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Presidency of Al-Azhar Institutes

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Primary Six
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Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (1) Human Rights and Social Justice	<p>Listening</p> <ul style="list-style-type: none"> - Listen to a text about human rights - Listen to a recorded symposium with a university professor <p>Speaking</p> <ul style="list-style-type: none"> - Talk about the United Nations and its work - Talk about human rights and justice in Islam - Talk about the co-signing of the 'Human Fraternity Document' - Talk about Charles Dickens <p>Reading</p> <ul style="list-style-type: none"> - Read a text about the United Nations - Read a dialogue about Islam and Human Rights - Read a text about 'Human Fraternity Document' - Read a text about 25th of January Revolution - Read a dialogue about a difficult assignment - Read a summary of 'Oliver Twist' <p>Writing</p> <ul style="list-style-type: none"> - Write some of the pupils' rights according to free education - Comment on articles of the Universal Declaration of Human Rights - Comment on a poem about a Muslim child's rights - Complete a fact file about a famous character - Paraphrase a short text from the 'Human Fraternity Document' - Write a message to the martyrs - Write a summary to one of Charles Dickens' novels - Write a biography of a famous character 	<p>Present simple tense: active and passive</p> <p>-Parts of Speech: noun, pronoun (subject pronoun) and determiner</p>	<p>-How to reply to thanking using different expressions</p>

Vocabulary	Activities
<p>United Nations, international, organization, intergovernmental peace, security, nation, solution, humanity, General Assembly, universal, treaties, human rights, equal, dignity, reason, conscience, brotherhood, Muslim, grant, Holy Quran, verse, soul, forbidden, mankind, male, female, Islamic religion, prophet, enthusiastic, inherit, inheritance, distinction, fair, Human Fraternity Document, co-signing, Church, patronage, harmony, principles, duties, gift, freedom, mercy, foundations, prosperity, cornerstone, faith, judge, legislative, legal, advisor, faithful, competence, integrity, diligence, committee, honour, interreligious dialogue, relationship, efforts, political, historical, conditions, modify, prevent, protection, fundamental, nutrition, support, innocence, violations, neglected, fruitful, remedies, spiritual, maladies, division, conflict, reinforce, <i>Revolution</i>, tyranny, corruption, movements, demands, homeland, wealth, opportunities, equity, participation, diversity, demonstrations, occupation, civil resistance, protesters, evacuate, slogan, presidency, motto, anniversary social justice, author, novel, narrative, injustice, protagonist, campaigner, fictional, biography, autobiography, hero, neighbourhood, ghost, spirit, infant, gender, historical, commentary, poverty, orphan, orphanage, apprentice, undertaker, handkerchief, pickpocket, accuse, suspect, arrest, crime, burglary, mission</p>	<ul style="list-style-type: none"> - Discuss - Read and answer - Read and add (:) or a (;) - Listen and tick (√) or (×). Correct the false ones - Listen and underline - Look and write - Read and comment - Read, match and find which Surah - Read and underline the verb, then write active or passive - Change into passive - Listen and answer - Listen and complete the table - Read and tick (√) or (×). Support your answer - Paraphrase and draw a picture - Think and answer - Work in pairs - Look and comment - Search, write, and draw - Write a biography

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (2) Sustainable Development in Egypt	<p>Listening</p> <ul style="list-style-type: none"> A dialogue between a boy, his dad and his sister about decent life initiative "Hayah Karima." A speech about the goals of Sustainable Development A school broadcast about the New Damietta Furniture City and New Alamein City A descriptive summary of Shakespeare's Macbeth <p>Speaking</p> <ul style="list-style-type: none"> Presenting a school broadcast about the New Damietta Furniture City and New Alamein City. A discussion about Egypt's National Projects (Monorail, New Alamein City, New Suez Canal, etc. Using Homophones in Meaningful contexts Using active and passive voice in meaningful contexts A discussion about of Shakespeare's Macbeth <p>Reading</p> <ul style="list-style-type: none"> International documents and reports on global encyclopedia about Egypt's Monorail and New Suez Canal A dialogue between a boy, his dad and his sister about decent life initiative "Hayah Karima." A Summary of Shakespeare's Macbeth <p>Writing</p> <ul style="list-style-type: none"> A book review about Egypt's National Projects (Monorail, New Alamein City, New Suez Canal, etc. A paragraph about Egypt's Presidential Initiative , Decent Life, to summarize the main ideas of the topic A Summary of Shakespeare's Macbeth with different ending from the pupil's POV 	<ul style="list-style-type: none"> Active and Passive Voice (past simple) Using Parenthetic Commas 	<ul style="list-style-type: none"> Giving Information / Giving Opinions Using Figurative language (symbolism)

