time.

..... •

5 You heat ice. It melts.

..... •

6 It gets dark . The sun goes down.

..... •

7 She eats too much cake. She gets a stomach ache.

..... •

8 You don't close the door properly. The freezer doesn't work.

..... •

9 The plants die. We don't water them.

..... •

## EX. 6 Listen, Read and Tick (✓) or (×)

I can listen to and read a dialogue about hygiene for specific information.

**Ahmed:** Hi my dear friend, have you recovered from your disease?

**Adel:** Yes, I am physically sound now. But I don't understand why I become sick frequently.

**Ahmed:** In order to have a sound health, you must follow the rules of health and hygiene.

**Adel:** I don't understand . What is meant by hygiene?

**Ahmed:** Hygiene is all about keeping ourselves and our environment clean to stay healthy. It is a great virtue and a part of our belief.

**Adel:** What should we do to follow the rules of hygiene ?

**Ahmed:** We must take regular showers or baths, brush our teeth twice a day, and floss our teeth.

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It's also important to take care of our nails by cleaning and trimming them. That way we can prevent things like bad breath and infections.

**Adel:** Tell me more about all of these practices. How do they help to keep us well.

**Ahmed:** It is called prevention. If you don't do all these, you will be open to both infections and diseases.

**Ahmed:** What do you wish to say about our surroundings? Should we keep it clean and why?

**Adel:** Unclean surrounding, dirty dwelling places and garbage in the streets create an unhealthy environment, which spreads the germs of diseases.

**Ahmed:** Do you have anything more about the importance of hygiene?

**Adel:** Hygiene makes everything cheerful and fresh. On the other hand, dirtiness and diseases go together because dirtiness breeds the germs of diseases.

**Ahmed:** Thank you very much for your polite conversation.

**Adel:** I am so happy to make you able to understand the importance of hygiene.

**Ahmed:** See you again.

**Adel:** All the best and see you again.

### TOP TIP

#### Must as a modal verb

We use must to express about necessity. For example,

- We must take regular showers or baths.
- We must brush our teeth twice a day.
- We must floss our teeth.

- 1 A dirty environment spreads diseases. ( ✓ )
- 2 Good hygiene prevents diseases. ( )
- 3 Small things, like cleaning fingernails, is not important. ( )
- 4 Prevention of diseases does not depend on keeping clean. ( )
- 5 Regular showers to keep us clean is important for good hygiene. ( )
- 6 Garbage in the streets is just unsightly, it has nothing to do with diseases spreading. ( )

## EX.7 Listen Again and Fill in the Blanks

- 1 Good **hygiene** will lead to good health.
- 2 Regular ..... will keep us clean and prevent infections.
- 3 ..... in the streets allows diseases to spread.
- 4 Brushing our teeth twice a day prevents .....
- 5 Good hygiene and a clean ..... makes our surroundings more pleasant and prevents diseases from spreading.
- 6 The general term for the prevention of disease is .....

## EX.8 Write Sentences using 'must'

I can use "must" to express necessity.

**Write about what we must do to nourish our body physically and mentally.**

Physical Health	Mental Health
1 - We must have a regular shower.	1- We must avoid stress and burnout.
2 - .....	2 - .....
3 - .....	3 - .....
4 - .....	4 - .....
5 - .....	5 - .....

## EX.9 Search and Write a Paragraph

I can write a paragraph about self-care using the internet.

**You can write about:**

The elements of self-care, the activities to improve these elements and how you can overcome the obstacles and make time for self-care.

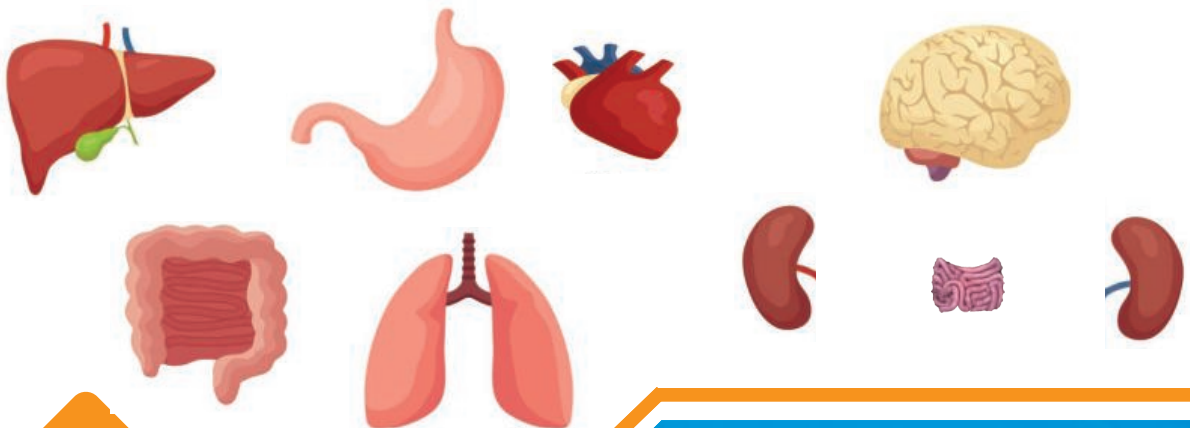
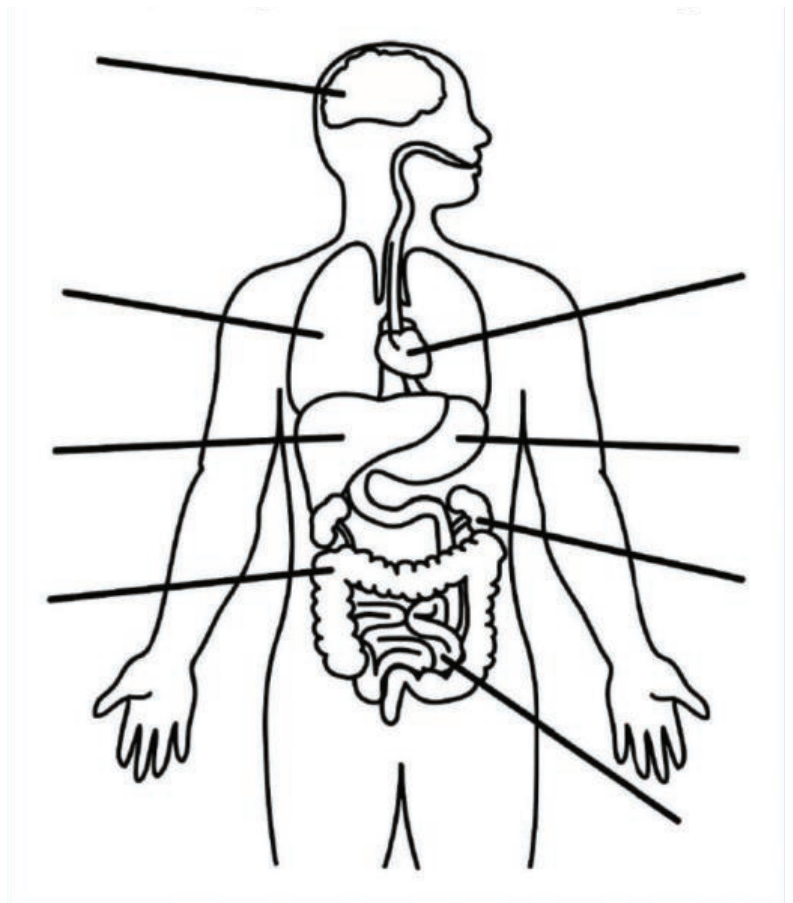
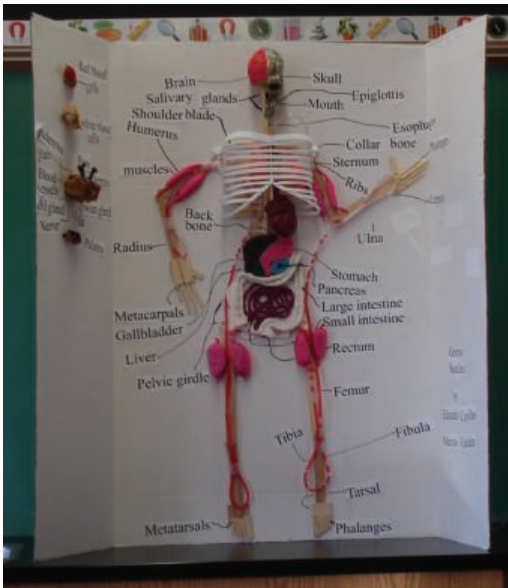
### MINI-PROJECT

#### A Human Body Model

Make a human body model using glue and string.

-Don't forget to write the names of the organs.

-Here's a model done for you:







## Unit 6

# My Ambition

### Grammar

- Direct and indirect speech: imperatives

### Phonics

- Pronunciation of -tion, -tian, and -ssion as /ʃən/ ambition. imagination. Passion
- Silent /a/ head, bread.

### Language functions

- Asking and answering questions using the structure 'What happens if .....?'
- Asking for opinions and justifying why some people are considered good role models

### Critical thinking

- What do you think big dreams require to be achieved?
- Do you think that any person could be a role model? Why? Why not?

### Study skills

- Self-discipline
- Writing lists of goals



# Lesson (1)

## Dream Big: Exploring my Ambition

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

- talk about ambition; its benefits and challenges.
- read a text about 'ambition' for the main idea.
- read a text about 'ambition' for specific information.
- use newly learnt vocabulary in context correctly.
- recognize words end with different suffixes, but the same pronunciation /ʃən/.
- listen to a conversation between two friends for specific information.
- ask and answer questions using the structure 'What happens if .....?'.
- write about their goals and ambitions.



## EX. 1 Look at the pictures and discuss the questions

I can talk about "ambition"; its benefits and challenges.

- 1 What does ambition mean to you, and how does it connect with your own goals and dreams?
- 2 Have you ever aimed for super ambitious goals? Tell us about them and share the cool ways you worked hard to make them happen.
- 3 Imagine a time when challenges tried to slow down your dream-chasing adventure. How did you beat those challenges?
- 4 Let's talk about the flip side: What are some not-so-great things that might happen if you're overly ambitious?
- 5 Imagine a superhero in real life – someone who dreams big and takes action. Who comes to mind, and what can we learn from their fantastic journey?



## EX. 2 Read and Select a Title

I can read a text about 'ambition' for the main idea.

### What is the main idea of the following text?

- A) Ambition is an imaginary idea.
- B) Big dreams are not impossible; however they are not easy to achieve.
- C) Ambition has some challenges.
- D) Big dreams cannot happen in reality.

Have you ever been told to «dream big» or «be more ambitious»? Well, sometimes it's good advice, but not always. Did you know that many basketball players think they will play professionally, but only a small percentage actually can make it? That's because they **overestimate** their chances of success by a lot! So, being more ambitious may not always be the right advice for everyone.



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But, if you want to make a positive **impact** on the world, it can be a good idea to set ambitious goals. Why? Well, here are four reasons: First, helping more people is better than helping fewer, so it's good to aim for a small chance of helping a lot of people. Second, aiming high can have a big impact because some careers can do a lot more good than others. Third, aiming high gives you the chance to be pleasantly surprised. And fourth, there's less **competition** when you aim high because many people are afraid to take risks.

So, how can you explore your **ambition** and dream big? Well, one way is to think about what you really want in life. What are your **passions** and values? What gets you excited? Take some time to think about these things and set goals for yourself. It's important to be honest with yourself and understand who you are and what you want. And don't be afraid to revisit old dreams that you may have given up. Sometimes, we make up rules that hold us back, but we can challenge those rules and go after our dreams.



Remember, dreaming big is not just about **imagination**, it's about taking action, too. **Break down** your big dreams into smaller steps and create a plan to achieve them. Surround yourself with positive people who support and encourage you. And most importantly, believe in yourself and know that you have the power to make your dreams come true. So, dream big, explore your ambition, and never **limit** yourself. The possibilities are **endless**!



### CRITICAL THINKING

What do you think big dreams require to be achieved?



## EX. 3 Read Again and Answer

I can read a text about 'ambition' for specific information.

- 1 According to the text, why is it a good idea to set ambitious goals if you want to make a positive impact on the world?

Because helping more people is better than helping fewer

- 2 What is one way the text suggests about exploring your ambition and dreaming big?

.....

- 3 Why is it important to surround yourself with positive people?

.....

- 4 What is the benefit of breaking down your big dreams into smaller steps?

- A) Breaking down your dreams makes them more achievable.
- B) Big dreams are more exciting than small ones.
- C) Breaking down your dreams makes them less important.
- D) Big dreams are easier to achieve than small ones.

- 5 Why is it important to believe in yourself when dreaming big?

- A) Believing in yourself limits your potential.
- B) Doubting yourself helps you stay grounded.
- C) Believing in yourself increases your chances of success.
- D) Doubting yourself motivates you to work harder.

- 6 What does the underlined phrasal verb 'Break down' mean?

- A) Divide something into big parts
- B) Divide something into small parts
- C) Divide something into hard parts
- D) Divide something into large parts

## UNIT 6

### EX. 4 Read Again and Complete

I can use newly learnt vocabulary in context correctly.

#### REMEMBER

You can use an e-dictionary to check the meaning of new words.

- 1 She had the **ambition** to become a doctor and help people.
- 2 He tends to **overestimate** his abilities and ends up disappointed.
- 3 The new law had a positive ..... on the environment.
- 4 Her ..... are painting and playing the piano.
- 5 Don't ..... yourself to what others think you can do.
- 6 I always set ..... goals and try to achieve them.
- 7 I won the art ..... and got a gold medal.
- 8 Parents' love to their children is .....
- 9 He is not a good writer. His ..... is very poor.

### EX. 5 Listen and Add the Correct Suffix (-tion/ -tian/ -ssion)

I can recognize words end with different suffixes, but with the same pronunciation /ʃən/.

#### TOP TIP

Some suffixes in English have different spellings, but the same pronunciation, e.g., ambition, Egyptian, confession.

- 1 He comes from Venice. He is Venet**ian**.
- 2 I enjoy group discu..... in the classroom.
- 3 You have a wild imaginat....., Fares.
- 4 I am proud to be Egypt.....
- 5 I came first in the running competit.....
- 6 My ambi..... is to be a famous scientist.
- 7 I took my father's permi..... to go to the club.



## EX. 6 Listen and Complete the Sentences

I can listen to a conversation between two friends for specific information.

- 1 Eyad and Fares are talking about goals and ambitions.
- 2 Setting goals help us stay focused and .....
- 3 It's important to break down the big goals into smaller achievable .....
- 4 Failure should be a new start for us to try again and achieve .....
- 5 It's important to be near the persons who ..... and encourage us to be better.

## EX. 7 Work in Pairs

I can ask and answer questions using the structure 'What happens if .....?'.

What happens if something doesn't work as planned?

Try doing another thing or do the same thing differently

something doesn't work as planned

the goal is difficult to achieve

there are some challenges or obstacles

I feel down or disappointed



## UNIT 6

### **EX.8** Write about your Goals and Ambitions

I can write about my goals and ambitions.

Write about your goals in life: mention how you set your goals, how you plan to achieve them, and how to deal with the challenges you encounter.

**-Don't forget to check and edit your writing.**

#### ***My Goals and Ambitions***

# Lesson (2)

## Setting Goals: Discovering my Future Aspirations

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

- talk about setting goals for the future.
- read a text about 'Setting goals' for gist.
- draw inferences based on information given in a text.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- listen to a text about "Why setting ambitious goals?" for specific information.
- ask and answer question about setting future goals.
- write about their short-term and long-term goals for the future.



## EX.1 In Pairs, Discuss the Following Questions

I can talk about setting goals for the future.

- 1 Have you ever thought about your ambitions or set short-term and long-term goals for your future? Mention some of your goals.
- 2 What are some careers that interest you? Why have you chosen them?
- 3 Do you know what is meant by setting SMART goals?
- 4 What are some challenges you might face while trying to achieve your career goals? How can you overcome them?
- 5 Have you ever changed your mind about what you want to do in the future? What made you change your mind?



## EX.2 Read and Answer

I can read a text about 'Setting goals' for gist.

**Read this text about 'Setting goals' and answer the following question:  
What is the main idea of this text?**

Have you ever thought about what you want to be when you grow up? It's important to have goals for your future so you can work towards them and make your dreams come true. Your goals can be **short-term**, like something you want to achieve soon, or **long-term**, like something you want to achieve in the future. Let's explore some examples of career goals and how you can achieve them.

One example of a career goal is advancing to a leadership position. This means becoming a boss or a manager in your job. To achieve this goal, you can gain experience by starting in entry-level positions and attending leadership training. Another example is shifting into a new career path. If you want to do something different than what you're doing now, you can explore new jobs and get additional education or training. It's important to have both short-term and long-term goals to help you stay focused and motivated.



When you're thinking about your career goals, it's also important to consider what you enjoy doing and what you're good at. You want to choose a career **aligned** with your interests and values. For example, if you love helping people, you might want to consider a career in healthcare or social work. It's okay to change your mind and explore different **options** along the way. Remember, your first job doesn't **determine** the rest of your life, and it's okay to try different things to find what makes you happy.



To discover your **aspirations** and achieve your career goals, it's important to have a plan and take action. You can start by setting SMART **targets**, which means making specific, measurable, achievable, relevant, and time-bound goals. Break down your goals into smaller steps and create a schedule to help you stay on track. It's also important to believe in yourself and stay positive. Don't be afraid to ask for feedback and learn from your mistakes. And remember to reward yourself for your hard work along the way.



### EX. 3 Read Again and Choose the Correct Answer

I can draw inferences based on information given in a text.

#### 1 What is the writer's purpose in writing this text?

- A) Setting short-term goals
- B) Setting long-term goals
- C) It's important to set goals for the future.
- D) You can change your goals.

#### 2 What does the writer mean when he/she says "your first job doesn't determine the rest of your life."

- A) People do the same job all their life.
- B) People can change their job choices any time in their life.
- C) Jobs are unchangeable.
- D) Jobs are fixed for the whole life.