Vocabulary	Activities
<p>Sustainable- Decent Life- Initiative Furniture- The Armed Forces Engineering Authority- efficient- waste - destruction - emission- manufacture- organic- Research – disabled – volunteers- seniors The New Urban Communities civil- sustain- - prize - orphan- poverty - Trade industry city transport logistics launch – dyeing- bread- sell- fax- cell- check - facts- serial- dying- fair- cheque- fare- cereal Authority and the Arab Contractors- Kingdom- suicide – witches – bloody daggers - Prophecy Aristocracy- Suicide Camouflage –Traitor- Flee (fled)- Dismiss Court</p>	<ul style="list-style-type: none"> • Listen, read and do • Read and choose • Find out words (from the text) that give the meaning of the following definitions • Discuss and answer the following questions • Drop the correct word and It's meaning in their correct places and give examples • Write a paragraph about Egypt's Presidential Initiative , Decent Life • Look and tell • Choose the correct answer • Fill in the following table from the text • Change the following sentences into passive • Write a book review considering what you have learned from today's topic • Listen, read and present • Write a paragraph to persuade your readers of the importance of the Egyptian National Projects • Write a book review in a paragraph after finishing this template • Answer the following questions • Rewrite a summary of this play and imagine a different ending

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (3) Pandemics	<p>Listening</p> <ul style="list-style-type: none"> Listen to some advice Listen to a text about the 'Swine Flu' Listen to a text given instructions Listen to a text about a children's book entitled "My Hero is You" Listen to some tips for students by the WHO <p>Speaking</p> <ul style="list-style-type: none"> Talk about some terms related to pandemics Talk about pandemics Talk about COVID19- pandemic run a conversation about the key times for handwashing Talk about different heroes at times of pandemics Ask questions about COVID19- and how to be a hero at these hard times Talk about feelings when schools closed at the time of COVID19- Ask and answer about a student's diary <p>Reading</p> <ul style="list-style-type: none"> Read a text about pandemics Read a text about 'Pandemics Throughout History' Read a text about COVID19- Read a text about 'heroes at pandemics times' Read a text about 'Schools' closure at the time of COVID19- <p>Writing</p> <ul style="list-style-type: none"> Give written advice to stay safe during pandemics Find and write some facts about a pandemic Write a diary describing a day during COVID19- pandemic 	<ul style="list-style-type: none"> Parts of Speech: interjections Main clause and subordinate clause 	<ul style="list-style-type: none"> Giving advice Proverbs

Vocabulary	Activities
<p>Pandemic, virus, antibiotic, injection, quarantine, outbreak, epidemic, contagious, disease, community, population, infectious, infection, expert, countries, continents, The World Health Organization (WHO), vulnerable, prevention, community, region, geographic, economic, social, political, disruption, consumption, medicine, antibiotics, pills, syrup, injections, patients, social distancing, personal sanitation, quarantine, scientists, vaccine, deaths, morbidity, mortality, Plague, Spanish Flu, Asian Flu, Swine Flu, Cholera, severe, acute, respiratory, syndrome, coronavirus, COVID19-, Ebola, endemic, non-infectious, conditions, cancer, hypertension, emergence, spread, zoonotic, transmission, antimicrobial, resistance, potential, microorganisms, biological weapon, healthcare, shortage, physicians, miasma, corruption, symptoms, fever, fatigue, cough, breathlessness, headache, sore throat, myalgia, vomiting, diarrhea, nature, cure, droplets, particles, contaminate, handwashing, extraordinary, heroes, voluntary, medical staff, oxygen cylinders, mask, gel, sanitizer, hardships, risks, indebted, valuable, sacrifices, school closure, learning opportunities, socioemotional, cognitive, development, recovery, remote modes, online, learning platforms, loss, support, assessment, postpone, cancel, implement</p>	<ul style="list-style-type: none"> • Discuss • Read and answer • Listen and complete • Work in pairs • Look and write • Fill in the gaps • Read and match • Internet Search • Look up the words and complete the table • Make stickers • Read and underline • Read and circle • Look, read and write • Read and tick (✓) or (✗). Correct the false ones • Read and fill in the gaps • Read, then ask and answer in pairs • Your turn

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
Unit (4) Energy and Environment	<p>Speaking</p> <ul style="list-style-type: none"> • Talk about energy resources • Talk about energy use in daily life • Talk about renewable energy solutions • Talk about ways to conserve energy • Talk about the role of technology in conserving energy <p>Reading</p> <ul style="list-style-type: none"> • Read a text about energy resources for details. • Read a text about the impact of energy use on the environment for details • Read a text about Renewable energy solutions for details • Read a text about energy conservation for main ideas • Read a text about technology and energy for the main ideas. • Read a text about technology and energy for details <p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph about energy resources • Write a paragraph about the impact of energy use on the environment • Write a summary for several renewable energy solutions • Write a journal entry about renewable energy solutions • Write a summary about energy conservation • Write a paragraph about energy conservation • Write a paragraph about smart homes 	<ul style="list-style-type: none"> - The coordinating conjunctions (and, so, because) - Forming adjectives by adding the appropriate suffix (ic, al, ive, ous). - appropriately - Zero conditional-if in context. - Phrasal verbs and collocations using definitions - Using "but" as a conjunction 	

Vocabulary	Activities
<p> solar panels - board games- sustainability - pollution – explore - capture - energy resources – wind turbines – environmental impact - non-renewable energy – harm - fossil fuels - conservation - renewable energy, run out, used over, turn into impact, Release, harmful, greenhouse gases, contribute to, global warming, ice caps, generate, unplug, appliances, decrease, emissions, replenish, harness, convert, reliance rural, maintain, local, economy, affordable, developing countries, access, quality, popular, limitless, reliable, efficient, sustainable jump, enjoy, object, major, justify, judge, projects, jobs, journal, jungle, jet programmable, thermostat, automatically, adjust, lower, bill, energy-efficient, regular, energy star, add up, savings, wisely electric cars, bright , energy-efficient homes, renewable energy, energy conservation constantly, natural, convenient, adjust, last, ninjas, charge, crucial, mindful, commitment, dynamic duo, dive into, shift gears, win-win, thanks to </p>	<ul style="list-style-type: none"> • - In Groups, Look at the pictures and discuss the following questions • Read and choose • Read and match • Read and fill in the gaps • Read again and answer • Read and circle the words that connect the sentences together • Rewrite the following sentences using (and, so, because) • Search and write a paragraph • Add the appropriate suffix to form adjectives • Read and tick True (✓) if it is a fact and false (✗) if it is not • Rewrite the following sentences using (If) • Search and find the synonym and/or antonym • Search and write a summary • Listen and repeat • Search and write a Journal Entry • Complete the following Infographic • Read and repeat • Sort the following words out according to the pronunciation of \ch\ • Read again and complete the following table with phrasal verbs and expressions from the text • Read and notice the use of “But” as a conjunction

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Unit 1

Human Rights and Social Justice

Grammar

- Present simple tense: active and passive
- Parts of Speech: noun, pronoun (subject pronoun) and determiner

Phonics

- Word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence; -ant, -ent

Language functions

- How to reply to thanking using different expressions

Critical thinking

- Do you think there should be more treaties to protect human rights all over the world? Why? Why not?
- Do you think writers can change the conditions in their societies through their writings? How?

Study skills

- Breaking words into syllables to easily pronounce them
- Writing comments



Lesson (1)

The Universal Declaration of Human Rights

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

- analyze and engage in thoughtful discussions regarding the United Nations Organization.
- efficiently extract specific information from a text pertaining to the United Nations.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- use the colon (:) and semi-colon (;) appropriately.
- listen to a text about human rights for specific information.
- identify some word endings with different spellings but the same pronunciation, e.g., -tion, -cian, -sion, -ssion.
- write some of the pupils' rights according to free education.
- comment on articles of the Universal Declaration of Human Rights.





Ex. 1 Look at the Pictures and Discuss the Following Questions:

I can analyze and engage in thoughtful discussions regarding the United Nations Organization.

- 1 Do you have any ideas about the United Nations (UN) Organization?
- 2 Can you guess the number of the members in the UN?
- 3 Do you think Egypt is a UN member?
- 4 Looking at the UN slogan, what do you think it symbolizes?
- 5 Mention some of the human rights from your point of view?
- 6 Who do you think the responsible for establishing the human rights should be?



Ex. 2 Read and Choose

I can efficiently extract specific information from a text pertaining to the United Nations.

The United Nations (UN), located in New York city, the USA, is the largest international organization founded in 1945. It is an **intergovernmental** organization that aims to maintain international peace and security, develop friendly relations among nations, achieve international **cooperation**, and serve as a center for **harmonizing** the actions of nations. The UN is currently made up of 193 members; Egypt and other 19 Arab countries are among those members. It has evolved over the years to keep pace among the peoples of a rapidly changing world; it remains the only place on Earth where all the world's nations can gather together, discuss common problems, and take decisions to find shared solutions for the benefit of humanity.



The UN has six **principal operational** organizations: the General Assembly, the Security Council, the Economic and Social Council, the International Court of Justice, the UN Secretariat, and the Trusteeship Council.



The General Assembly of the UN announced 'The **Universal** Declaration of **Human Rights** (UDHR) in Paris on 10th December 1948. UDHR is regarded as a common standard of achievements for all peoples and all nations. It is one of the most important documents in the history of human rights which include 30 articles that define all the rights that people should equally enjoy worldwide. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR has inspired and paved the way for holding more than seventy human rights **treaties**, applied today on a **permanent** basis at global and **regional** levels.