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**3 Which specific detail in the text in which the writer tells us to choose the career that we love?**

- A) It's okay to try different things to find what makes you happy.
- B) Break down your goals into smaller steps.
- C) It's important to have both short-term and long-term goals
- D) Choose a career aligned with your interests and values.

**4 Why does the writer say that having short- and long-term goals is important?**

- A) To help you stay focused and motivated
- B) To help you learn new things
- C) To help you get a better job
- D) To help you get a good salary

**5 What are the two things that can help you stay on the right path?**

- A) Saving lots of money and exercising
- B) Breaking down your goals into smaller steps and creating a schedule
- C) Asking parents for help and receiving feedback
- D) Being promoted and gaining lots of friends

**6 What does the underlined word 'shifting' mean?**

- A) Choosing
- B) Creating
- C) Changing
- D) Collecting

### EX. 4 Read and Match

I can recognize new vocabulary using definitions.

<b>1 - Aspirations</b>	( ) Lasting for a significant period of time in the future
<b>2 - Short-term</b>	( ) In agreement or harmony with something
<b>3 - Long-term</b>	( ) Something aimed at
<b>4 - Aligned</b>	( <b>1</b> ) Strong desires or ambitions to achieve something
<b>5 - Determine</b>	( ) Lasting for a brief period of time
<b>6 - Target</b>	( ) To reach a decision
<b>7 - Option</b>	( ) The act of choosing; choice



## EX. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

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

aligned - determined - long-term - option - aspirations - targets - short-term

- 1 She was determined to overcome all obstacles and achieve her goals.
- 2 I have big ..... to become a doctor.
- 3 His ..... goal is to finish his homework tonight.
- 4 Her ..... goal is to save enough money to buy a house.
- 5 His actions are ..... with what he says.
- 6 You have more than one ..... . You can choose the color you like.
- 7 The company has achieved all the ..... . All the products have been sold.

## EX. 6 Listen and Fill in the Gaps

I can listen to a text about "Why setting ambitious goals?" for specific information.

Hey there, future achievers! Let's talk about why it's super cool to set **big** goals for yourself. First off, having these awesome goals gives your life a real sense of **2** ..... and shows you where you're heading. When you wake up in the morning, you've got a mission, and even when things get a bit tricky, you've got a reason to keep pushing **3**.....

Setting these big goals isn't just about reaching them; it's also about becoming your absolute best self. Imagine stepping out of your cozy **4** ..... zone – it might feel a bit scary, but guess what? That's where the **5** ..... happens! You'll learn and pick up new skills that will come in handy in all parts of your life. How cool is that?

Now, here's the super awesome part – when you actually achieve those big goals, you get this amazing feeling of **6**.....and pride. It's like a high-five to yourself! It shows you that you're capable of doing incredible things, and that's a major boost for your **7**.....and toughness. So, dream big, set those goals, and go rock the world! You've got this!

Scan to read the whole article.



## UNIT 6

### EX.7 Look at the Pictures and Role Play

I can ask and answer question about setting future goals.

Here is a model for you:

A: Have you ever thought about setting future goals?

B: Of course. I have some short-term and long-term goals?

A: What are some of your short-term goals?

B: Coming first in the month exam and winning the art competition next week.

A: That's great. I wish you good luck.

What are your short term goals?



LONG TERM GOALS



### EX.8 Think and Write

I can write about my short-term and long-term goals for the future.

Short-Term Goals	Long-Term Goals
1 - Coming first in my month test.	1- .....
2 - .....	2 - .....
3 - .....	3 - .....
4 - .....	4 - .....
5 - .....	5 - .....

# Lesson (3)

## Role Models and Inspiration: Influencing my Ambition

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

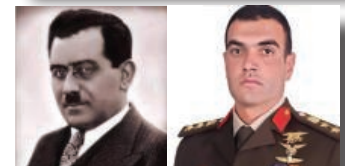
- talk about role models; their qualities and how they inspire others.
- read a text about “Role Models” for the main idea.
- read a text about “Role Models” for specific information.
- recognize new vocabulary in a text using definitions.
- justify why some people are considered good role models.
- identify words with silent /a/.
- listen to a talk about “a young role model” for specific information.
- write about their own role model in life.



## EX.1 Look at the pictures, then Discuss the questions

I can talk about role models; their qualities and how they inspire others.

- 1 What is meant by a role model? Who can be a role model?
- 2 Think about someone who inspires you. What qualities do they have that you admire?
- 3 Do you see yourself as a good role model? Why?
- 4 What are some traits about yourself that you think could inspire others?
- 5 Who is your role model? Describe their accomplishments and how they have influenced your goals. (You can choose from the pictures.)
- 6 Do you think role models are important for young boys and girls? Why?



## EX.2 Read and Choose the Correct Answer

I can read a text about "Role Models" for the main idea.

### - What is the main idea of this text?

- A) Role models can inspire us and shape our views and actions.
- B) It's important to be confident and open to meeting new people.
- C) Girls need female role models; while boys do not.
- D) Everyone has the power to inspire others.

Have you ever thought about who **inspires** you? Who is a role model for you? Role models are people who we look up to and want to be like. They can be famous people or people we know, like family members, teachers, or neighbors.



## Lesson (3)

We all have the power to inspire others too! Think about what **traits** and actions inspire you, and choose a role model who has those **qualities**. It's important to believe in yourself and know your strengths. Even simple things about yourself can inspire others. It's also important to be your own person and not worry about what other people think. Have **confidence** in yourself and be open to meeting new people with different interests. You can learn a lot from them and **expand** your views.



A good role model is someone who makes their own decisions and stands by them. They are **humble** and learn from their mistakes. Remember, nobody is perfect! You can set a good example by learning from your own mistakes and moving forward. Role models are important because they can **shape** our views and actions. They can show us what is socially accepted and help us achieve our goals. Don't forget that when we see someone who looks like us succeed, it inspires us to do the same.



### ALWAYS REMEMBER

Prophet Muhammad (PBUH) is a role model for all muslims.

### CRITICAL THINKING

Do you think that any person could be a role model? Why? Why not?

## UNIT 6

### EX. 3 Read Again, then Answer

I can read a text about "Role Models" for specific information.

1 What is meant by a role model?

A role model is someone who we look up to and want to be like.

2 Who could be a role model?

.....

3 What is one trait of a good role model mentioned in the text?

.....

4 According to the text, what is one benefit of having a role model?

- A) Role models can show us what is socially accepted.
- B) Role models can make all our decisions for us.
- C) Role models can take away our individuality.
- D) Role models can tell us who we should be friends with.

5 What is one way that you can inspire others?

- A) By always worrying about what other people think
- B) By being perfect and never making mistakes
- C) By believing in yourself and knowing your strengths
- D) By only learning from your own mistakes

6 According to the text, why is it important to be open to meeting new people?

- A) To find someone who looks like you to succeed
- B) To learn from them and expand your views
- C) To have someone who can make decisions for you
- D) To worry about what other people think



## EX. 4 Read Again and Write

I can recognize new vocabulary in a text using diffenitions.

Word	Definition
1 - <b>Inspire</b>	To fill someone with the urge or ability to do or feel something, especially to do something creative
2 - .....	To influence something such as a belief or opinion and make it develop in a particular way
3 - .....	A person looked to by others as an example to be imitated
4 - .....	The feeling or belief that one can rely on someone or something; firm trust
5 - .....	Not proud or arrogant
6 - .....	Distinguishing qualities or characteristics, typically ones belonging to a person
7 - .....	To increase the extent, number, volume, or scope of: enlarge

## EX. 5 Work in Pairs

I can justify why some people are considered good role models.

Do you think Dr Muhammed Ghoneim is a good role model for us?

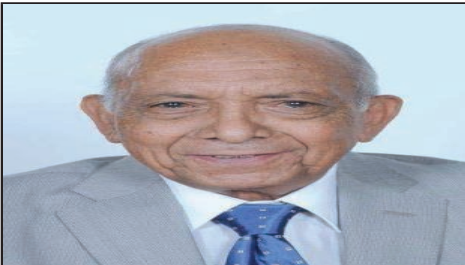


Why?

Of course.

Dr Ghoneim is a good role model for us because he has dedicated his life to improve the health and quality of life of his patients, and serve his community and humanity. He is a source of inspiration and pride for us.



## UNIT 6

	
<b>Professor: Mohamed Ghoneim</b>	<b>Colonel: Ahmed Mansi</b>
	
<b>Professor: Moustafa Musharafa</b>	<b>Scientist: Yasmine Moustafa</b>

### EX. 6 Listen, Read and Circle

I can identify words with silent /a/.

The letter 'a' is powerful

But, it's silent in more than one word

Try reading aloud

**Bread**, head and thread

Oh! Wait for a while!

And show me your lovely smile

'A' is silent at the beginning

In specific words, such as aisle

Be careful with some adverbs

That end with the suffix -ically

And before you do something

Think critically and optimistically

**Can you think of other words that have silent /a/?**

**Basically** .....

### TOP TIP

The letter A is silent in a bunch of words that include -ea, such as bread and head. The letter A also remains quiet in a bunch of adverbs that end in -ically, such as basically and magically. A few words also have a silent A at the beginning, such as aisle.

## EX.7 Listen and Tick ( ✓ ) or ( ✕ )

I can listen to a talk about a young role model, Mikaila Ulmer, for specific information.



- 1 Kids can be good role models. ( ✓ )
- 2 Mikaila Ulmer was seven when she was stung by a bee. (   )
- 3 Mikaila Ulmer got the idea of her lemonade recepie from her grandmother's recepie. (   )
- 4 Mikaila Ulmer added sugar to her lemonade. (   )
- 5 Mikaila Ulmer donates some of her money to save the bees. (   )

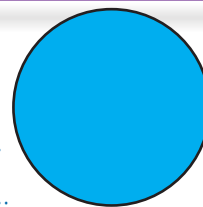
## EX.8 Write about your Role Model

I can write about my own role model in life.

The following questions can help you organize your ideas:

- Who is he/ she? Is he/she a famous character?
- What does he/ she do to inspire you?
- Don't forget to check and edit your writing, you can add a picture of him/her.

## *My Role Model*



A series of horizontal dotted lines for writing, spanning the width of the page below the title and the blue circle.

# Lesson (4)

## Planning for Success: Mapping out my Ambition

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

- talk about 'making plans and achieving success'.
- read a text about 'Planning for Success' for the main idea.
- read a text about 'Planning for Success' for specific information.
- use newly learnt vocabulary in context correctly.
- differentiate between direct and indirect/ reported speech.
- change imperative sentences from direct to indirect.
- create a mind map about their future.
- match words to their antonyms while playing a win-win game.





## UNIT 6

### EX. 1 Look at the Pictures and Discuss the Questions

I can talk about making plans and achieving success.

- 1 Think about a goal you have set for yourself. What will you do to achieve that goal?
- 2 Describe a time when you had to make a plan to attain a goal. How did having a plan help you?
- 3 What does success mean to you? How do you think defining your own version of success can help you in your personal and academic life?
- 4 Think about a time when you set a goal but faced obstacles along the way. How did you overcome those obstacles?
- 5 Reflect on a person in your life who has been a positive influence on your growth and development. How have they helped you in mapping out your ambition?



#### REMEMBER

SWOT analysis is a framework for identifying and analyzing an organization's strengths, weaknesses, opportunities and threats. These words make up the SWOT acronym.



## EX. 2

## Read and Select a Another Title

I can read a text about 'Planning for Success' for the main idea.

Select another title for the text below.

Do you ever feel confused about how to grow in your career? Well, even big companies can be **vague** about the best ways to develop. But don't worry, you can take charge of your own growth! Start by writing down where you are now and where you want to go next. This will help you create a personal experience map, which shows the experiences you want to have in the next few years. It's like making a plan to get from one place to another on a map!



Writing down your goals is really important. **It** gives your brain instructions and makes it more likely that you will achieve them. You should also spend time each week thinking about your goals and making **modifications** if needed. This will help you stay on track and make progress. And when you set goals for the week, make sure you spend enough time working on them. If you want to achieve something by the end of the week, you should spend at least half of your time working on it. It's important to be **realistic** about what you can **accomplish**.

Building relationships with people who can help you is also a great idea. For example, if your father has a hair salon, he could form a relationship with a boutique owner nearby. They could help each other by **promoting** each other's businesses and referring customers to each other. It's a win-win situation! And don't forget to **embrace** the good things in your life and let go of the bad things. It's also important to make changes that will improve your life and make you happier.

Remember, everyone's definition of success is different. What matters is what success means to you. Take some time to think about what you really want in your career and in your life. Create your own plan for success and start by asking yourself some questions, like what are your strengths and what do you want to get out of your career, then set SMART goals. This will help you to **eagerly** continue your journey to success!

### REMEMBER

A Mind Map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept.



### TOP TIP

A win-win situation is a situation in which both sides involved gain something or are successful.

### EX. 3 Read Again and Answer

I can read a text about 'Planning for Success' for specific information.

- 1 According to the text, what is one way to take charge of your own growth?

Write down your goals and create a personal experience map.

- 2 What is the benefit of creating your own plan for success?

.....

- 3 Why is it important to embrace the good things in your life and let go of the bad things?

.....

## 4 What is the main idea of this text?

- A) Big companies are vague about career development.
- B) Everyone's definition of success is different.
- C) It's important to set specific, measurable, attainable, relevant, and time-based goals.
- D) Take charge of your own growth by mapping out your ambition and setting goals.

## 5 What is the importance of being realistic about your goals?

- A) Being realistic about your goals helps you stay on track and make progress.
- B) Being realistic about your goals makes it more likely that you will achieve them.
- C) Being realistic about your goals helps you build relationships with others.
- D) Being realistic about your goals improves your life and makes you happier.

## 6 What does the underlined pronoun 'It' in the first line of the second paragraph refer to?

- A) Making a plan
- B) Writing down goals
- C) Having personal experience
- D) Making progress

### EX. 4 Read Again and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

- 1 The instructions were vague; they were not clear at all.
- 2 It's not ..... to expect to become a professional athlete without practicing.
- 3 She always ..... the opportunity to learn a new skill.
- 4 The boy continued his way ..... after hearing his father's voice calling his name.
- 5 I cannot ..... this task. It's too difficult.

## UNIT 6

- 6 Your plan needs some ..... to succeed.
- 7 My father succeeded in ..... his business through making special offers for customers.

### EX. 5 Read and Write: Direct or Indirect/ Reported

I can differentiate between direct and reported speech.

### TOP TIP

#### Indirect/ Reported Speech Imperatives

To change a sentence in the imperative from direct speech to indirect/ reported speech, use the following structure  
Subject + reporting verb (asked, told) + noun/ pronoun + to/  
not to + infinitive.

#### Examples:

She said, "Please, come early, Omar." (**Direct**)

She asked Omar to come early. (**Indirect**)

Dad said, ' Don't come late.' (**Direct**)

Dad told me not to come late. (**Indirect**)

### REMEMBER

#### Imperatives are used with:

- Commands: Keep quiet!
- Requests: Please, open the window.
- Advice: Go and do your homework.
- Suggestions: Take the next train instead.

- 1 The girl said to the shop assistand, "Give me a bottle of water, please." ( Direct )
- 2 Mum told me to go to bed. (Indirect)
- 3 Dad told Omar not to stay up late. ( )
- 4 The children said, "Give us some candy, Mum." ( )
- 5 The teacher asked the pupils to open their books on page two. ( )
- 6 Grandpa told me to help him go upstairs. ( )
- 7 Zeina said, "Stop bothering me, Hana." ( )

## EX. 6 Work in Pairs

I can change imperative sentences from direct to indirect.

- 1 The teacher said, "Stand up, please."
- 2 The teacher said, " Don't make noise."
- 3 Mum said, "Go and wash the dishes."
- 4 Aly said, "Come on time, please."
- 5 Wafaa said, " Please, don't take my camera, Nadia."
- 6 Goha said, " Don't worry about others' opinions all the time, son."
- 7 Dad said, " Bring me a glass of water, please."

The teacher said, "Stand up, please."

The teacher told us to stand up.

The Teacher told us  
not to make noise.

The teacher said,  
"Don't make noise."

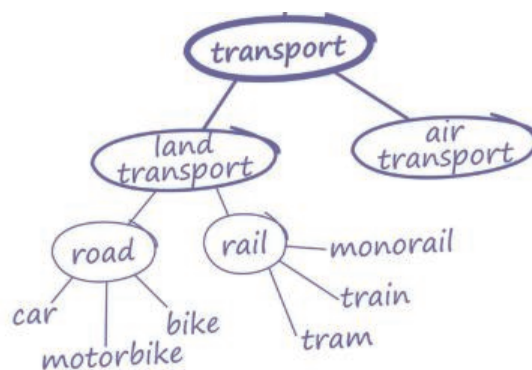


## UNIT 6

**EX.7**

Look at the Models below and Create Your Own Mind Map

I can create a mind map about my future.



***My Future Mind Map***



## Ex.8 Game Time

I can match words to their antonyms while playing a win-win game.

- This is a win-win game.
- Play it in pairs.
- Form five pairs of words and their antonyms.
- You have to take two words from your partner and give him/ her two words instead to form their five pairs of antonyms.
- Don't forget to form the pairs of antonyms you have first before exchanging other words with your partner.

Your Words	Your partner's Words
Success	Promote
Take	Hinder
End	Start
Happy	Vague
Realistic	Sad
Specific	Strength
Fanciful	Impossible
General	Give
Attainable	Clear
Failure	Weaknesses

Your Answers	Your partner's Answers
1 - Success x Failure	1 - Promote x Hinder
2 - .....	2 - .....
3 - .....	3 - .....
4 - .....	4 - .....
5 - .....	5 - .....

# Lesson (5)

## Pursuing my Ambition with Determination

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

- talk about determination and overcoming challenges.
- read a text about “Determination” for the main idea.
- read a text about “Determination” for details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- extend their knowledge of using indirect speech (imperatives).
- extract the moral lessons from a story.

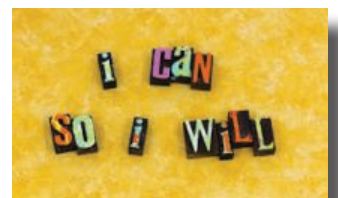


### EX. 1

#### Look at the Pictures and Discuss the Questions

I can talk about determination and overcoming challenges.

- 1 Think about a time when you faced a big challenge. How did you feel? What did you do to overcome it?
- 2 What are some goals you have for yourself? How can determination help you achieve them?
- 3 Who are some people in your life that support and encourage you? How do they help you stay motivated?
- 4 Describe a situation where you had to make a difficult decision. How did determination play a role in your decision-making process?
- 5 Think about a time when you faced a setback or failure. How did determination help you bounce back and keep moving forward?
- 6 Reflect on a goal that you have achieved. How did determination contribute to your success? What obstacles did you overcome along the way?



### EX. 2 Read and Choose the Correct Answer

I can read a text about "Determination" for the main idea.

#### - What is the main idea of this text?

- A) Having determination is important for achieving your goals.
- B) Surrounding yourself with supportive people is key to success.
- C) Success comes easily to those who are naturally talented.
- D) It's important to give up when things get tough.

## UNIT 6

Have you ever faced a big challenge? Maybe it was a difficult math problem or a tough soccer game. Well, guess what? You can overcome challenges and **pursue** your ambitions with determination!



What does it mean to be **determined**? It means having a strong desire to achieve your goals and never giving up, no matter what **obstacles** come in your way. Determination is like a superpower that helps you keep going, even when things get tough.

One important thing to remember is that success doesn't happen overnight. It takes hard work and **perseverance**. **Ambitious** people set goals for themselves and work steadily towards achieving them. They don't wait for things to happen; they make them happen!



Having determination also means believing in yourself. You have the power to control your own life and make decisions that will help you reach your goals. Even when things don't go as planned, you can learn from your mistakes and keep moving forward.

It's also important to surround yourself with **supportive** people. Your family, friends, and teachers can be a great source of **encouragement** and help you stay motivated. They can cheer you on when things get tough and celebrate your successes with you.

Remember, you have big dreams and ambitions. Don't let anything hold you back. Stay determined, work hard, and never give up. With determination, you can overcome any challenge and achieve your goals. So go out there and pursue your ambitions with all your heart!



## EX. 3 Read Again, then Answer

I can read a text about "Determination" for details.

### 1 According to the text, what is determination?

- A) A superpower that helps you keep going
- B) A feeling of hopelessness in the face of challenges
- C) A willingness to give up when things get tough
- D) A natural talent that some people have and others don't

### 2 What does the text suggest about achieving success?

- A) Success takes hard work and perseverance.
- B) Success comes easily to those who are naturally talented.
- C) Success is only possible with the help of others.
- D) Success is impossible if you make mistakes.

### 3 Why is determination compared to a superpower?

- A) Because it gives you special abilities like flying or invisibility
- B) Because it helps you keep going even when things get tough
- C) Because it makes you stronger than other people
- D) Because it can solve all your problems instantly

### 4 What is one important thing to remember about achieving success?

- A) It takes hard work and perseverance.
- B) Success comes easily to those who are naturally talented.
- C) Success is only possible with the help of others.
- D) Success is impossible if you make mistakes.

### 5 According to the text, what can you learn from your mistakes?

- A) You can learn and keep moving forward.
- B) Mistakes are a sign of failure and should be avoided.
- C) Mistakes are permanent and cannot be corrected.
- D) You should give up when you make a mistake.

### 6 Why is it important to surround yourself with supportive people?

- A) They can distract you from your ambitions.
- B) They can criticize and discourage you.
- C) They can make your goals harder to achieve.
- D) They can encourage and motivate you.

## UNIT 6

### EX. 4 Read and Match

I can recognize new vocabulary using definitions.

1 - Pursue	( ) Having a strong desire to achieve goals and never giving up, no matter what obstacles come your way
2 - Obstacles	( ) The ability to recover quickly from difficult situations
3 - Ambitious	( ) Words or actions that give someone support, confidence, or hope
4 - Determined	( 1 ) Continue doing something
5 - Resilience	( ) Providing encouragement, help, or assistance
6 - Encouragement	( ) Things that get in the way or make it difficult to achieve something
7 - Supportive	( ) Having a strong desire to succeed or achieve something great

### EX. 5 Read the Following Sentences and Fill in the Gaps with Words in the Box

I can use newly learnt vocabulary in context correctly.

**perseverance – obstacles – ambitious – determined –  
encouragement – supportive – pursue**

- 1 You need hard work, patience, and perseverance to be a successful businessman.
- 2 The boy was ..... to finish the race, even though he was tired.
- 3 The Egyptian team faced many ..... on their journey to the championship.
- 4 You need to ..... your hard work to achieve your ambition.
- 5 She has always been ..... and she wants to become a doctor.
- 6 His parents' ..... helped him believe in himself and try his best.
- 7 Her friends were very ..... during her fight against cancer.



## EX. 6 Read the Sentences below and Correct the Underlined Mistakes

I can extend my knowledge of using indirect speech (imperatives).

- 1 Mona told Heba that lend her a pen. ( to )
- 2 The teacher said, "Not make noise, please." ( )
- 3 Mum asked us for clean our rooms. ( )
- 4 I asked my brother to helped me with my homework. ( )
- 5 Mum asked Shahd to does the laundry. ( )
- 6 Miss Wafaa told the pupils to no talk. ( )

## EX. 7 Story Time

I can extract the moral lessons from a story.

- Read the following story about "The Always-Dreamer Boy", then write the moral lessons from it.

### "The Always-Dreamer Boy"



Long ago in a small village house in Siwa, lived a small happy family; the father, Mohsen, the mother, Amina, and their eleven-year-old son, Adham. Mohsen owned a small farm land where he planted different types of vegetables. Adham used to help his father after coming from school and finishing his homework. His father used to say, "Don't come and help me here, just take care of your study."

## UNIT 6

Adham was an obedient son and an excellent pupil, as well. He said, "Don't worry, dad. I'm always top of my class and I know what I want to do in my life. I have written some goals that I will do my best to achieve."

The father was happy to hear this and said, "Show me what you have written." Adham showed his father the list of goals, then he smiled and said, "One of your goals will come true soon. If you promise me to come first this year, I'll get you the bike you dream of." Adham was superexcited and promised his dad.

Three months later, Adham came home shouting happily, "Mum! Dad! I came first and I got a certificate plus a one-thousand reward." Adham's parents were over the moon after hearing the good news. His dad said, "My reward for you is ready, too. Come and check it." Adham couldn't believe his eyes when he saw his new bike in front of him. Adham hugged his dad happily saying, "Thank you, dad. You're the best dad in the world."

One year later, Adham finished his primary school and he became professional at cycling. He even used to join cycling races and came first each time. However, Adham's happiness was interrupted by the news of his father's death in a car accident while coming home from the market. Days passed and Adham and his mother were in great sadness. Then, Adham's mother decided to sell the land to a neighbor and go live with her family in Matrouh.

Adham joined a preparatory school there, but he never forgot his father or any of his life goals. He kept working hard and coming first at school and cycling. One day, Adham heard about "The Nile National Cycling Competition". He decided to enter this competition and achieve another goal. He trained hard day and night and finally he came first and got the gold medal with a cheque of 10,000 pounds. Adham was happy and gave his mum all the money because his mum used to work hard to save money for him.

### ***My Life Goals***

*Live happily with family.*

*Always be top of my class.*

*Have a new bike.*

*Win all the cycling races I join.*

*Join Zewail's University for Science and Technology.*

Years passed and Adham had finished his secondary school and decided to join Zeweil's University for Science and Technology; as one of his biggest goals and life ambitions is to become a scientist. Meanwhile, Adham never gave up his cycling hobby, and he prepared himself to join a world competition in cycling in the summer.

Now, Adham is one of the best students at the university and a member of the national cycling team. Adham wrote a book about his success and how he achieved many of his dreams despite all the challenges and obstacles he had been through. Adham named his book "Always be a Dreamer and Dream Big". The book was a great success and Adham became rich. He built a nice house with a garden to live in with his mum. Adham's mother was so proud of him, and Adham took good care of his mum whom he always tells, "Your prayers and my father's are the main reasons for my success." For the rest of his life, Adham never forgot to visit his father's grave and pray for him.

### The morals gained from this story are:

1 Honoring parents is the key to happiness.

2 .....

3 .....

4 .....

5 .....

### After reading

Can you add another part to this story? Can you predict something that Adham will do?

.....

.....

.....

.....

.....

.....

## MINI-PROJECT

### My Role Model: A Success Story Poster

- In groups, think of people who inspire you and they are considered good role models for many.
- Choose at least five that are really good role models; they should be from different fields: religion, science, medicine, business, politics, social work, education, sports, ..... etc.
- Make a poster and put their pictures.
- Mention why they are good role models and what they do to inspire others.
- Write about their success stories and some of the challenges they encountered and overcame.
- Don't forget to write 'My Role Model: A Success Story' on the poster.
- Here is a poster model for you as an example.







# Unit 7

## Explore the City

### Grammar

- Compound sentences
- Relative pronouns: who, which, and that

### Phonics

- Silent /i/ i.e. business – parliament
- Silent /l/ i.e. palm- calf- calm

### Language functions

- Asking for information

### Critical thinking

- Is it important to know about the rules of each place? Why?
- Do you think people should go to hospitals alone? Why? Why not?
- Do you think Al-Azhar Mosque is a place for praying only? Why?

### Study skills

- Communication skills



# Lesson (1)

## Sky High

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

- describe what it feels like to fly in an airplane.
- Conduct a conversation about the rules and regulations at an airport for specific information.
- recognize unfamiliar words by using their definitions.
- explain the necessary procedures and guidelines to follow at the airport.
- politely request information from others.
- engage in a conversation between a passenger and a check-in officer at the airport.
- comprehend a written passage about airport rules to obtain specific information.
- compose an email to inform a friend about the rules and regulations at the airport.





### EX.1

#### Look at the Picture, then Discuss the Questions

I can describe what it feels like to fly in an airplane.



- 1 Have you ever travelled abroad by plane?
- 2 If yes, where did you go?
- 3 What was the purpose of your flight?
- 4 What do you think people should do while being at the airport?
- 5 If you are travelling by plane, what items can you take on the plane?

### EX.2

#### Listen, Read and Answer

I can Conduct a conversation about the rules and regulations at an airport for specific information.

**Laila:** Good morning, Salma! I'm here at the entrance of the airport. Where are you right now?

**Salma:** Hey there! I'm waiting for you at the **terminal**. Hurry up; we need to go to the **check-in counter**.

**Laila:** Why do we need to go there? We booked our tickets online yesterday.

**Salma:** We have to check our carry-on bags, **luggage**, passports, and get our boarding passes.

**Check-in Officer:** Good day! May I see your tickets and passports, please?

**Laila and Salma:** Of course. Here you go.

**Check-in Officer:** Where are you flying to?

**Laila and Salma:** We're going to Dubai. We are on vacation.

**Check-in Officer:** How many bags are you checking in?

**Laila and Salma:** We have only two bags.

**Check-in Officer:** Alright, please **place** them on the scale.

**Laila and Salma:** Certainly.

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**Check-in Officer:** Okay. Would you prefer a window seat or an aisle seat?

**Laila:** I'd like a window seat, and Salma will sit next to me.

**Check-in Officer:** Perfect. Let me print your boarding passes. Your flight will depart from gate 10A. Boarding will start at 11:15. Your seat numbers are 16D and 17D. Make sure to reach your gate one hour before **departure**.

**Laila** and **Salma:** Thank you so much.

**Check-in Officer:** You're welcome. Just a reminder, take the escalator, and you'll find the **security gate** right in front of you. Then, follow the signs to your gate. Have a safe flight.

**1** Where are Laila and Salma?

They are at the airport.

**2** How did they book their flights?

.....

**3** Why are they going to Dubai?

.....

**4** The check-in-officer asked them to put their ..... on the scale.

- A) bags
- B) passports
- C) tickets
- D) visas

**5** Salma's seat is ..... Laila's seat.

- A) far from
- B) near
- C) opposite
- D) behind

### CRITICAL THINKING

Is it important to know about the rules of each place? Why?

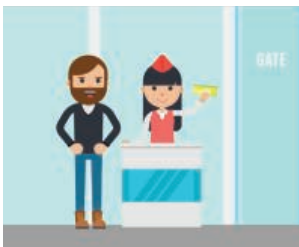
## EX. 3 Read and Match

I can recognize unfamiliar words by using their definitions.

A	B
1 - Terminal (n)	(.....) Bags, suitcases, pack bags
2 - Luggage (n)	( <u>1</u> ) The area or building at a station, airport, or port that is used by passengers leaving or arriving
3 - Place (v)	(.....) The act of leaving somewhere
4 - Departure (n)	(.....) A movable fixture installed in front of a building for protection
5 - Security gate (n)	(.....) To put something in a particular position

## EX. 4 Put the Following Steps in the Correct Order

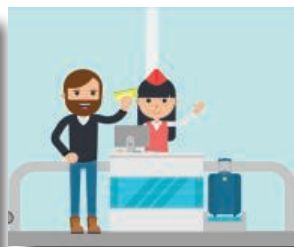
I can explain the necessary procedures and guidelines to follow at the airport.



○



○



3



○



○



○

1 I am at the terminal..

3 I am at the check-in officer.

5 I book the tickets.

2 I am on the plane..

4 I am at the security gate.

6 I am at the departure gate.

## UNIT 7

### EX. 5

#### Read and Match

I can politely request information from others.

- Read the following sentences and match each one to the correct question.

1 - I can't carry my luggage.	(.....) Pardon me, where can I get a cup of tea, please?
2 - I don't know where to sit on this flight.	(.....) May I see your ticket and passport, please?
3 - My flight take off should have been an hour ago.	( <u>1</u> ) Where can I get a cart or a trolley?
4 - I need a cup of tea.	(.....) Excuse me! Is my flight delayed?
5 - I want to check-in	(.....) Could you show me my seat, please?

### TOP TIP

#### *To ask for information:*

1. Could you tell me...?
2. I'd like to know...
3. Do you know...?
4. Excuse me, how can I find .....?
5. Could anyone tell me...?
6. I wonder if you could tell me.....?
7. Pardon me, what is the best way to .....?

### EX. 6 Ask and Answer in Pairs

I can engage in a conversation between a passenger and a check-in officer at the airport.

#### - Use the following questions:

- May I see your ticket, please?
- What's your purpose for traveling?
- Do you have a photo-ID (driver's license, passport)?
- Are you checking any bags?
- How many bags are you checking?
- Do you require any special assistance?
- What is your final destination?
- Would you like a window seat or an aisle seat?
- Do you have any special eating requirements?

### EX. 7 Read, then Complete the Sentences

I can comprehend a written passage about airport rules to obtain specific information.

Going to the airport can be exciting, but it can also be a little confusing. There are some important rules and instructions that you need to know before you go. Let's learn about them!

First, when you're packing your bags, there are some things you can't bring on the plane. Things like box cutters, utility knives, and razors are not allowed in your carry-on luggage. But don't worry, you can bring razor blades that are in a safety cartridge and can't be removed. It's important to know what you can and can't bring, so make sure to check the list before you pack.

When you get to the airport, there are some security procedures you have to follow. One of them is taking your laptop out of its bag and putting it in a separate bin. The security officers need to check laptops for anything dangerous, so it's easier for them to see it if it's by itself. You also have to limit liquids, gels, and put them in a clear bag. This is because a long time ago, some people tried to bring small-liquid explosives

## UNIT 7

on a plane, so now they have to be extra careful. And don't forget to take off your hats, shoes, belts, and jackets, because sometimes people hide dangerous things in them.

Navigating the airport can be a little tricky, but don't worry, I'll help you! First, make sure you arrive at the right terminal at the right time. Different airlines have different terminals, so you need to know where to go. It's also a good idea to arrive at least two hours before your flight for domestic flights and three hours for international flights. That way, you have enough time to check in and go through security. And remember, always stay in your lane and follow the rules, like showing your boarding pass and ID when asked. It's important to be prepared and follow the instructions to make the airport experience easier for everyone.

Now you know some important rules and instructions for the airport. Remember to check what you can and can't bring, follow the security procedures, and navigate the airport with confidence. Have a great trip!

- ❶ You can't bring box cutters, utility knives, and razors on the plane.
- ❷ At the airport, you need to take ..... and put it in a separate bin.
- ❸ You must take off ..... because sometimes people hide dangerous things in them.
- ❹ It's also a good idea to arrive at least ..... or ..... hours before your flight.
- ❺ The officer may ask you to show .....

### EX. 8 Write an Email

I can compose an email to inform a friend about the rules and regulations at the airport.

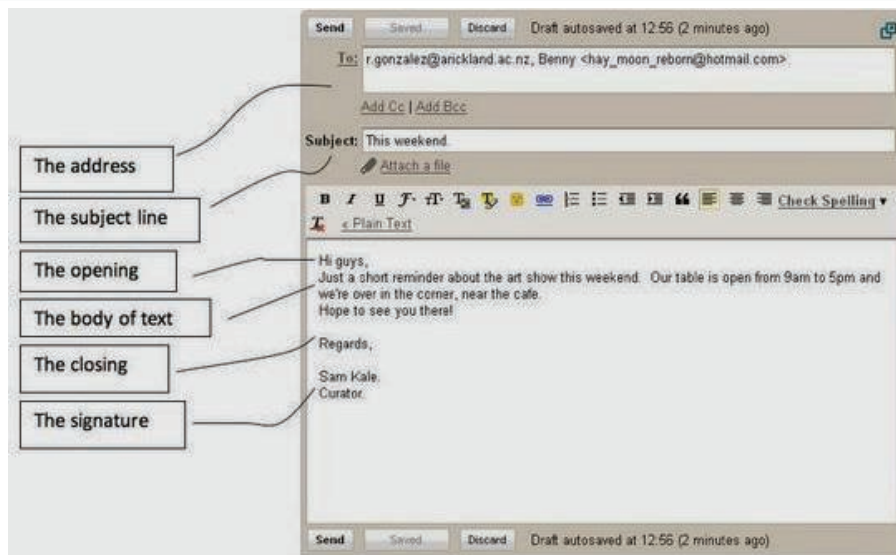
**Write an email to your friend Mahmoud reminding him of the most important things to consider before going to the airport.**

**-The following tips can help you:**



## Top Tips for writing

1. Use an exclamation mark (!) at the end of an exclamation or after surprising information.
2. Use a capital letter to start a sentence.
3. Use a comma (,) in a list.
4. Use a full stop (.) to end a sentence.
5. Use a question mark (?) at the end of a question.