Critical Thinking

Do you think there should be more treaties to protect human rights all over the world? Why? Why not?

1 The United Nations (UN) was founded in

- a) **1945** b) 1948 c) 1935 d) 1950

2 How many member countries are currently part of the UN?

- a) 150 b) 193 c) 100 d) 50

3 The main goal of the UN is to

- a) promote national conflicts b) achieve international cooperation
c) develop military alliances d) isolate member nations

4 is the organization responsible for announcing the Universal Declaration of Human Rights (UDHR)?

- a) Economic and Social Council b) General Assembly
c) International Court of Justice d) Trusteeship Council

5 How many articles are there in the Universal Declaration of Human Rights (UDHR)?

- a) 10 b) 20 c) 30 d) 40

lesson1



Ex. 3 Read and Match

I can recognize new vocabulary using definitions.

1. Intergovernmental	() Bringing different things or people into agreement or balance
2. Cooperation	() Lasting or continuing without interruption
3. Principal	() Applying to all people or things worldwide
4. Operational	() Basic rights and freedoms that every person is entitled to, such as the right to life, liberty, and equality
5. Harmonizing	(<u>1</u>) Involving or relating to two or more governments working together
6. Universal	() Formal agreements between countries or organizations, usually for specific purposes
7. Human Rights	() When people or countries work together to achieve common goals or solve problems
8. Permanent	() Relating to a particular area or part of the world.
9. Treaties	() Most important or main
10. Regional	() Related to the functioning or activities of an organization



Ex. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

human rights	operational	regional	cooperation	treaties
universal	permanent	intergovernmental	harmonizing	principal

- 1 The United Nations is an intergovernmental organization where countries work together on global issues.
- 2 International is crucial for addressing climate change effectively.
- 3 The goal of the United Nations is to promote world peace.
- 4 The Red Cross has teams ready to respond to disasters.
- 5 Diplomats play a crucial role in conflicting interests between nations.
- 6 Human rights should be and apply to all individuals, regardless of their background.

- 7 The Universal Declaration of includes the right to freedom of speech.
- 8 The United Nations has a presence in New York, where it conducts its work.
- 9 International help countries cooperate on issues like trade and security.
- 10 The United Nations has offices in different parts of the world to address concerns.



Ex. 5 Read and Add (:) or a (;)

I can use colon and semi-colon appropriately.

Examples:

My favorite animals at the zoo are: pandas, with their black and white fur; tigers, because of their beautiful stripes; and giraffes, with their long necks.

In this example the colon (":") is used to introduce a list of favorite animals, whereas the semicolon (";") is used to separate the animals in the list and provide more information about each animal.

- 1 I have visited many places in Europe : Paris, France ; Rome, Italy ; London, England and others.
- 2 The politicians agreed to meet tomorrow evening at 5.....15.
- 3 Children have many rights..... the right to live happily is the most important.
- 4 Explaining this rule has three steps..... presentation, practice and production.
- 5 Charles Dickens wrote many novels..... Hard Times is my favourite.
- 6 I have one more question..... What are the Universal Declarations of Human Rights?



TOP TIP

A colon (:) and a semi-colon (;)

A colon (:) is a punctuation mark that's used to introduce: lists, units of time, ratios, and quotes; separate two independent clauses when the second clause is directly related to the first clause; and it is used in dialogues.

A semi-colon (;) is a punctuation mark used to connect two independent clauses without a conjunction, add extra information, separate units of a series when one or more of the units contain commas.

Examples:

- I have one goal: to win the finals.
- Athletic development has three stages: sampling, specializing, and investment.
- It's 11:30 am.
- Aly: Thanks a lot. Heba: You're welcome.
- I'm here; Mona is upstairs.
- Call me tomorrow; you can give me an answer then.
- The competition has players from Cairo, Egypt; Paris, France and other places.



Ex. 6 Discuss, Listen and Tick (✓) or (×). Correct the False Ones.

I can listen to a text about human rights for specific information.

Before you listen:

- 1 What do you think the listening text will be about?
- 2 Do you think boys and girls have equal rights in Egypt?

Now, listen to a text about Human Rights and Tick (✓) or (×).
Correct the False Ones.

- 1 Human rights are the values that keep society fair, just and equal. (✓)
- 2 The Universal Declaration of Human Rights includes 20 articles. ()
- 3 According to the Universal Declaration of Human rights, prisoners have no rights. ()
- 4 The article 26 of the declaration is about free communication to everyone. ()
- 5 School is free and compulsory at the elementary stages. ()
- 6 Teachers have the right to choose the kind of education that shall be given to children. ()



**Ex. 7 Listen and Underline**

I can identify some word endings with different spellings but the same pronunciation, e.g., -tion, -cian, -sion, -ssion.