## HOW TO WRITE EMAILS

### Starting the E-mail

- Hi James!
- My dear father...
- Dear John...
- Hello David...
- Dear Mr, Mrs, Ms...

### Opening Sentence

- How are you?
- How's life treating you?
- How's life?
- How are things?
- Any news?
- Anything strange?
- What are you up to these days?



### Giving News

- Guess what. I've...
- I've got some good news, my friend.
- Great news John, I've...
- Unfortunately, I've got bad news
- I'm afraid I have some bad news
- Bad news John

### Closing Sentence

- Well, that's all for now
- I'd better get back to work here
- I must go
- Looking forward to...
- Take care
- All the best
- All my love



# Lesson (2)

## At the Hospital

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

- discuss the reasons why individuals visit a hospital and how to behave while being there.
- read a passage about "At the Hospital" for specific information.
- provide supporting evidence to support their answer.
- listen to brief conversations for specific information.
- determine the meaning of unfamiliar words by using visual clues.
- identify the meaning and part of speech of certain words.
- explore ways of combining simple sentences and rearranging clauses to create compound and complex sentences.
- write a paragraph describing a personal experience that occurred at the hospital.



## EX.1 Look at the Picture and Discuss the Questions

I can discuss the reasons why individuals visit a hospital and how to behave while being there.

**In pairs, look at the picture and discuss the following questions:**

- 1 What can you see in this picture?
- 2 Why do people go to a hospital?
- 3 Have you ever been to a hospital or visited someone there?
- 4 What do you say to someone who is ill?
- 5 Do you think doctors' and nurses' work is easy or difficult? Why?
- 6 How should you behave while being at the hospital?



## EX.2 Read and Answer

I can read a passage about "At the Hospital" for specific information.



When someone talks about being "**at the hospital**," it can mean different things. If you are a patient, you would say you are "**in the hospital**". But if you are visiting someone or working at the hospital, you would say you are "**at the hospital**". Hospitals have lots of doctors and staff members who take care of patients.

When you go to the hospital, there are some things you should know to make your **stay safe** and **comfortable**. It's a good idea to prepare an information kit with important medical and personal information, like your **medications** and allergies. You should also choose someone you trust to help you make your own decisions if you are too sick to make them yourself.

## UNIT 7

When you stay in the hospital, you will have a room with a bed and a bathroom. Sometimes you might have to share a room with another **patient**, but sometimes you can have a private room. You can also have a parent stay with you in the room if you want. In the hospital, you will see different people taking care of you, like doctors, nurses, and **therapists**. They will ask you questions and help you feel better. Nurses are usually the first people you meet when you get to the hospital. They will ask you about your medical history and any symptoms you have.

### REMEMBER!

**When you visit a family member or a friend at the hospital, you can say one of these sentences:**

- 1 - Get well soon!
- 2 - Everyone misses you! Rest up and feel better soon!
- 3 - So sorry to hear you're sick. Can I bring you dinner sometime this week?
- 4 - How are you holding up?
- 5 - Praying for a speedy recovery.
- 6 - Sending all my love and support your way.
- 7 - If you want to talk, I'm just a call away.
- 8 - Can you get out of the hospital soon? Work is so boring without you!

### 1 What should you do before going to the hospital?

- A) Prepare an information kit with important medical and personal information.
- B) Choose someone you trust to make decisions for you.
- C) Have someone with you at the hospital to ask questions for you.
- D) Keep moving in the hospital to stay strong and healthy.

### 2 What will you find in a hospital room?

- A) A bed and a bathroom
- B) A bed and a kitchen
- C) A bed and a living room
- D) A bed and a playground

**3 What does it mean to be 'at the hospital'?**

- A) Being a patient
- B) Visiting someone or working at the hospital
- C) Both A and B
- D) None of the above

**4 Who are the first people you usually meet when you get to the hospital?**

- A) Doctors
- B) Nurses
- C) Therapists
- D) Parents

**5 What does the underlined noun "patient" mean?**

- A) Someone who is rich
- B) Someone who is healthy
- C) Someone who is sick
- D) Someone who is tolerant

**EX. 3 Listen, Read and Answer:**

I can provide supporting evidence to support my answer.

**1 - Do you think the receptionist was helpful to Tamer? Why? Why not?**

**Receptionist:** Hello, how can I help you?

**Tamer:** Hi there! Can you please guide me on how to meet with a doctor here?

**Receptionist:** Certainly. All you have to do is take a number from the ticket printer over there and wait for your turn.

**Tamer:** What about the payment process here?

**Receptionist:** Once you have received the necessary check-in, you will be given a **prescription**. Just head to the pharmacy on your right-hand side, and they will provide you with the medicine. You can then proceed to pay the bill.

**Tamer:** Thank you so much.





## UNIT 7

### 2 - Do you think Tamer needed to go to the hospital? Why?

.....

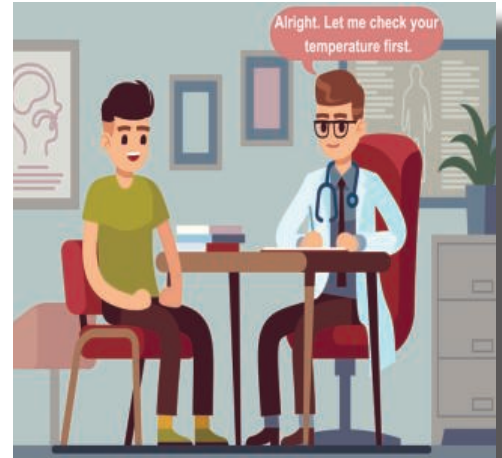
**Doctor Shady:** May I have your name and how you're feeling? You look pale with a **hoarse** voice.

**Tamer:** Yes, doctor. My name is Tamer. I have had a sore throat for the past two days, and I have a **mild** cough.

**Doctor Shady:** I see that you have recently experienced a **scratchy** and dry throat, but your temperature is normal.

**Tamer:** That's exactly how I am feeling now, and **swallowing** anything is quite difficult. My throat hurts a lot.

**Doctor Shady:** Okay, don't worry. I will **prescribe** this medicine for you, and I will see you again next week.



### 3 - Do you think Laila needs to talk to her parents before having an operation? Why?

.....

**Doctor Shady:** Good evening, Laila. What has brought you to the hospital today?

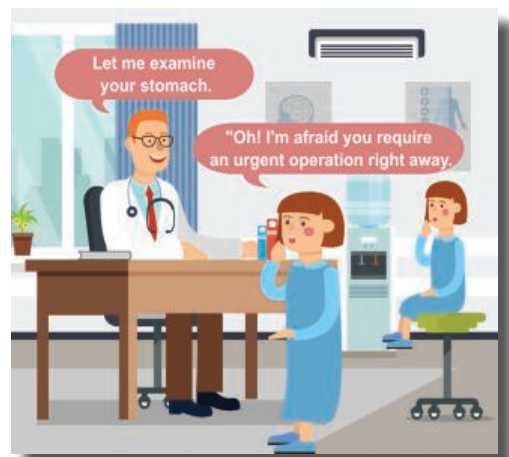
**Laila:** I don't feel well. I have multiple **symptoms**, and I'm feeling a bit **dizzy**.

**Doctor Shady:** Please have a seat here. Can you provide a more detailed description?

**Laila:** I **vomited** about an hour ago, and I feel like it might happen again.

**Doctor Shady:** Let me examine your stomach. "Oh! I'm afraid you require an urgent operation right away."

**Laila:** Oh my God! I need to discuss this with my parents first.



### CRITICAL THINKING

Do you think people should go to hospitals alone? Why? Why not?



## EX. 4 Listen Again, then Answer


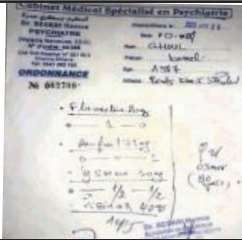


I can listen to brief conversations for specific information.

- 1 Who do we contact with as soon as we arrive at the hospital?  
We contact with a receptionist.
- 2 What symptoms does Tamer suffer from?  
.....
- 3 How does Laila feel?  
.....
- 4 What did the doctor say to her?  
.....
- 5 What steps should Tamer and Laila follow before meeting the doctor at the hospital?  
.....

## EX. 5 Look and Write

I can determine the meaning of unfamiliar words using visual clues.

**Operation- Vomit- Prescription- Scratchy- Dizzy- Swallow**

		
<b>Operation</b>	.....	.....
		
.....	.....	.....

## UNIT 7

### EX. 6 Read and Complete the Table with Words in the Box

I can identify the meaning and part of speech of certain words.

(Operation- Vomit- Prescription- Urgent – Symptoms- Mild- Hoarse -Scratchy- Dizzy- Swallow)

Word	Part of speech (verb/ noun/ adjective)	Meaning
Vomit	Verb	To empty the contents of the stomach through the mouth
		A piece of paper on which a doctor writes the details of the medicine
		To cause food, drink, pills, etc. to move from your mouth into your stomach by using the muscles of your throat
		Feeling as if everything is turning around, and that you are not able to balance and may fall over
		If a part of your body such as your throat or eye feels that, you'll find it dry and uncomfortable.
		An occasion when a doctor cuts a body for medical reasons in order to repair, remove, or replace an unhealthy or damaged part
		Having a rough voice, often because of a sore throat or a cold
		Not violent, severe, or extreme
		Very important and needing attention immediately
		Any feelings of illness or physical or mental change that is caused by a particular disease

### EX. 6 Combine Each Pair of Sentences Using a Comma and the Word in Brackets

I can explore ways of combining simple sentences and re-ordering clauses to create compound and complex sentences.

**A compound sentence** joins two or more sentences that have related ideas of equal importance. The two sentences go together. Each sentence or independent clause must still have a subject and a verb.

**A compound sentence** can be created by a **coordinating conjunction**.

Coordinating conjunctions are sometimes referred to as **FANBOYS**.

**Notice** how a **comma** is used with a **coordinating conjunction**.

**For** – He couldn't go **home**, **for** he had no place to go.

**And** – I took a **taxi**, **and** she drove home.

**Nor** – He didn't want **help**, **nor** did she offer it.

**But** – I wanted to go **late**, **but** she wanted to go on time.

**Or** – She cooked **dinner**, **or** she went out to a restaurant.

**Yet** – She owned a **car**, **yet** she didn't know how to drive it.

**So** – She had to **go**, **so** she called a friend to drive her.

**TOP TIP**

1 She does not play the piano. She does play the flute. (but)

She doesn't play the piano, but she does play (plays) the flute.

2 They arrived early at the show. They had great seats. (and)

.....

3 My family went on vacation to the Red Sea. We didn't visit Marsa Alam. (but)

.....

4 I really like chocolate cake. I am too full for dessert. (but)

.....

5 We could start the movie now. We could wait for Asmaa to arrive. (or)

.....

6 I am allergic to puppies. I love to pet them. (yet)

.....

7 Mazen finished his homework. We can go play outside. (so)

.....

8 You cannot go outside. It started to rain. (for)

.....

9 They moved their toys to the side. They had room for the race track. (and)

.....

### Ex. 6 Write a Paragraph

I can write a paragraph describing a personal experience that occurred at the hospital.

**Imagine that you are going to the hospital to visit your friend. Write a paragraph describing the situation.**

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.....

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# Lesson (3)

## Shopping Spree

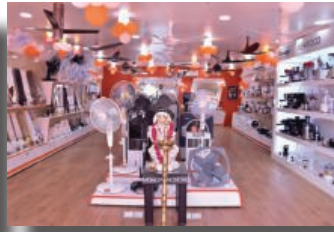
**ILOs: By the end of this lesson, pupils should be able to:**

- talk about their shopping experience.
- read a text about shopping spree for the main idea.
- read a text about shopping spree for specific information.
- use newly learnt vocabulary in context correctly
- listen to a dialogue for the main idea.
- listen to a dialogue for specific information.
- identify words of silent /i/ and silent /l/ sounds.
- use words with silent /i/ and silent /l/ sounds in meaningful contexts.
- use an infographic as a persuasive tool in a piece of writing to persuade the audience.



## EX.1 In Groups, Discuss the Questions

I can talk about my shopping experience.



- 1 Do you like going shopping or you find shopping boring?
- 2 Who do you go shopping with?
- 3 What's your favorite place for shopping?
- 4 Can you identify the items in the pictures?
- 5 Have you ever been shopping at a big mall? Where was it?
- 6 What was the last thing you bought?

## EX.2 Read and Answer

I can read a text about shopping spree for the main idea.

### - What is the main idea of this text?

- A) Shopping sprees are a waste of money.
- B) It's important to be careful with our money and not fall for scams.
- C) Teams of two players go on a shopping spree at different stores.
- D) Shopping can be a lot of fun.

Have you ever heard of a **shopping spree**? It's when someone goes on a big **shopping** trip and buys a lot of things. Sometimes people go on shopping sprees just for fun, and other times they need to buy a lot of things all at once, like for the holidays.

There was even a game show called "Shopping Spree" where teams of two players would go on a shopping spree at different stores. They had to match the prizes they wanted with clues given by the **contestants**. It sounds like a fun game!

## UNIT 7

Sometimes people go on shopping sprees and spend a lot of money in a short amount of time. But it's important to be **careful** with our money and not spend more than we have. There are even **scammers** who try to **trick** people into spending money on things that aren't real. We have to be **smart shoppers** and not fall for their tricks.

So, whether it's going to be a fun shopping spree or just buying what we need, shopping can be a lot of fun. Just remember to be smart with our money and not let anyone trick us into spending more than we should.

### EX. 3

#### Read Again, then Answer:

I can read a text about shopping spree for specific information.

- 1 **According to the text, why is it important to be careful with our money?**
  - A) Because scammers try to trick people into spending money on things that aren't real
  - B) Because shopping sprees are a lot of fun
  - C) Because teams of two players go on a shopping spree at different stores
  - D) Because people sometimes need to buy a lot of things all at once
- 2 **How can people be tricked into spending more money than they should?**
  - A) By going on a fun shopping spree
  - B) By being careful with their money
  - C) By buying what they need
  - D) By falling for scammers' tricks
- 3 **According to the text, what is a shopping spree?**
  - A) It is a big shopping trip where someone buys a lot of things.
  - B) It is a game show where contestants match prizes with clues.
  - C) It is a fun way to spend money without any limits.
  - D) It is a time when people buy only what they need.
- 4 **What can happen if we spend more money than we have?**
  - A) We will have a lot of fun.
  - B) We will become smart shoppers.
  - C) We will fall for scammers' tricks.
  - D) We will have a shopping spree.



5 According to the text, what does the underlined word “smart” mean?

- A) Useless and stupid
- B) Careful and wise
- C) Wear expensive clothes
- D) Wealthy

## EX. 4

### Read Again and Fill in the Gaps:

I can use newly learnt vocabulary in context correctly.

**- Read the sentences and fill in the gaps with the words in red from Ex. 2.**

- 1 The contestants on the art competition impressed the judges with their talent.
- 2 Be careful of online scammers who try to steal your credit card information.
- 3 They went on a shopping spree and bought new clothes, shoes, and accessories.
- 4 I am interested in online .....
- 5 The ..... were surprised to find the big sale.
- 6 He is a ..... businessman. He runs his business carefully.

## EX. 5

### Listen, Read and Answer:

I can listen to a dialogue for the main idea.

**What are the three friends talking about?**

.....

**Salma:** Good morning, Hana. Staying at home is a waste of a day off. I am thinking of going to the city mall. Would you like to come with me?

**Hana:** It's such a great idea. I'm bored of watching movies at home and I need to buy a new blouse.

**Dalia:** Hey, girls. I'd like to follow you. I've heard that the new entertainment area at the city mall is amazing. There are also many sales offers at the bookstores, the clothing stores and the electric stores.

**Salma:** Okay, let's go.

## UNIT 7

**Hana:** What should we do first?

**Dalia:** I think we should have a look at the map at the entrance. I want to go to the cosmetics store. I need to buy a moisturizing cream. What about you?

**Salma:** I'll go to the jewelry store. It's one of the most luxurious stores here. Can you see those earrings right there? Aren't they elegant?

**Hana:** Wow! They are really magnificent. But I think they cost a fortune.

**Dalia:** Oh! There is a gym and a spa in the second floor. I may sign up from the next month. It seems cool to get entertainment here.

**Salma:** Hana, didn't you say that you need a new blouse? Look up there. That clothes store is a famous brand and the prices are affordable.

**Hana:** Really? Let's go and try on that pink medium blouse at the fitting room.

**Dalia:** I think it fits perfectly.

**Salma:** I feel hungry. Did you check the location of the food court?

**Hana:** Yes, it's in the fifth floor. Let's have lunch and go home.

### EX. 6 Listen Again and Write True or False. Correct the False Ones

I can listen to a dialogue for specific information.