- 1 Revolutions result in crucial decisions for the nation.
- 2 Good teachers have passion for the teaching profession.
- 3 He has a sensitive position so that he chooses his expressions wisely.
- 4 The politicians agreed to meet for communication to find solutions to the people's problems.
- 5 I received an invitation to attend the finals of the Spelling Bee Competition in Cairo.
- 6 This famous musician lives in a large mansion.
- 7 There is a good relation between persuasion and comprehension.

**TOP TIP**

Some word endings in English have the same pronunciation /ʃən/, **although they have different spelling** (-tion, -cian, -sion, -ssion).

Be careful because there are some words end with sion, but have have different pronunciation, e.g., decision, occasion.

**Ex. 8 Look and Write**

I can write some of the pupils' rights according to free education.

Education is not for sale.

- 1 Look at the pictures which represent slogans about education: Education is free. It is not for sale.
- 2 Think and write some of the rights you enjoy and add any other rights you wish to have.



Free Education

**My Rights**

.....

.....

.....

.....

By

.....

Lesson (2)

Human Rights in Islam

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

- discuss questions about human rights in Islam.
- read a dialogue about Islam and Human Rights for the main idea.
- select the suitable verse from the Holy Quran that shows justice.
- differentiate between sentences in the active and passive voices.
- change present simple sentences from active into passive.
- listen to a meeting with a university professor for specific information.
- comment on a poem about 'A Muslim Child's Rights'.





Ex. 1 Look and Discuss in Groups

I can discuss questions about human rights in Islam.

Look at the pictures and discuss the following questions:

- 1 Do you agree that Islam is the religion of justice and equality? Why?
- 2 In your opinion, what are your rights as a Muslim?
- 3 Do you think Islam protects non-Muslims' rights? Provide evidence for your opinion.
- 4 If you meet "The Grand Imam, Professor Ahmed Al-Tayeb", what questions will you ask His Highness about Islam and justice?



Think of two questions:

- 1
- 2



Ex. 2 Read and Answer

I can read a dialogue about Islam and Human Rights for the main idea.

What is the main idea of this dialogue?

Miss Wafaa: Good morning, everyone! Today, we're going to learn about "Islam and Human Rights." But before we start, let me ask you a question: Do you know who grants us our rights as Muslims?

Donia: Our rights are granted by Allah, Glory Be to Him.

Miss Wafaa: Excellent, Donia! Now, can anyone share a verse from the Holy Quran that talks about our right to life?

Waleed: "And do not take the life which Allah has forbidden, except in the course of justice." (Al-Israa: 33)

Miss Wafaa: Well done, Waleed! Allah has created all of us, regardless of our backgrounds, with the same value. Can someone tell me a verse that talks about this?



Menna: *"O mankind, indeed We have created you from male and female and made you into nations and tribes so that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you."* (Al-Hujrat: 13)

Miss Wafaa: Bravo, Menna! You all have fantastic knowledge about our Islamic beliefs and how Islam ensures that everyone is treated equally. For homework, I'd like you to write down some points about human rights and justice in Islam. You can use verses from the Holy Quran and teachings from Prophet Mohamed's Hadith. If you like, you can even draw pictures to illustrate your ideas. We welcome all your creative ideas!

Aly: Can I write a poem about my rights as a Muslim?

Miss Wafaa: Of course, Aly! That's a wonderful idea. I know you're very talented. By the way, we have a guest speaker coming tomorrow to talk more about this topic. So, get ready with any questions you'd like to ask our guest.



TOP TIP

To praise someone for their good answer, you can say: excellent, well done, and bravo.

- ✦ Miss Wafaa praises her pupils for their answers. What do you think of her?
- ✦ Do you like her way in presenting the topic to the pupils and getting information from them?



Ex. 3 Read Again and Choose the Correct Answer

I can read a dialogue about Islam and human rights for specific information.

- 1 According to the information provided in the dialogue grants the rights of Muslims.

a. the teacher	b. Allah
c. no one	d. the guest speaker
- 2 Which verse from the Holy Quran is mentioned in the dialogue concerning the right to life?

a. Al-Hujrat: 13	b. Al-Israa: 33
c. Al-Baqara: 7	d. Al-Nisaa: 21

3 What does the verse from Al-Hujrat: 13 address?

- a. The creation of mankind
- b. The differentiation between people
- c. The importance of good deeds
- d. The equality of all people

4 What is the teacher's response to Aly's request to write a poem about his rights as a Muslim?

- a. No, you cannot.
- b. Yes, but it's not a good idea.
- c. Sure, that would be great.
- d. We don't have time for that.