1 The three friends are at the city mall on a work day. ( false )  
The three friends are at the city mall on a day off.

2 Salma wanted to buy expensive jewelries. ( ..... )  
.....

3 Hana wanted to buy some cosmetics. ( ..... )  
.....

4 Dalia wanted to have lunch. ( ..... )  
.....

5 The three girls bought clothes. ( ..... )  
.....

## EX.7 Listen, Read and Circle or Underline

I can identify words with silent /I/ and silent /L/ sounds.

- 1 Place the whites in a large mixing bowl and add the yolks to the white sauce mixture.
- 2 There are lots of palm trees here.
- 3 I can run my father's business well.
- 4 Stay calm, please.
- 5 You are the best person to represent us at the parliament.
- 6 The house is half an hour walk from here.
- 7 Would you like some coffee?

### TOP TIP

Silent /I/ as in words like business and parliament  
 Silent /L/ as in words like yolk, calm and talk

## EX.8 Look, Read and Fill in the Gaps

I can use words with silent /i/ and silent /l/ sounds in meaningful contexts.

chalk - walk - would - talk - calf - whistle -  
 parliament - almond - calm - halves

- 1 We voted for uncle Shady to represent us in the parliament.
- 2 The teacher wrote on the board with a piece of .....
- 3 I love ..... sandwiches.
- 4 The farmer's cow had a new .....

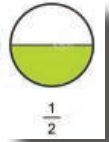


## UNIT 7

5 The sea was ..... all the day.



6 Cut the lemon into two .....and squeeze them hard to get a fresh juice.



7 Kareem wants to ..... to his sister.



8 They missed the bus and had to .....home.



9 The referee has a ..... .



10 This chocolates have ..... inside them.



### EX. 9 Write a Paragraph

I can use an infographic as a persuasive tool in a piece of writing to persuade the audience.

- Look at the following infographic and write a paragraph to convince your colleagues to go shopping at the city mall.

.....

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## SUPPORT

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## SIMPLE

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## SHOPPING CART

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# Lesson (4)

## At Al-Azhar Mosque

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

- speak and ask questions about “Al-Azhar Mosque.”
- read a text about “Al-Azhar Mosque” for specific information.
- recognize new vocabulary using definitions.
- use the newly learnt vocabulary in context.
- use the relative pronouns: “who”, “which” and “that” properly.
- identify the activities that they can do at Al-Azhar Mosque.
- ask and answer about the activities they can do at Al-Azhar Mosque.
- search the internet and find some facts about “Al-Azhar Mosque.”
- make a poster about “Al-Azhar Mosque”.





## EX.1 Look at the Picture and Discuss the Questions

I can speak and ask questions about Al-Azhar Mosque.

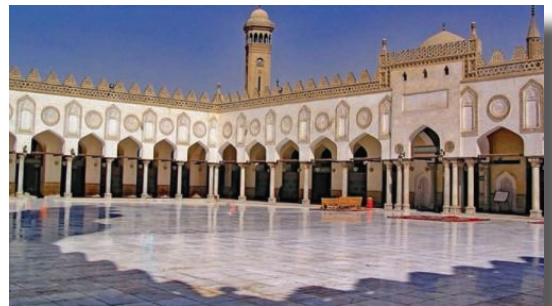
- 1 Have you ever visited Al-Azhar Mosque in Cairo?
- 2 Have you ever prayed there?
- 3 Can you guess how old this place is?
- 4 Have you bought any souvenirs from the shops near the mosque?
- 5 Have you taken any pictures at this peaceful place?
- 6 How does learning about the history and importance of Al-Azhar Mosque make you appreciate the historical landmarks in your own city or country?



## EX.2 Read and Answer

I can read a text about "Al-Azhar Mosque" for specific information.

Al-Azhar **Mosque** is a very important mosque in Cairo, Egypt. It was built a long time ago, in the year 972. It is a big mosque and can hold up to 20,000 people. The mosque is part of a bigger **complex** that includes a university called Al-Azhar University. This university is one of the oldest in the world and is a very important place for studying Sunni Islam and Islamic law and jurisprudence.. The mosque is also known for its beautiful **architecture**, which is a mix of different styles from different times in history.



The mosque was built by a man named Jawhar al-Siqilli, who was a **conqueror** for the Fatimid **Caliphate**. The mosque was expanded many times over the years as the Muslim **population** in Cairo grew. It has five minarets, which are tall towers that are used for calling people to prayer. Each **minaret** is different because they were built at different times by different rulers. The mosque is also known for its beautiful decorations, like stucco panels and carvings.

## UNIT 7

Al-Azhar Mosque is not just a place for praying, it is also a place for learning. The mosque has a university where people can study Islamic law and **theology**. This university has been around for a very long time and is one of the most important in the Islamic world. The mosque and the university are both very important to the people of Cairo and to Muslims all over the world.

### CRITICAL THINKING

Do you think Al-Azhar Mosque is a place for praying only? Why?

### DID YOU KNOW?

Forty-four Sheikhs have been the Grand Imams for Al-Azhar. The first one was Al-Sheikh Mohamed Al-Kharashy and the Current Imam is the Grand Imam, Dr. Ahmed Al-Tyyeb.

#### 1 When was Al-Azhar Mosque built?

A) In the year 972

B) In the year 1066

C) In the year 1492

D) In the year 1776

#### 2 What is the purpose of the minarets in Al-Azhar Mosque?

A) To hold up the mosque

B) To provide shade for visitors

C) To call people to prayer

D) To display beautiful decorations

#### 3 What can people study at Al-Azhar University?

A) Mathematics and science

B) Islamic law and theology

C) Art and music

D) Sports and physical education

#### 4 Who built Al-Azhar Mosque?

A) Jawhar al-Siqilli

B) Muhammad Ali

C) Cleopatra

D) Alexander the Great

#### 5 What is the capacity of Al-Azhar Mosque?

A) 10,000 people

B) 20,000 people

C) 30,000 people

D) 40,000 people

#### 6 What is the name of the university that is part of the Al-Azhar Mosque complex?

A) Al-Azhar University

B) Harvard University

C) Oxford University

D) Stanford University

## EX. 3 Read and Match

I can recognize new vocabulary using definitions.

Match the words in column A with their definitions in column B

(A) Word	(B) Definition
1 - Caliphate	( ) A tall tower, typically part of a mosque, from which the Islamic call to prayer is made
2 - Minaret	( <u>6</u> ) A type of plaster used as a decorative coating for walls and ceilings
3 - Conqueror	( ) A person who successfully takes control of a place or people by force.
4 - Theology	( <u>1</u> ) A sequence of rulers from the same family, usually in a specific country or region
5 - Mosque	( ) A group of buildings or structures that are interconnected or related in some way.
6 - Stucco	( ) A place of worship for Muslims
7 - Architecture	( ) The study of religious beliefs and practices, especially as they relate to God or a particular religion.
8 - Complex	( ) The number of people living in a particular area or country.
9 - Population	( ) The art and science of designing and constructing buildings

## EX. 4 Read Again and Fill in the Gaps

I can use the newly learnt vocabulary in context appropriately.

- 1 She decided to pursue a degree in theology to deepen her understanding of her faith.
- 2 Alexander the Great was a famous conqueror who built a vast empire.
- 3 The Fatimid ..... ruled Egypt for many years.
- 4 The ..... of the mosque could be seen from miles away.
- 5 The walls of the palace were adorned with intricate ..... designs.
- 6 The community gathered at the ..... for Friday prayers.

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- 7 The city is known for its unique ..... that blends modern and traditional styles.
- 8 The shopping ..... includes a mall, restaurants, and entertainment facilities.
- 9 The ..... of the city has been steadily increasing over the years.

### EX. 5 Read and Complete

I can use the relative pronouns: "who", "which" and "that" properly.

### TOP TIP

#### The relative pronouns: who, which, and that

Use "who" for people and "which" for things. Use "that" for things and, informally, for people.

##### "Who" for people:

- The boy who stole your bike is at the door.  
(A "boy" is a person, so "who" is correct.)

##### "That" for people (informal):

- The boy that stole your bike is at the door.

##### "Which" and "that" for things:

- The carpet which you bought has moth damage.

The carpet that you bought has moth damage.

(A "carpet" is a thing, so "which" is correct.

("That" can be used to replace "which".)

- 1 I met the engineer who built this mosque.
- 2 This is the dress which/that I bought for the party.
- 3 Napolian was a French leader ..... conquered many countries.
- 4 Excuse me! Can you tell me about the person ..... is responsible for the project?
- 5 The necklace ..... you bought for my birthday was stolen.
- 6 I like the buildings ..... show the Islamic architecture.
- 7 This is the doctor ..... saved my life.

## EX. 6 Fill in the Gaps using Words from the Table

I can identify the activities that I can do at Al-Azhar Mosque.

**Praying - Sleeping - Swimming - Learning - Cooking - Sightseeing - Shopping  
Worshipping - Exploring**

- 1 The Mosque is a place of worship for Muslims, and you can join the many worshippers who come here to pray. ( **Praying** )
- 2 The Mosque is beautiful, and you can enjoy its architecture and decoration. The Mosque also has several gardens, which are perfect for relaxing. (            )
- 3 The Mosque is a place of worship for Muslims, and you can join the many worshippers who come here to pray. The main prayer hall is in the middle of the Mosque, surrounded by several smaller prayer rooms. (            )
- 4 The Mosque is located in the heart of Cairo, and you can explore the city here. There are several historical and cultural attractions located nearby. (            )
- 5 The Mosque is home to several Islamic scholars; you can learn from them. The Mosque also has a library containing a wealth of Islamic literature. (            )
- 6 Several shops around the Mosque sell traditional items. (            )

## UNIT 7

### EX. 7 Ask and Answer in Pairs

I can ask and answer about the activities I can do at Al-Azhar Mosque.

What activities can you do at Al-Azhar Mosque?

I can perform prayers there.



### EX. 8 Search and Write:

I can search the internet and find some facts about Al-Azhar Mosque.

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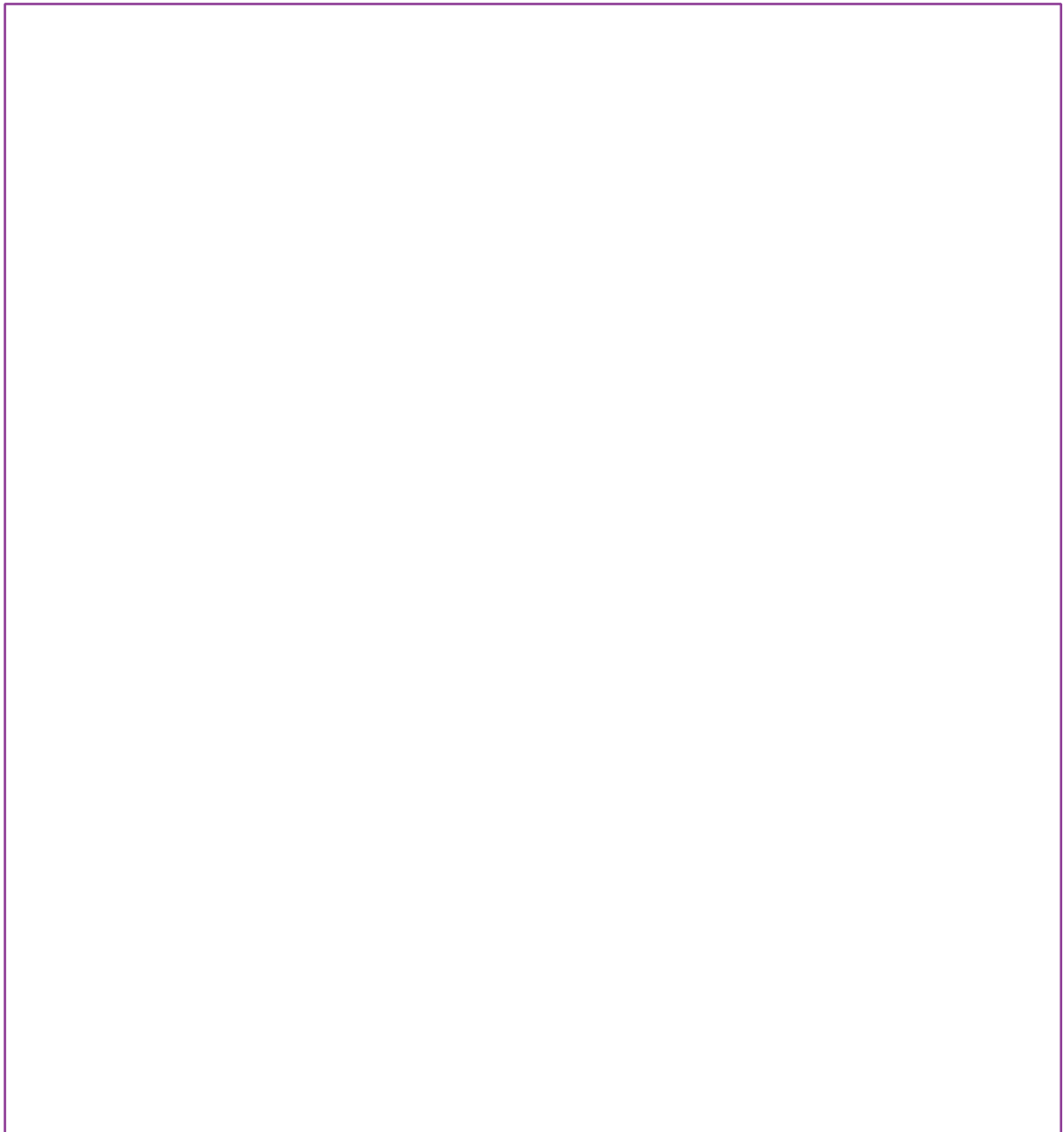
### EX. 9 Work in Groups to Make a Poster

I can make a poster about Al-Azhar Mosque.

**- Follow these steps.**

- Stick a picture of Al-Azhar Mosque.
- Invite your friend to visit Al-Azhar Mosque.

#### *Al-Azhar: A Mosque and a University*



# Lesson (5)

## At the Monorail

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

- talk about transportation in Cairo.
- read a text about Cairo Monorail for the main idea.
- read a text about Cairo Monorail for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- listen to a text about the benefits of Cairo Monorail for specific information.
- ask and answer questions about Cairo Monorail.
- write a message of appreciation for The President.



## EX.1 Think and Discuss the questions

I can talk about transportation in Cairo.

- 1 How do you travel to different places inside Egypt?
- 2 How do you move inside Cairo: by underground, car, taxi, or bus?
- 3 What do you think of the transportation in Cairo? Is it easy or difficult to go to different places?
- 4 Is Cairo more crowded than your city?
- 5 Do you think pupils and students go to their school and university easily? Why? Why not?
- 6 Have you ever seen or heard about Cairo Monorail?



## EX.2 Read and Choose the Correct Answer

I can read a text about Cairo Monorail for the main idea.

- What is the main idea of the text below?

- A) Egypt is building a new train system called the Cairo Monorail.
- B) The Cairo Monorail will be the longest driverless train system in the world.
- C) The Cairo Monorail will help reduce traffic congestion.
- D) The Cairo Monorail will open to the public in 2023.

Egypt is working on an exciting project called the Cairo **Monorail**! It's a special train system that will make traveling in the city faster and more convenient for everyone.

The Cairo Monorail will have two lines. One line will connect the New Administrative Capital to East Cairo, while the other line will connect 6<sup>th</sup> of October City to Giza. Once completed, it will be the longest **driverless** train system in the world!

This monorail will be incredibly fast, reaching speeds of up to 50 miles per hour. It will have 33 stations and 70 train cars. The first line will be 54 kilometers long and take

## UNIT 7

approximately 60 minutes to ride, while the second line will be 42 kilometers long and take around 42 minutes to complete. The monorail is expected to open to the public in 2023.

The construction of the monorail is being carried out by a company called Orascom. It will be a cutting-edge and safe mode of transportation. The trains will travel on specially designed concrete **guideways** and will be controlled by advanced computer systems, **eliminating** the need for human drivers. Moreover, the monorail will include **evacuation walkways** to ensure the safety of passengers during **emergencies**.

The Egyptian government is thrilled about the monorail because it will greatly alleviate traffic **congestion** and make commuting much more convenient. Additionally, it's an environmentally friendly option since it won't produce any harmful **emissions**. The monorail will have the capacity to transport an impressive 45,000 passengers per hour in each direction!

I am eagerly looking forward to the opening of the Cairo Monorail in 2023. It's going to be an incredible and modern way to explore the city while enjoying the splendid sights of Egypt!

### EX. 3 Read Again and Choose

I can read a text about Cairo Monorail for specific information.

#### 1 The Cairo Monorail project aims at ...

- A) reducing traffic congestion
- B) increasing pollution
- C) building more roads
- D) creating more administrative capitals

#### 2 The company responsible for the construction of the Cairo Monorail is ...

- A) Cairo Construction
- B) Orascom
- C) Giza Transport
- D) Egypt Railways

**3 Why does the author mention the monorail will be driverless?**

- A) To save money
- B) To highlight advanced technology
- C) Due to a shortage of drivers
- D) As a temporary feature

**4 What is one benefit of the Cairo Monorail mentioned in the text?**

- A) Increased traffic congestion
- B) Longer commuting times
- C) Environmentally friendly option
- D) More harmful emissions

**5 What potential challenges or concerns might arise with the construction of a driverless monorail system?**

- A) Limited capacity
- B) Increased traffic congestion
- C) Safety and emergency evacuation
- D) Dependency on human drivers

**6 In your opinion, why does the author express excitement about the Cairo Monorail project?**

- A) Due to the lengthy construction period
- B) Because it is a traditional mode of transportation
- C) Highlighting potential drawbacks
- D) Anticipating positive impacts on commuting and the environment

## UNIT 7

### EX. 4 Read and Match

I can recognize new vocabulary using definitions.