5 What does the teacher suggest the students do for their home assignment?

- a. Write about their favorite hobbies
- b. Draw pictures of their family
- c. Write points about human rights and justice in Islam
- d. Prepare questions for the guest speaker



Ex. 4 Read, Match and Find Which Surah

I can select the suitable verse from the Holy Quran that shows justice.

Read the sentences from 1 to 5 and match them to the translated verses from the Holy Quran a – e.

Write the name of the Surah and the verse number.

1 Allah orders us to be fair and good to others and avoid committing bad deeds.

2 We are ordered to say the truth even if it is against a family person.

3 We should be just when we judge between people.

4 Be just even to the people you hate.

5 People should be honest and fair when they sell and weigh things to others.

a-() And do not let the hatred of people prevent you from being just. Be just; that is nearer to righteousness. { }

b-() Indeed, Allah commands you to render trusts to whom they are due and when you judge between people to judge with justice.{ }

c-() And O my people! Give just measure and weight, nor withhold from the people the things that are their due: commit not evil in the land with intent to do mischief.{ }

d-(1) Indeed, Allah orders justice and good conduct and giving to relatives and forbids immorality and bad conduct and oppression.{ **Al-Nahl: 90**}

e-() Whenever you speak, speak justly, even if a near relative is concerned.{ }



Ex. 5 Read and Underline the Verb, then Write Active or Passive

I can differentiate between sentences in the active and passive voices.



TOP TIP

In the present simple active voice, the sentence starts with a subject, and the verb is in the first conjugation.

Examples:

- Politicians take important decisions.
- The government always offers new jobs for the youth.
- Mum doesn't allow me to go out alone.

In the present simple passive voice, the sentence starts with the object and the verb consists of: am/ is/ are (not)+ past participle.

The subject comes after the verb + by.

You can omit by + subject if the subject is unknown or the object is more important.

Examples: Many houses are built by the government every year.

- My baby brother is fed by mum.
- Smoking isn't allowed here.
- Are children's rights protected in your country? –Yes, they are.

- 1 Muslims enjoy having many rights in Islam. (Active)
- 2 Are people's rights guaranteed by law. (Passive)
- 3 The United Nations gather different governments worldwide to reach fair decisions. ()
- 4 Islam assures that all people are equal. ()
- 5 Social justice is applied by governments in many countries around the world. ()

lesson2

- 6 The educational system in Egypt doesn't differentiate between boys or girls.()
- 7 I am always given the chance to participate in the school concerts. ()
- 8 Breaking the school rules is not allowed. ()
- 9 Is your money kept in a bank? ()



Ex. 6 Change into Passive

I can change present simple sentences from active into passive.

- 1 The president always takes important decisions for the country.

Important decisions for the country are always taken by the president.

- 2 This restaurant's owner doesn't allow smoking.

Smoking isn't allowed by this restaurant's owner.

- 3 Islam orders Muslims to respect others.

- 4 Teachers do not punish good pupils.

- 5 This musician plays wonderful music.

- 6 Islam does not prevent women from having their own money.

- 7 Egypt offers free education to all children.



Ex. 7 Listen and Answer

I can listen to a meeting with a university professor for specific information.

- 1 Who is the guest speaker? Dr. Attia Es-Sayyed, professor of TEFL and vice dean for graduate Studies and Research at the Faculty of Education for Boys (Cairo), Al-Azhar University



- 2 What is the topic of the meeting?

- 3 How many pupils have questions for Dr. Attia?
- 4 According to Dr. Attia's answer, how does Islam achieve justice between the rich and poor?
- 5 Menna wants to know why a brother inherits (once-twice- three times- four times) as his sister.
- 6 People are born equal with (the same- equal-different- no) abilities.



REMEMBER

Zakat is the third pillar of Islam and it is obligatory upon every Muslim; whereas Sadaqah is an encouraged, voluntary deed.



Ex. 8 Read and Comment

I can comment on a poem about "A Muslim Child's Rights".

- Read Aly's poem about "A Muslim Child's Rights" and answer the questions.

"A Muslim Child's Rights"

Born Muslim, what a bliss!
 I have many rights, which I never miss
 Allah gave me loving parents
 Who are my true, precious gifts
 They're like the moon and sun
 They watch all my careful steps
 At my birth, they named me Aly
 And welcomed me with a loving kiss
 They teach me the Holy Quran
 So, my life is full of happiness
 With my beloved brother and sister
 The candles of joy in my darkness

By/ Aly Ahmed

1 Aly used two similes in his poem. Find them.

-“With my beloved brother and sister the candles of joy in my darkness”

.....

2 Imagine that you are Aly’s teacher and write a positive comment for him.

.....

.....

3 According to Aly, what are his rights?

-Having a good name

.....

.....



REMEMBER

A simile is a comparison of a person or thing with another by saying that the first is like the second in something.

Lesson (3)

Human Fraternity Document

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

- discuss questions about the 'Human Fraternity Document'.
- read a text about 'Human Fraternity Document' for the main idea.
- read a text about 'Human Fraternity Document' for specific information.
- identify the noun, subject pronoun and determiner in sentences.
- complete a fact file about a famous character using a podcast.
- support claims using information from a text.
- represent a short text from the 'Human Fraternity Document' in a drawing.





Ex. 1 Look at the Pictures and Discuss the Following Questions in Groups

I can discuss questions about the 'Human Fraternity Document'.

- 1 Can you identify the people with the Grand Imam, Professor Ahmed Al Tayeb in the first picture?
- 2 Where do you think they were in the picture?
- 3 What do you think they were doing?
- 4 What does the slogan in the picture represent?
- 5 Have you ever heard or read about 'Human Fraternity Document'? What do you think it is about?



Ex. 2 Read and Answer

I can read a text about 'Human Fraternity Document' for the main idea.

Suggest a suitable title for this text.

.....

On the second of February, 2019, the United Arab Emirates witnessed signing one of the most important documents in the modern age; 'Human Fraternity Document'. This document is a co-signing between the two most prominent religious leaders in the world; His Eminence Dr. Ahmed Al-Tayeb, the Grand Imam of Al-Azhar and Chairman of the Muslim Council of Elders and His Holiness Pope Francis, Pontiff of the Catholic Church under the patronage of His Highness Sheikh Mohamed bin Zayed Al-Nahyan, President of the United Arab Emirates. Since its signing on that day, the document served as a call for world peace and harmony as well as a recognition that we are all part of the same human family. On the 22nd of December 2020, the UN General Assembly adopted the 4th of February as the 'International Day of Human Fraternity' in recognition of the importance of the humane principles within the document.



The document assures some important principles such as “Allah has created all human beings equal in rights, duties and dignity, and has called them to live together as brothers and sisters, to fill the earth and make known the values of goodness, love and peace. Allah has forbidden to kill, affirming that “whoever kills a person is like one who kills the whole humanity, and that whoever saves a person is like one who saves the whole humanity”. Moreover, Allah has created all human beings distinguished by the gift of freedom; and that justice and mercy are the foundations of prosperity and the cornerstone of faith. Human Fraternity Document stated many terms that include the rights of all peoples all over the world; these rights include men, women and children whatever their religion, nationality and language are. The Document ends with a very impressive statement, “This is what we hope and seek to achieve with the aim of finding a universal peace that all can enjoy in this life.”



Ex. 3 Read Again, then Answer

I can read a text about ‘Human Fraternity Document’ for specific information.

1 Who are the two parties of ‘Human Fraternity Document’?

His Eminence Dr. Ahmed Al-Tayeb, the Grand Imam of Al-Azhar and Chairman of the Muslim Council of Elders and His Holiness Pope Francis, Pontiff of the Catholic Church

2 Who supported the signing of this universal document?

3 What is the main purpose of ‘Human Fraternity Document’?

4 In the text, find what gives the same meaning of the following verse,

﴿مَنْ قَتَلَ نَفْسًا بِغَيْرِ نَفْسٍ أَوْ فَسَادٍ فِي الْأَرْضِ فَكَأَنَّمَا قَتَلَ النَّاسَ جَمِيعًا وَمَنْ أَحْيَاهَا فَكَأَنَّمَا أَحْيَا النَّاسَ جَمِيعًا﴾ المائدة: ٣٢

5 All people are born(slaves-killers-busy-free) and equal in rights and duties.

6 The ‘Human Fraternity Document’ aims to achieve peace and stop (trade-war-happiness-cooperation) among all peoples.



Ex. 4 Read and Underline

I can identify the noun, subject pronoun and determiner in sentences.



TOP TIP

Parts of Speech

A noun refers to a person or a thing: father/ happiness/ table

A pronoun replaces a noun; subject pronoun replaces the subject: Aly is clever. = He is clever.

Subject pronouns are: he, she, it, you, we, and they.

A determiner functions like adjectives by modifying nouns: *a, an, the, this, these, that, those, enough, much, few, what, and some.*

-Underline the noun, determiner and subject pronoun. Write 'N' for noun, 'D' for determiner and 'S P' for a subject pronoun.

D N N N

1 The Egyptian **people** love the Grand **Imam**, **Professor** Ahmed
S P

Al-Tayyb. **He** is loved worldwide, too.

S P D N

2 **He** is a famous **scientist** at NASA.