(A) Word	(B) Definition
1 - Congestion	( ) The act of leaving a place for safety reasons
2 - Monorail	( ) A track or path for guiding something, such as a train or vehicle
3 - Driverless	( ) A special train system that runs on a single rail, usually elevated above the ground
4 - Evacuation	( <u>1</u> ) The state of being overcrowded or blocked
5 - Emissions	( ) A serious situation or occurrence that happens unexpectedly and demands immediate action
6 - Guideways	( ) Operating without a human driver
7 - Emergency	( ) A paved walkway along the side of a street
8 - Walkway	( <u>5</u> ) Waste gases or air expelled from an engine, turbine, or other machine
9 - Eliminate	( ) Remove

### EX. 5 Read the Following Sentences and Fill in the Gaps with Words in Ex. 4

I can use newly learnt vocabulary in context correctly.

- ❶ The magnetic levitation train hovers above the guideways.
- ❷ In case of a fire, we practiced evacuation drills at school.
- ❸ The ..... in Disney World is a popular way to get around the park.
- ❹ The ..... car uses sensors and cameras to navigate the roads.
- ❺ During rush hour, there is a lot of traffic ..... on the highways.
- ❻ The car's ..... emitted harmful pollutants into the air.
- ❼ In case of ....., call the police.
- ❽ In Cairo, there are lots of ..... in the streets for people to walk on.
- ❾ The introduction of the Cairo Monorail is expected to ..... traffic congestion.



## EX. 6 Listen and complete

I can listen to a text about the benefits of Cairo Monorail for specific information.



## EX. 7 Ask and Answer

I can ask and answer questions about Cairo Monorail.

**In pairs, ask and answer about Cairo Monorail; imagine that one of you is the Minister of Transportation, and another one is a reporter**

**Ask him questions like:**

- 1 Why have you thought of Cairo Monorail?
- 2 How much will it cost?
- 3 Is it easy to use?
- 4 Will it be cheap or expensive?

## EX. 8 Write a Message

I can write a message of appreciation for The President.

**Write a message of appreciation to the President Abdel-Fattah Al-Sisi for all the mega projects built in Egypt.**

**- Draw a bunch of flowers with your message.**

.....

.....

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Draw here.

## MINI-PROJECT

- Imagine that you are a minister in the Egyptian government.
- Choose a ministry to lead and think of useful ideas for developing this ministry.
- Here are the logo of the ministries to choose from them.





## Unit 8

# Twenty- First Century Skills

### Grammar

- Using "have to+infinitive" ..... for obligation
- I have to
- "I don't have to + infinitive" .....  
for no obligation

### Phonics

- Silent 's'; island, aisle
- Silent 't'; castle, listen.

### Language Functions

- Asking about the purpose of the object
- What was the inclined plane used for?
- It was used for .....
- Using I agree / I couldn't agree any more to support your idea
- Using I disagree / I couldn't agree less when you are against the idea
- 

### Critical Thinking

- What are the main skills you need to face the challenges of the future? Why?

### Study Skills

- Searching
- Communication





# Lesson (1)

## Creative Minds

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

- speak and ask questions about creativity in life.
- read a text about creativity for the main ideas.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in a context.
- listen to and read a dialogue about the creativity of Ancient Egyptians for details.
- identify the antonym of some adjectives.
- ask and answer about the invented objects by the Ancient Egyptians.
- guess the name of the creative objects made by human beings.
- write a paragraph about an Ancient Egyptian creative invention.



## EX. 1 In Groups, Discuss the Questions

I can speak and ask questions about creativity in life.

- 1 How do you feel when you come up with a new idea? Can you think of a time when you used your imagination to solve a problem?
- 2 What is your definition of creativity?
- 3 In what ways do you think creativity can benefit your personal and professional life? Can you provide examples?
- 4 What are some ways you can incorporate creativity into your daily life? How can you make it a habit?
- 5 What challenges have you faced when trying to be creative? How have you overcome them, or what strategies could you try?



## EX. 2 Read, Match, then Choose

I can read a text about creativity for main ideas.

**- Read the text and match the following ideas to paragraphs, then answer the questions.**

- 1 Different networks in our brain work together to make us creative.
- 2 Relaxing and trying new things can help unlock our creativity.
- 3 Relaxing and trying new things, we can let our imaginations soar!
- 4 Creativity is not just about art or music, it's about new ideas and expression.

### *Creativity in our Life*

.....(4).....**Creativity is** not just about art or music, it's about new ideas and expressions. Have you ever wondered what creativity is and how it works? Well, scientists have found that we are **all wired** to be creative in different ways. Creativity is not just about being good at art or music. It's about coming up with new ideas and expressing ourselves in many different ways, like through writing, photography, and even fashion.

## UNIT 8

.....Did you know that creativity involves our whole brain working together? It's not just one part of our brain that's responsible for being creative. There are different networks in our brain that help us be creative. One is called the "default **network**," which helps us imagine things and understand stories. Another is the "executive attention" network, which helps us plan and focus on our **imagination**. When we have new ideas, these networks work together to make it happen.

..... Being creative also means giving ourselves time to relax and think outside the box. We can do this by setting aside quiet time to let our minds wander and come up with new ideas. It's also helpful to try new things, like using our non-dominant hand or creating a space with natural light. These things can help **activate** different parts of our brain and make us more creative.

..... So, remember, creativity is something we all have inside us. It's about coming up with new ideas and expressing ourselves in different ways. Our whole brain works together to make it happen. And by giving ourselves time to relax and try new things, we can **unlock our** creative minds and let our imaginations **soar**!

### 1 What is the main idea of this text?

- A) Creativity is a skill that only some people possess.
- B) Creativity is all about being good at art and music.
- C) Creativity involves different networks in our brain working together.
- D) Creativity is not important for our everyday lives.

### 2 According to the text, what are two networks in our brain that help us be creative?

- A) The default network and the executive attention network
- B) The visual network and the auditory network
- C) The memory network and the language network
- D) The motor network and the sensory network

### 3 According to the text, how can strategic thinking be developed?

- A) Through playing strategy games and solving puzzles
- B) Through painting and playing musical instruments
- C) Through cooking and baking
- D) Through dancing and singing



## 4 How can creativity benefit our everyday lives?

- A) It can help us solve problems and come up with new ideas
- B) It can make us better at sports and video games
- C) It can improve our memory and language skills
- D) It can help us become better cooks and bakers

## 5 What are some ways in which we can activate different parts of our brain and become more creative?

- A) Trying new things like using our non-dominant hand or creating a space with natural light
- B) Watching TV shows and movies for inspiration
- C) Listening to music and podcasts while working
- D) Eating healthy foods and exercising regularly

## 6 How can we give ourselves time to relax and come up with new ideas?

- A) By setting aside quiet time to let our minds wander
- B) By watching TV shows and movies for inspiration
- C) By listening to music and podcasts while working
- D) By eating healthy foods and exercising regularly

### EX. 3 Read and Match:

I can recognize new vocabulary using definitions.

1 - Creativity	a) A system or group of interconnected things or people
2 - Imagination	b) To release or open something that was locked or closed
3 - Activate	c) The ability to come up with new ideas and express oneself in different ways (1)
4 - Network	d) Very excited or full of nervous energy
5 - Unlock	e) To make something start working or operating
6 - Relax	f) Increase rapidly above the usual level
7 - Soar	g) The ability to form new ideas, images, or concepts in the mind
8 - Wired	h) To become less tense or anxious; to rest or take a break from work or activity

## UNIT 8

### EX. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in context.

**network – imagine – creativity – imagination – unlock – relax – activate**

- 1 Her **creativity** shines through her artwork.
- 2 The internet is a vast ..... of computers.
- 3 Close your eyes and ..... yourself on a tropical island.
- 4 She likes to ..... by reading a book.
- 5 Press the power button to ..... the device.
- 6 She used the key to ..... the door.
- 7 Her vivid ..... allowed her to create fantastical stories.

### EX. 5 Listen, read and Answer

I can listen to and read a dialogue about the creativity of Ancient Egyptians for details.

**Mona:** Did you enjoy the school trip to the pyramids?

**Mai:** Sure. But I am surprised of how the Ancient Egyptians could build such large monuments.

**Mona** What do you mean?

**Mai:** I tried hard to think how the ancient Egyptians moved the massive stones to build the pyramids.

**Mona** Really! I think it wasn't an easy task for the Ancient Egyptians to transport the stones or to lift them so high.

**Mai:** I think that they used the lever to lift the heavy stones, but I am not sure. Let's go and ask our social studies teacher?

**Mona:** Can we ask you a question Mr. Ahmed?

**The teacher:** Yes. Go ahead.

**Mai:** I'd like to know how the Ancient Egyptians moved and transported the stones to build the pyramids.

## Lesson (1)

**The teacher:** It's a good question. Have you heard of a tool called an inclined plane?

**Mai:** I think it's like a slope from the ground to a higher level.

**Mona** Yes. I think they built the slope using a large amount of dirt.

**The teacher:** That's right, Mona.

**Mai:** I think they also used another tool called the lever to lift the large stones to place them on top of the lower ones.

**The teacher:** Yes, Mai, you are also right. So two tools were used, the inclined plane and the lever.

**Mai:** The ancient Egyptians were very creative in inventing those tools.

**The teacher:** Yes, creative thinking is how human beings solve such difficult tasks.



## UNIT 8

1 What is the main idea of the dialogue?

How the Ancient Egyptians built the pyramids.

2 What are the two tools mentioned in the passage?

.....

3 How does an inclined plane make it possible to move large objects to a higher level?

.....

4 How does a lever work to lift heavy objects?

.....

5 What is the quality necessary for humans to be able to invent tools?

.....

### EX. 6 Write the Antonym of these Adjectives, then Put them into Sentences

I can identify the antonym of adjectives.

Adjective	Antonym	The sentence
a) Inclined	straightened	The drooping flowers straightened in the rain .
b) Large	.....	..... •
c) Hard	.....	..... •
d) High	.....	..... •
e) Easy	.....	..... •
f) Massive	.....	..... •
g) Ancient	.....	..... •
h) Difficult	.....	..... •
i) Right	.....	..... •

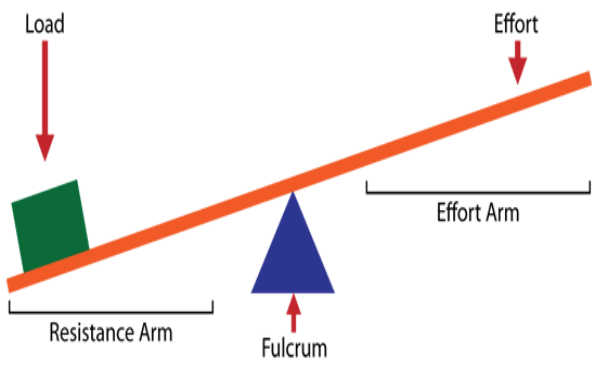
## EX. 7 Ask and Answer

I can ask and answer about the purpose of the object.

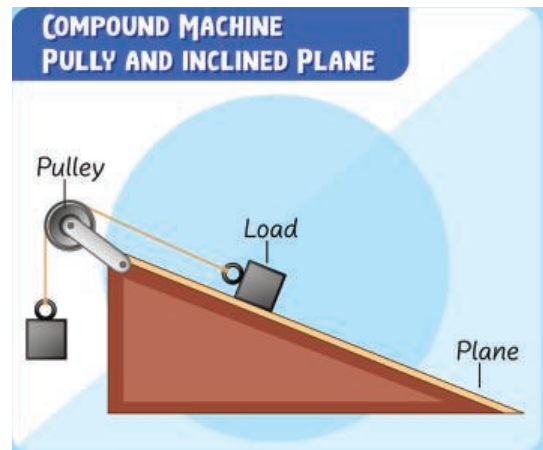
What was the inclined plane used for?

It was used for building the pyramids.

What were the logs used for?



inclined plane



lever



logs



rails

## UNIT 8

### EX. 8 Read, Guess and Write

I can guess the creative objects made by human beings.

#### (Pulley – Lever- Inclined plane- Logs – Rails)

- 1 Do you know what a teeter totter is? Well this tool is like that. By pushing one side down the other side goes up. ( **Lever** )
- 2 This tool looks like a slide or maybe a hill. It provides a means of pushing or pulling an object to a higher level. ( ..... )
- 3 Have you ever put several pencils side by side? What happens when you have many in that position and you put an object on them and then push the object forward? ( ..... )
- 4 Two steel rails about a meter apart with a box sitting on wheels. What happens when some force pushes the box? ( ..... )
- 5 With a rope tied to a heavy object with one end, and the other end put through a wheel about two meters above the box. One can pull on that other end and lift the heavy object. ( ..... )

### EX. 9 Search Time

I can write a paragraph about an Ancient Egyptian creative invention.

**- Search the internet for another Ancient Egyptian creative invention and write about it.**

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# Lesson (2)

## Outside the Box

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

- speak and ask questions about thinking outside the box.
- read a text about thinking outside the box for specific information.
- identify the meaning of new vocabulary.
- use the newly learnt vocabulary in a context.
- figure out the meaning of new phrasal verbs and collocations using definitions.
- listen to a dialogue about some problems of the society for details.
- give some solutions to the problems related to our society.
- hold a debate about the problems of the society using "*I agree*" and "*I disagree*".
- write about a problem and suggest some solutions.



### EX. 1 In groups, Discuss these Questions

I can speak and ask questions about thinking outside the box.

- 1 Have you ever felt stuck when solving a problem?
- 2 Remember a time when thinking differently helped you find a solution. Can you share that story?
- 3 Why is thinking outside the box important in solving problems, and how does it lead to cool ideas?
- 4 Tell us about a problem you solved by being creative. How did you do it?
- 5 How does thinking creatively make your everyday life more interesting? Can you give some examples?

### EX. 2 Read and Choose the Correct Answer

I can read a text about thinking outside the box for specific information.

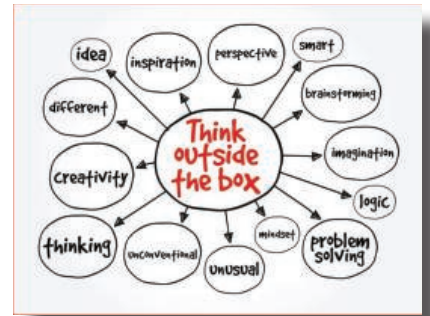
Have you ever felt **stuck** when trying to solve a problem? Well, there's a **saying** called "thinking outside the box" that can help you come up with new and creative ideas. It means to think differently and look at things from a new **perspective**. Let's learn more about it!

The phrase "thinking outside the box" has been around for a long time, but no one knows exactly where it came from. One example of thinking outside the box is a **puzzle** called the nine dots puzzle. The goal is to **connect** all the dots using only four lines, but you have to draw the lines outside the box to solve it. This puzzle shows us that sometimes we need to step back and look at things in a different way to find a **solution**.



Thinking outside the box is important because it helps us solve problems in **innovative** ways. It means not following the usual rules and thinking creatively. For

example, if you're trying to solve a problem at school, you can try looking at it from a different angle or asking for help from someone outside your usual group of friends. This can help you come up with new and exciting ideas that you might not have thought of before.



So, the next time you're faced with a problem, remember to think outside the box! Try looking at it from a different perspective and coming up with new and creative solutions. You never know what amazing ideas you might come up with!

### 1 What is the main idea of this passage?

- A) Thinking outside the box can help us solve problems in creative ways.
- B) The nine dots puzzle is a fun game to play.
- C) We should always follow the usual rules when solving problems.
- D) Thinking outside the box means looking at things from the same perspective.

### 2 According to the text, what does it mean to think outside the box?

- A) To follow the usual rules and think creatively.
- B) To look at things from the same perspective.
- C) To think differently and look at things from a new perspective.
- D) To only ask for help from your usual group of friends.

### 3 What is one example of thinking outside the box mentioned in the text?

- A) Looking at a problem from the same angle as usual.
- B) Asking for help from your usual group of friends.
- C) Solving the nine dots puzzle by drawing lines outside the box.
- D) Following the usual rules when solving a problem.

### 4 Why is thinking outside the box important?

- A) To follow the usual rules and think creatively.
- B) To look at things from the same perspective.
- C) To think differently and look at things from a new perspective.
- D) To only ask for help from your usual group of friends.

## UNIT 8

### 5 How can thinking outside the box help in personal growth?

- A) It cannot help in personal growth.
- B) It can help to solve problems in a creative way only.
- C) It can help to find new and innovative solutions to problems, leading to personal growth.
- D) It can only help in solving academic problems.

### 6 How can thinking outside the box help in decision making?

- A) It cannot help in decision making.
- B) It can help to solve problems in a creative way only.
- C) It can help to find new and innovative solutions to problems, leading to better decision making.
- D) It can only help in solving academic problems.

### EX. 3 Read and Match

I can identify the meaning of new vocabulary.

The word	The meaning
1 - Stuck	A. Unable to move or escape from a situation (1)
2 - Innovative	B. A short, well-known expression that gives advice or shares wisdom
3 - Saying	C. A particular way of thinking about or understanding something
4 - Perspective	D. Introducing new ideas or methods; creative and original
5 - Connect	E. Answers or ways to solve problems
6 - Solutions	F. A great way to challenge your brain and have fun at the same time.
7 - Puzzles	G. Joining or linking together

## EX. 4 Read the Sentences and Fill in the Gaps with Words from Ex. 3

I can use the newly learnt vocabulary in a context.

- 1 We need to find solutions to the pollution problem.
- 2 The company is known for its ..... approach to technology.
- 3 The ..... 'practice makes perfect' encourages us to keep trying.
- 4 I was ..... in traffic for hours.
- 5 From my ..... it's important to be kind to others.
- 6 We can ..... with people through phone calls or by spending time with them.
- 7 There are many different types of ....., like jigsaw puzzles, crossword puzzles, and brain teasers.

## EX. 5 Read Again and Complete

I can figure out the meaning of new phrasal verbs and collocations using definitions.

- Read Ex. 2 again and complete the following table with phrasal verbs and collocations from the text.

1 - solve a problem	a) To take a break and think calmly.
2 - ..... up with	b) The process of finding a solution to a problem (1)
3 - .....back	c) You want someone to give you something
4 - faced .....	d) To think of or create something
5 - .....ways	e) To consider someone or something in a particular way
6 - asking .....	f) To confront and deal a difficult
7 - thought .....	g) The act or process of introducing new ideas, devices, or methods

## UNIT 8

### EX. 6 Listen, Act and Answer

I can listen to a dialogue about some problems of the society for details.

#### TOP TIP

Use "I agree / "I couldn't agree any more" " to support your idea

Use "I disagree"/ "I couldn't agree less" when you are against the idea.

**Teacher:** Today class, I would like you to discuss a problem that appears so difficult to solve.

**Student:** That sounds interesting. What is the topic?

**Teacher:** As we all know, poverty is a serious problem in our country. Let us discuss how to solve it.

**Ahmed:** I don't have any ideas about how this can be done.

**Nadia:** Maybe the government could give money to all the poor.

**Mona:** I disagree with you. I do not think that would work because maybe people would not like to work anymore.

**Ayman:** I agree with Mona. Maybe the government can use the money to invest in building factories, and the poor will have more job opportunities.

**Ahmed:** This is an interesting discussion. What do you think, Mr. Ahmed?

**Teacher:** Yes, it's an interesting discussion. Any more ideas??

**Adel:** I agree with Ayman's opinion. The government could also expand projects to produce electricity and provide water for agriculture. That way we will have the electricity we need for homes and businesses, and more water for growing food.

**Teacher:** All your ideas are good and applicable. It shows that creative thinking can lead to solving problems.

1 The discussion in the class was about how .....

a) to solve poverty

b) to build more factories

c) to grow more food

d) to provide housing for the poor.



**2 The ideas the students promoted** .....

- a) were useless
- b) were contradicted by the teacher
- c) included important suggestions
- d) were a good discussion of the problem

**3 Such a discussion showed** .....

- a) how stupid the students are
- b) how such a discussion leads to creative thinking
- c) that it is not useful
- d) who was praised by the teacher

**4 To solve poverty, the students suggested** .....

- a) several useful ideas
- b) nothing at all
- c) ideas that the teacher did not like
- d) that each home should help a poor person

**5 Such a discussion should** .....

- a) not occur in a classroom
- b) be encouraged in all schools
- c) always engage as many students as possible
- d) be initiated by the teacher

### **EX.7 Think and Give some Solutions**

I can give some solutions to some problems related to our society.

**Look at the pictures of some problems, and give some solutions for them.**



**Poverty**



**Accommodation**



**Illiteracy**



**Overcrowded  
Classrooms**

## UNIT 8

The Problem	The Solutions
Poverty	1 - The government can invest money to build factories and the poor will have more job opportunities. 2 - ..... 3 - .....
Accommodation	1 - ..... 2 - ..... 3 - .....
Illiteracy	1 - ..... 2 - ..... 3 - .....
Overcrowded Classrooms	1 - ..... 2 - ..... 3 - .....

### EX. 8 Wok in Pairs

I can hold a debate about the problems of the society using "*I agree*" and "*I disagree*".

**- Do you agree that the government should solve all the problems of the society?  
If you agree or disagree, give reasons.**

**Do you support the idea of birth-control to solve the accommodation problem?**

### TOP TIP

An **argument** is an exchange of diverging or opposite views, typically a heated or angry one. Often a claim or argument and counterclaim or counter-argument are taken into account when read.

**Directions:** Before coming up with an argument or claim, students often must think about the pros and cons of a given topic. After they look at the pros and cons, they can formulate their argument or claiming an argumentative essay.

With the idea (Give reasons)	Against the idea (Give reasons)
Yes, I agree. As the government is responsible for achieving the development and the welfare for society.	

## EX. 9 Search Time

I can write about a problem and suggest some solutions.

Write about a problem in your society and how you can solve it using the internet.

### The Problem

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### The Solutions

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# Lesson (3)

## Present to Impact

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

- talk about presentation skills.
- read a text about “communication skills” for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context.
- listen to a text about “how to give a presentation” for specific information.
- complete a graphic organizer according to the mentioned elements of a presentation.
- engage in a conversation about “presentation skills”.
- classify what “I have to do”, and “I don’t have to do” while presenting ideas.
- make and deliver PowerPoint presentation.



## EX.1 In Groups, Discuss these Questions

I can talk about "presentation skills".

- 1 Why is communication an important skill in many areas of life?
- 2 Why is it important to organize your information and make your ideas memorable when communicating?
- 3 How can conquering your fears and speaking up for your ideas boost your self-esteem?
- 4 How can powerful presentation skills make a big difference in your life?
- 5 Can you think of a time when you had to present your ideas effectively? How did it make a difference?



Tips on Presentation Skills



## EX.2 Read and Choose the Correct Answer

I can read a text about communication skills for specific information.

Do you ever struggle with speaking up and sharing your ideas? Well, you're not alone! Many people find it challenging to **communicate** their thoughts clearly and powerfully. But don't worry, there are **proven** techniques to help you connect with your audience and inspire them to take action.

One important skill is learning how to organize your information and make your ideas **memorable**. By communicating your ideas effectively, you can get your message across and make a bigger **impact**. Another key component is presenting for results and getting people to take action. Whether you're speaking to one person or a hundred, you can learn strategies to **engage** your audience and **influence** them.



## UNIT 8

It's also important to remember that communication is a skill that can make you more successful in many areas of life. Whether you're selling a product, trying to get your boss to buy into a new idea, or just want to feel more **confident** in yourself, powerful communication can make a big difference. By **conquering** your fears and speaking up for your ideas, you can boost your **self-esteem** and believe in yourself more.

So, if you want to present your ideas powerfully and **inspire** your audience to action, remember to communicate effectively, present for results, and believe in yourself. With these skills, you can make a bigger impact and achieve your goals!

### 1 What is the main idea of this passage?

- A) Communication skills can make you more successful in many areas of life.
- B) Many people struggle with speaking up and sharing their ideas.
- C) Presenting your ideas powerfully can inspire your audience to action.
- D) Believing in yourself can boost your self-esteem and make a big difference.

### 2 According to the text, why is it important to communicate your ideas effectively?

- A) To make a bigger impact and get your message across
- B) To feel more confident in yourself
- C) To conquer your fears and boost your self-esteem
- D) To engage your audience and influence them

### 3 What is one key component of presenting for results?

- A) Learning how to organize your information and make your ideas memorable
- B) Believing in yourself and conquering your fears
- C) Connecting with your audience and inspiring them
- D) Communicating your ideas effectively

### 4 According to the text, what are some benefits of learning effective communication skills?

- A) Feeling more confident in yourself and boosting your self-esteem
- B) Making a bigger impact and getting your message across
- C) Conquering your fears and inspiring your audience
- D) Connecting with your audience and making your ideas memorable



## 5 Why is it important to believe in yourself when presenting your ideas?

- A) To make a bigger impact and get your message across
- B) To feel more confident in yourself
- C) To conquer your fears and boost your self-esteem
- D) To engage your audience and influence them

## 6 Why is it important to think strategically when presenting your ideas?

- A) To make a bigger impact and get your message across
- B) To feel more confident in yourself
- C) To conquer your fears and boost your self-esteem
- D) To engage your audience and influence them

### EX. 3 Read and Match

I can recognize new vocabulary using definitions.

word	definitions
1 - Communicate	a) Worth remembering or easily remembered, especially because of being special or unusual
2 - Memorable	b) To attract and hold the attention or interest of someone (1)
3 - Engage	c) To share or exchange information, news, or ideas
4 - Influence	d) Having a belief in oneself and one's abilities; self-assured
5 - Self-esteem	e) To fill someone with the urge or ability to do or feel something, especially to do something creative
6 - Inspire	f) To have an effect on the way someone thinks or behaves (4)
7 - Conquer	g) The powerful effect that something has on someone or something
8 - Impact	h) Demonstrated or shown to be true, effective, or reliable
9 - Proven	i) To overcome or defeat a problem or challenge
10- Confident	j) Confidence in one's own worth or abilities; self-respect

## UNIT 8

### EX. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in context.

**communicate - memorable - engage - influenced - self-esteem  
inspired -conquer- impact - proven- confident**

- 1 Working hard and achieving your goals can help boost your self-esteem.
- 2 The motivational speaker influenced the audience to pursue their dreams.
- 3 The coach's words of encouragement ..... the team to work harder.
- 4 The speech was so ..... that people talked about it for weeks afterward.
- 5 The speaker used humor to ..... the audience and keep them interested.
- 6 The new teaching method has been ..... to increase student engagement.
- 7 The speech had a profound ..... on the audience.
- 8 We need to ..... more effectively to get our message across.
- 9 She was able to ..... her fear of public speaking and deliver a powerful presentation.
- 10 She walked into the room with a ..... smile.

### EX. 5 Listen and Complete

I can listen to a talk about "how to give a presentation" for specific information.

Do you want to learn how to present your ideas effectively? Well, I have some great tips for you! Let's start with a story about a boy named Richard Turere from Kenya. Richard wanted to protect his family's livestock from lions, so he came up with a clever idea. He noticed that lions stayed away when he walked the field with a torch, so he created a system of lights that scared off the lions. Soon, other villages in Kenya started using Richard's "lion lights" too!

Now, let's talk about how to give a killer ..... . First, you need to frame your ..... . Figure out where to start and where to ..... . Next, plan your delivery. Decide if you want to ..... your speech or use bullet points and practice a lot. Don't worry about how you stand or if you're nervous. Your story is what matters most. Also,

don't read from PowerPoint ..... . Plan your multimedia carefully. Finally, play to your strengths and be yourself.

Communication is important in the business world too. Even top executives can struggle with presentations. It takes time and ....., to give a great presentation. You need to understand your ....., engage them, and provide relevant ..... . Be clear about the purpose of your presentation and create a brief for yourself. And remember, seek out the right models for your presentation.

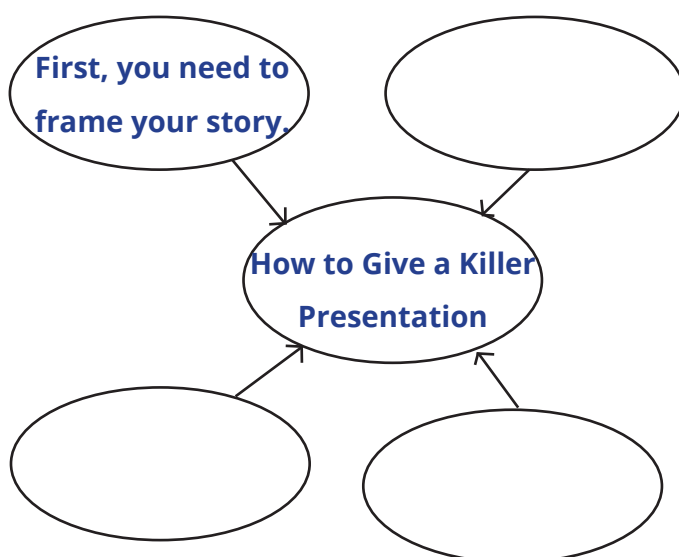
If you want to present your ideas powerfully, here are some tips. .... with your audience by focusing on what they want to know. Use ..... to resonate with them and make your presentation like a story. Address a specific ..... that your idea will solve. Be ..... and challenge your idea publicly. Allow time for ..... and involve your audience. Prioritize your audience's needs and be concise and memorable. Avoid clutter in your presentation slides.

Remember, effective communication is a necessary skill for success. Be ..... and concise in your message. Choose your ..... carefully and keep your sentences short. Use your leadership ..... to engage your audience. Practice your delivery and make it engaging. And most importantly, ..... in yourself and your ideas!

Now you have the tools to present your ideas effectively. Good luck!

### EX. 6 Complete the Graphic Organizer

I can complete a graphic organizer according to the mentioned elements of a presentation.



### TOP TIP

Before you give your presentation,

- Do some research using some key vocabulary about each topic
- Write a complete sentence
- Organize your presentation
- Greet your audience (say Hello, Good morning / Good afternoon)
- Today I want to tell you about.....
- Organize your ideas using the words of sequence (First, Second, Third, Then, Finally.....)

### EX. 7 Work in Groups and Discuss these questions

I can engage in a conversation about "Presentation Skills".

- 1 What are some additional ways you can prepare for a presentation?
- 2 How can you make your presentation simple?
- 3 How can you consider your audience when giving a presentation?
- 4 How did you overcome your nerves and deliver a successful presentation?

### REMEMBER

- Give feedback to your group.
- Use some visual aids like the photos and cards.
- Stick to time.
- Don't make too long presentation.
- Ask your group to write two things they enjoyed and they learned.

### EX. 8 Read and Sort

I can classify "what I have to do" and "what I don't have to do" while presenting ideas.

**- Read the following and sort them into: What you have to do and what you don't have to do.**

- 1 Use visual aids, facial expressions and smile.
- 2 Speak too quietly.
- 3 Maintain direct eye contact.
- 4 Stay cool.
- 5 Be confident.
- 6 Walk calmly and slowly.
- 7 Don't steal any information.
- 8 Document your sources.
- 9 Come unprepared.
- 10 Use too many ideas, or make the presentation too long.
- 11 Read word by word from your script.

"What you have to do"	"What you don't have to do"
1 - Use visual aids, facial expressions and smile.	1 - Don't steal any information.

## EX. 9 Your Turn

I can make and deliver a PowerPoint presentation.

**- Read and choose the topic you like best, and make your own PowerPoint Presentation.**

- 1 How to stay healthy
- 2 How does your body work?
- 3 The most common problem in our society

## Lesson (4)

**Do you have what it takes?**

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

- speak and ask questions about “the skills they have to reach goals”.
- read a text about the ability to have specific skills for main ideas.
- read a text about the ability to have specific skills for details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in a context.
- identify words with silent /s/.
- use words with silent /s/ in a context.
- write some advice for motivating others to do their job.





## EX. 1 In Groups, Discuss these Questions

I can speak and ask questions about the "skills I have to have reach my goals".



- 1 What does it mean when someone asks 'Do you have what it takes?'
- 2 What qualities do you need to have in order to become fluent in English?
- 3 Why is it important to have persistence and dedication when trying to become fluent in English?
- 4 Which is more important: persistence and dedication or being a genius? Why?
- 5 Why do you think it's important to have the necessary qualities to achieve a goal?
- 6 How can having persistence and dedication help you reach your goals?

## EX. 2 Read and Match

I can read a text about the ability to have specific skills for the main ideas.

**Read the text and match the following ideas to the paragraphs.**

- 1 It can also mean having the necessary qualities, like intelligence and persistence.
- 2 Having what it takes means having the skills and personality to do something.
- 3 If someone doesn't have what it takes, they lack the necessary skills and intelligence to do something.

.....(2).... Do you have what it takes? That's a question people ask when they want to know if you have the skills and personality to do something. It's like when you want to know if you have everything you need to do a job or reach a goal. For example, if you want to be a rocket scientist, you need to have brains and John has what it takes to be one. It can also mean that you have the skill and intelligence to do something. Like if you want to win a race, you hope you have what it takes to be prepared and good enough to win.

.....Sometimes, people say that someone has what it takes. That means they have

## UNIT 8

the skills, intelligence, personality, and **persistence** to do something. For example, if someone is running for President and they are well educated, **charismatic**, and good at having good relationships with people, you could say

....."She's got what it takes to become President". It means they have the necessary qualities. On the other hand, if someone doesn't have what it takes, it means they lack the necessary skills and intelligence to do something. Like if you went to **culinary** school to become a chef, but you didn't enjoy cooking in a **high-pressure** environment, you could say "I guess I just don't have what it takes to become a professional chef". So, do you have what it takes to become **fluent** in English? Of course you do! You don't need to be a **genius**, you just need to have persistence and **dedication**. Keep practicing and you'll get there!

### EX. 3 Read Again, then Answer

I can read a text about "the ability to have specific skills" for details.

**Read the text again, then answer the following questions:**

#### 1. What is the main idea of this passage?

- A) The importance of being well-educated and charismatic
- B) The different meanings of the phrase 'you have what it takes'
- C) The necessary skills to become a professional chef
- D) The importance of practicing to become fluent in English

#### 2. What does it mean when someone says 'you have what it takes'?

- A) You have the necessary skills and qualities to do something
- B) You are not smart enough to do something
- C) You are not persistent enough to do something
- D) You don't have any of the necessary qualities to do something

#### 3. According to the text, what qualities do you need to become fluent in English?

- A) You need to be a genius
- B) You need to have persistence and dedication
- C) You need to be charismatic
- D) You need to be well-educated

## 4. What does it mean if someone says 'she's got what it takes'?

- A) She has the necessary skills and qualities to do something
- B) She is not smart enough to do something
- C) She is not persistent enough to do something
- D) She doesn't have any of the necessary qualities to do something

## 5. What does it mean if someone says 'he's got what it takes'?

- A) He has the necessary skills and qualities to do something
- B) He is not smart enough to do something
- C) He is not persistent enough to do something
- D) He doesn't have any of the necessary qualities to do something

## 6. What does it mean when someone says 'you have everything you need'?

- A) You have all the necessary resources and tools to accomplish something
- B) You lack the necessary skills and intelligence to accomplish something
- C) You don't have any of the necessary qualities to accomplish something
- D) You are not persistent enough to accomplish something

### EX. 4 Read and Match

I can recognize new vocabulary using definitions.

Word	Defintison
1 - Persistence	a) Involving a lot of stress and demands
2 - Charismatic	b) An extremely intelligent person with exceptional abilities in a particular subject or activity
3 - High-pressure	c) The quality of being committed to a task or purpose (1)
4 - Fluent	d) The quality of continuing to do something even when it's difficult or takes a long time
5 - Genius	e) Able to speak or write a language easily and accurately
6 - Dedication	f) Having a charming and attractive personality that attracts others
7 - Culinary	g) Related to cooking or the kitchen

## UNIT 8

### EX. 5 Read and Fill in the Gaps

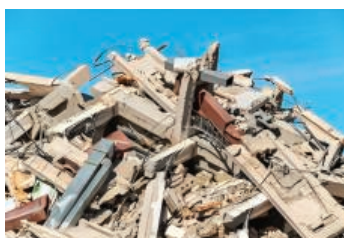
I can use newly learnt vocabulary in context.

( **high-pressure** - **persistence** – **genius** – **fluent** – **dedication** )

- 1 She became fluent in Spanish after studying it for several years.
- 2 Her ..... to her studies paid off when she graduated with honors.
- 3 Albert Einstein was a ..... in the field of physics.
- 4 Working in a ..... environment can be challenging.
- 5 With ....., you can achieve your goals.

### EX. 6 Listen and Circle the Words with Silent /s/

I can identify words with silent /s/.



On an island in the Pacific Ocean a hurricane that hit it destroyed many homes. The debris of the destroyed homes was everywhere. Even finding an aisle clear of debris between the homes that were undamaged was difficult. Other isles in the area also suffered terrible destruction. The disaster on the islands demonstrated the danger those who chose to live on them.

### EX. 7 Read and Complete

I can use the words with silent /s/ in a context.

- 1 They have lived on the island for many years.
- 2 My family spent their vacation on an .....
- 3 The boys are playing in the .....
- 4 She was hit on the head by flying .....

## EX. 8 Look and Write Using Complete Sentences

I can write some advice for "motivating others to do their job".

- Look at the picture and write some advice to motivate others to do their jobs using complete sentences.



1\_ You can achieve your goals with determination.

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# Lesson (5)

## Equip yourself for a New World

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

- talk about the required skills for the future.
- read a text about the required skills for the future for specific information.
- identify the definition of some new terms.
- listen to a dialogue about applying for a job for specific information.
- find the synonym and antonym for some adjectives using an e-dictionary.
- identify some words with silent /t/.
- use words with silent /t/ in a context.
- write about the important skills they need in the future.
- complete a self-assessment questionnaire.





## EX.1 In Groups, Discuss these Questions

I can talk about the required skills for the future.

- 1 What are some ways that you can develop teamwork, critical thinking, and communication skills in your everyday life?
- 2 How do you think the advancement of technology will impact the skills needed for future employment?
- 3 What are some potential benefits of having cross-cultural communication skills in today's globalized world? How can you develop these skills?
- 4 What is the importance of cultural awareness in communication? How can you improve your cultural awareness?
- 5 Can you think of any examples from your own life where you have had to adapt to new changes or learn new things? How did you handle it?



## EX.2 Read and Choose the Correct Answer

I can read a text about the required skills for the future for specific information.

In the future, there will be new skills that people need to learn. Some of these skills include **cross-cultural communication**, networking, **collaboration**, and **emotional intelligence**. These skills are important for success in international business. It's also important to have skills like problem solving, **adaptability**, and digital technology. Employers want to see that you can think critically, work well with others, and use technology effectively. It's also important to have good communication skills and be able to solve problems. Employers want to see that you can take initiative and be a leader. They also want to see

## 21st Century Skills

How today's students can stay competitive in a changing job market

### Learning Skills



### Literacy Skills



### Life Skills



## UNIT 8

that you pay attention to details and have a strong work ethic. These skills will help you succeed in any **profession**.

Technology is changing the way we work, and some jobs may be taken over by machines in the future. But people will still create new jobs and technology will play a big role. It's important to keep learning and adapting to new changes in the workplace. Even if you have the skills and education you need now, you may still need to learn new things throughout your career. Many adults are already taking classes and getting extra training to improve their job skills. It's important to have a good education and be able to communicate with people from different cultures. These skills will help you succeed in the future job market.

In conclusion, preparing children for the future is important and has changed throughout history. Today, we need to teach kids skills like **teamwork**, critical thinking, and **communication**. In the future, there will be new skills needed for success in international business. It's important to keep learning and adapting to new changes in the workplace. By developing these skills, you can be prepared for the jobs of the future.

### 1 What is the main idea of this passage?

- A) Preparing children for the future has always been important.
- B) The future job market will require different skills.
- C) Technology is changing the way we work.
- D) Education and good communication skills are important for success.

### 2 According to the text, what is an important skill for success in international business?

- A) Problem solving
- B) Adaptability
- C) Digital technology
- D) Cross-cultural communication

### 3 What does the text suggest about the future of jobs?

- A) All jobs will be taken over by machines.
- B) There will be new skills needed for success.
- C) People will no longer need to learn new things throughout their career.
- D) Technology will not play a big role in creating new jobs.

## 4 What is the importance of emotional intelligence in the workplace?

- A) It helps people work well with others
- B) It allows people to use technology effectively
- C) It helps people solve problems
- D) It makes people good leaders

## 5 What is one skill that is important for success in the future job market?

- A) Creativity
- B) Time management
- C) Attention to detail
- D) Physical strength

## 6 According to the text, what is one skill that is important for success in teamwork?

- A) Leadership
- B) Attention to detail
- C) Networking
- D) Emotional intelligence

### EX. 3 Read and Choose the Suitable Word for Each Definition

I can identify the definition of some new words.

( Emotional intelligence - Cross - Cultural communication - Collaboration -  
Collaboration - Adaptability - Profession - Teamwork - Communication )

- 1 The ability to adjust oneself readily to different conditions. (Adaptability)
- 2 The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. (.....)
- 3 The action of working with someone to produce or create something. (.....)
- 4 A paid occupation, especially one that involves prolonged training and a formal qualification. (.....)
- 5 All about how people from different cultures talk and understand each other. (.....)
- 6 The branch of philosophy that deals with moral principles and values. (.....)
- 7 The act of working together as a team to achieve a common goal or complete a task. (.....)
- 8 The act of sharing ideas, thoughts, and information with others. (.....)

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### EX. 4 Listen, Act and Circle True or False

I can listen to a dialogue about "applying for a job" for specific information.

**Ayman:** Hello, Ahmed. You look thoughtful today.

**Ahmed:** Yes, I am thinking about applying for a job at the local electrical power company.

**Ayman:** What job will you apply for?

**Ahmed:** There is an opening for an engineer to manage the power distribution system.

**Ayman:** That sounds like a very responsible position that requires great skills.

**Ahmed:** Yes, I know. With my training as an electrical engineer, I think I am qualified.

**Ayman:** I know you were a good student at school and were always first of our class.

**Ahmed:** Yes, but in the real world of work, more than knowledge is necessary.

**Ayman:** I had not thought of that. What more is needed?

**Ahmed:** First, one must be able to work well with others, and be prepared to solve serious problems quickly, as well.

**Ayman:** I know when we were at school, you were always the first to solve difficult problems the teacher gave us.

**Ahmed:** Well, I hope my qualifications will be adequate for the company to accept me for the job.

**Ayman:** I wish you good luck, my friend.



- 1 Ahmed is applying for a job to manage the power distribution system. (True - False)
- 2 Training as a mechanic is required for the job. (True - False)
- 3 For the job Ahmed is applying for he does not need to work with others.(True - False)
- 4 Solving serious problems is one of the qualifications required for the job.(True - False)
- 5 One does not need to work well with others in this job. (True - False)

## TOP TIP

You can form different forms of adjectives by adding different suffixes like, ful, al

- thought- thoughtful
- help - helpful
- music – musical
- magic – magical

## EX. 5 Complete the Table

I can find the synonym and antonym for some adjectives using an e-dictionary.

- Using an e-dictionary, find the synonyms and antonyms of the adjectives and complete the table.

Adjective	Synonym	Antonym
1 - Local	national	international
2 - Necessary		
3 - Serious		
4 - Adequate		
5 - Difficult		
6 - Thoughtful		
7 - Good		

## UNIT 8

### EX. 6 Listen, Read and Circle the Words with Silent /t/

I can identify words with silent /t/.

In the Middle Ages in Europe when the rich lived in castles, they invented various forms of entertainment. Matches would be arranged between Knights to see who was best with swords. These matches did not allow participants to soften the blows of their swords. And if one listened to some historians, many of the participants suffered serious injuries or death. Though the contestants would fasten on armor, even that did not prevent such results. Yet, even those who fought each other developed a certain rapport away from the field of battle.

### EX. 7 Read and Complete

I can use words with silent /t/ in context.

- 1 He has a good rapport with his teachers.
- 2 We should never ..... our criticism of ourselves
- 3 ..... to your parents' advice.
- 4 They built a sand ..... on the beach.
- 5 The carpet doesn't ..... the floor.

### EX. 8 Search Time

I can write about the important skills I need in the future.

**Using the internet, write some of the important skills you need in the future.**

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## EX. 9 Self- Assessment Questionnaire

I can complete a self-assessment questionnaire.

**Use the following questionnaire as a guide to assess yourself.**

	Yes	No
1. I can guess what the things are.		
2. I can use the graphic organizers.		
3. I can test out different ideas.		
4. I can invent a solution to a complex, open- ended question.		
5. I can think of giving some alternatives to solve a problem.		
6. I am creative enough to add new things.		
7. I agree and disagree with others politely.		
8. I am able to solve complex problems or answer questions that have more than one correct solution or answer.		
9. I can support a particular idea.		
10. I can hold a debate.		
11. I can identify the topic of my presentation.		
12. I can do some research.		
13. I can prepare the content of my presentation.		
14. I can present the main points of my presentation clearly.		
15. I can prepare myself to present the information.		
16. I can control of my speech tone.		
17. I have enough self- confidence.		
18. I can use the visual aids.		
19. I can give feedback about my presentation.		
20. I can finish my presentation appropriately.		
21. I can work in a team.		
22. I have some technological skills.		

### ***MINI-PROJECT***

#### ***Make a Presentation***

- You are going to make and give a presentation of any topic you like then your colleagues will evaluate your presentation according to the presentation skills questionnaire.
- Before the presentation, the teacher will divide the learners into four groups and distribute the roles among them.
- The best presentation will be presented at the Coming English School Broadcasting.

# Listening Texts



## **Listening texts**

### **Unit 5**

#### **Lesson (2)**

##### **Ex. 7 listen and Complete the Missing Words**

Do you want to know how to make your bones strong and healthy? Well, I have some tips for you!

First, you need to eat foods that have a lot of calcium. Calcium is a mineral that helps build strong bones. You can find calcium in dairy products like milk, cheese, and yogurt. It's also in foods like beans, nuts, and leafy green vegetables. Some foods, like orange juice and cereal, even have calcium added to them. So make sure to eat these foods to get enough calcium!

Next, you should take a vitamin D supplement. Vitamin D helps your body absorb calcium. Most kids don't eat a lot of foods that have vitamin D, so it's important to take a supplement. Even babies need vitamin D unless they drink a lot of formula. But remember, too much sun can be bad for your skin, so make sure to protect yourself with sunscreen and clothes.

Lastly, you should exercise to make your bones strong. Exercise helps build muscle and bone strength. You can do exercises like walking, dancing, or playing sports. These activities are called weight-bearing exercises because you carry your body weight and work against gravity. They make your bones stronger. You can also do exercises that improve your balance, like yoga or tai chi. These exercises help prevent falls and keep your bones safe.

## **Unit 6**

### **Lesson (1)**

#### **Ex. 5 Listen and Add the Correct Suffix (-tion/ -tian/ -ssion)**

- 1 - He comes from Venice. He is Venetian.
- 2 - I enjoy group discussion in the classroom.
- 3 - You have a wild imagination, Fares.
- 4 - I am proud to be Egyptian.
- 5 - I came first in the running competition.
- 6 - My ambition is to be a famous scientist.
- 7 - I took my father's permission to go to the club.

#### **Ex. 6 Listen and Complete the Sentences**

Eyad: Hello, Fares. How is everything going?

Fares: Hi, Eyad, I'm doing well, thanks.

Eyad: I've been thinking a lot about personal goals and ambitions recently. Do you think life goals are important?

Fares: Of course. Goals give us a purpose in our life. When we set goals, we stay focused and motivated. When we finally achieve these goals, we experience a great sense of accomplishment.

Eyad: How can we set goals?

Fares: start by thinking about what we want to achieve in life; for example our study, business, or even relations. It's important to break down the big goals into smaller achievable steps. Besides, we should be realistic when we set our goals.

Eyad: That sounds like good ideas. But, what happens if something doesn't work as planned?

Fares: For sure, we can meet challenges and we may even, experience failure. But, failure should be a new start for us to try again and achieve success. Besides, we should be near the persons who support and encourage us to be better.

Eyad: I think you're right. Thanks a lot for your wonderful ideas.

### Lesson (2)

#### Ex. 6 Listen and Fill in the Gaps

Hey there, future achievers! Let's talk about why it's super cool to set big goals for yourself. First off, having these awesome goals gives your life a real sense of purpose and shows you where you're heading. When you wake up in the morning, you've got a mission, and even when things get a bit tricky, you've got a reason to keep pushing forward. Setting these big goals isn't just about reaching them, it's also about becoming your absolute best self. Imagine stepping out of your cozy comfort zone – it might feel a bit scary, but guess what? That's where the magic happens! You'll learn and pick up new skills that will come in handy in all parts of your life. How cool is that? Now, here's the super awesome part – when you actually achieve those big goals, you get this amazing feeling of success and pride. It's like a high-five to yourself! It shows you that you're capable of doing incredible things, and that's a major boost for your confidence and toughness. So, dream big, set those goals, and go rock the world! You've got this!

### Lesson (3)

#### Ex. 7 Listen and Tick (✓) or (✗)

Do you think kids can be their own best role models? The answer is yes. Kids who have no fear to start something that they're interested in or passionate about and kids who've been on amazing experiences can be good role models for themselves and all of us. An example of a young role model is Mikaila Ulmer. When she was four, she was stung by a bee twice. So, she learned up about the bees and saw the challenges that they were facing. Then she took her granny's flaxseed lemonade recipe and sweetened it with local honey. She went from the simple lemonade stand and when she became thirteen, she already has four different types of lemonade and has them in hundreds of Whole Foods across the country. That's not all. She also donates a percentage of her profits to international organizations working to save the bees.



## Unit 7

## Lesson (2)

## Ex. 3 Listen and Answer

1- Receptionist: Hello, how can I help you?

Tamer: Hi there! Can you please guide me on how to meet with a doctor here?

Receptionist: Certainly. All you have to do is take a number from the ticket printer over there and wait for your turn.

Tamer: What about the payment process here?

Receptionist: Once you have received the necessary check-in, you will be given a prescription. Just head to the pharmacy on your right-hand side, and they will provide you with the medicine. You can then proceed to pay the bill.

Tamer: Thank you so much.

2- Doctor Shady: May I have your name and how you're feeling? You look pale with a hoarse voice.

Tamer: Yes, doctor. My name is Tamer. I have had a sore throat for the past two days, and I have a mild cough.

Doctor Shady: Alright. Let me check your temperature first.

Doctor Shady: I see that you have recently experienced a scratchy and dry throat, but your temperature is normal. [Write at the bottom of the same image]

Tamer: That's exactly how I am feeling now, and swallowing anything is quite difficult. My throat hurts a lot.

Doctor Shady: Okay, don't worry. I will prescribe this medicine for you, and I will see you again next week.

3- Doctor Shady: Good evening, Laila. What has brought you to the hospital today?

Laila: I don't feel well. I have multiple symptoms, and I'm feeling a bit dizzy.

Doctor Shady: Please have a seat here. Can you provide a more detailed description?

Laila: I vomited about an hour ago, and I feel like it might happen again.

Doctor Shady: Let me examine your stomach.

[In the same image, write: "Oh! I'm afraid you require an urgent operation right away."]

Laila: Oh my God! I need to discuss this with my parents first.

## **Lesson (5)**

### **Ex. 6 Listen and Complete**

#### *Cairo Monorail*

The Cairo Monorail is like a super cool and fast train project in Egypt! They built it to make Cairo less crowded and link the new cities with downtown. It's also good for the environment. Imagine this - it has two lines, and it goes super-fast at 80 km/hr.! The first line connects 6th of October City with Giza, and the trip only takes about 32 minutes. Then there's the Administrative Capital Monorail, which links the New Capital with East Cairo. The whole trip to the New Capital is just 60 minutes. That's way quicker than riding cars or regular buses. Plus, it's cheaper, safer, and helps reduce traffic jams. Cool, huh?

## Unit 8

## Lesson (3)

## Ex. 5 Listen and Complete

Do you want to learn how to present your ideas effectively? Well, I have some great tips for you! Let's start with a story about a boy named Richard Turere from Kenya. Richard wanted to protect his family's livestock from lions, so he came up with a clever idea. He noticed that lions stayed away when he walked the field with a torch, so he created a system of lights that scared off the lions. Soon, other villages in Kenya started using Richard's "lion lights" too!

Now, let's talk about how to give a killer presentation. First, you need to frame your story. After that, figure out where to start and where to end. Next, plan your delivery. Decide if you want to memorize your speech or use bullet points and practice a lot. Don't worry about how you stand or if you're nervous. Your story is what matters most. Also, don't read from PowerPoint slides. Plan your multimedia carefully. Finally, play to your strengths and be yourself.

Communication is important in the business world too. Even top executives can struggle with presentations. It takes time and effort to give a great presentation. You need to understand your audience, engage them, and provide relevant information. Be clear about the purpose of your presentation and create a brief for yourself. And remember, seek out the right models for your presentation.

If you want to present your ideas powerfully, here are some tips. Connect with your audience by focusing on what they want to know. Use storytelling to resonate with them and make your presentation like a story. Address a specific problem that your idea will solve. Be confident and challenge your idea publicly. Allow time for questions and involve your audience. Prioritize your audience's needs and be concise and memorable. Avoid clutter in your presentation slides.

Remember, effective communication is a necessary skill for success. Be clear and concise in your message. Choose your words carefully and keep your sentences short. Use your leadership voice to engage your audience. Practice your delivery and make it engaging. And most importantly, believe in yourself and your ideas!

Now you have the tools to present your ideas effectively. Good luck!