3 Politicians are seen in televisions to talk to people about political issues.

4 My sister wants to be an influencer. She is a sociable person.

5 All people welcomed the presence of the president at COP 27.

6 Some of the passengers were afraid when the flight attendant told them there was a problem with the plane's right wing.

7 You are a fluent speaker and you gain others' admiration easily.

8 These boys need much attention because they are still young.

9 Islam assures that all people are equal.

10 Why is there a difference between what you say and what you do?



Ex. 5 Listen and Complete the Table

I can complete a fact file about a famous character using a podcast.

- ✦ Before you listen, do you know the character in the pictures; with the Grand Imam, Professor/ Ahmed Al Tayeb and Pope Francis?
- ✦ What do you think his nationality is?
- ✦ Now, listen and complete this fact file about him.



Name	Job	Age	Personal Traits	Award	Year of Award	Honoured for
Mohamed Abdel- Salam	Legislative and legal advisor to the Grand Imam of Al-Azhar	.... years	....., integrity and diligence	The medal of .....	.....	His at promoting interreligious and the between Al-Azhar, and the Roman Catholic Church



Ex. 6 Read and Tick (✓) or (✗). Support your Answer.

I can support claims using information from a text.

-Read this part from 'Human Fraternity Document' about the rights of women and children.

✿ It is an essential requirement to recognize the right of women to education and employment, and to recognize their freedom to exercise their own political rights. Moreover, efforts must be made to free women from historical and social conditioning that runs contrary to the principles of their faith and dignity. It is also necessary to protect women from sexual exploitation and from being treated as merchandise or objects of pleasure or financial gain. Accordingly, an end must be brought to all those inhuman and vulgar practices that denigrate the dignity of women. Efforts must be made to modify those laws that prevent women from fully enjoying their rights;

✿ The protection of the fundamental rights of children to grow up in a family environment, to receive nutrition, education and support, are duties of the family and society. Such duties must be guaranteed and protected so that they are not overlooked or denied to any child in any part of the world. All those practices that violate the dignity and rights of children must be denounced. It is equally important to be vigilant against the dangers that they are exposed to, particularly in the digital world, and to consider as a crime the trafficking of their innocence and all violations of their youth;

1 ✿ Women can have good education but they cannot have good work. (✗)

Women have the right to education and employment.

2 ✿ Women can participate in elections. ()

3 ✿ Women can be bought and sold. ()

4 Only the family are responsible for protecting children rights. ()

5 Children need to be given good food and education. ()

6 Children's rights are protected all over the world. ()



Check this link if you want to read the whole document



And this link for the Arabic version of the document



Ex.7 Paraphrase and Draw a Picture

I can represent a short text from the 'Human Fraternity Document' in a drawing.

-Read this part from the 'Human Fraternity Document' about cooperation between the East and West and paraphrase it.

-Draw a picture to represent the idea/s discussed in this part.

"Good relations between East and West are indisputably necessary for both. They must not be neglected, so that each can be enriched by the other's culture through fruitful exchange and dialogue. The West can discover in the East remedies for those spiritual and religious maladies that are caused by a prevailing materialism. And the East can find in the West many elements that can help free it from weakness, division, conflict and scientific, technical and cultural decline. It is important to pay attention to religious, cultural and historical differences that are a vital component in shaping the character, culture and civilization of the East. It is likewise important to reinforce the bond of fundamental human rights in order to help ensure a dignified life for all the men and women of East and West, avoiding the politics of double standards."

Paraphrase here.

.....

.....

.....

.....

.....

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.....

Draw here.

Lesson (4)

Human Justice: A Need or a Want?

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

- discuss the difference between a need and a want.
- classify things into a need or a want.
- read a text about 25th of January Revolution for specific information.
- identify some word endings with different spellings but the same pronunciation, e.g., -ance, -ence; -ant, -ent.
- answer different types of questions about a short recording.
- comment on some newspaper headlines.
- write a message to the martyrs of the Egyptian policemen.





Ex. 1 Discuss the Following Questions in Pairs

I can discuss the difference between a need and a want.

-In pairs, answer these questions.

- 1 What is the difference between a need and a want?
- 2 Can you mention some of your needs and wants?
- 3 Are freedom and justice needs or wants?
- 4 Which one can be postponed/delayed: a need or a want?



-Now, go to Ex. 2 and check if your answers have been right.



Ex. 2 Work in Pairs

I can classify things into a need or a want.

-In pairs, read the definitions of a need and a want.

A: A need is something necessary to live or essential for your life, the basics of life, like food, water, clothing, shelter, medical care, freedom, human rights and justice. So, a need means a necessity.

B: A want is something to improve the quality of your life like a car, electric devices, travel, going to the beach. So, a want is a desire.

-Now, match these things into: Need or Want



Need



Want



**Ex. 3 Read and Choose**

I can read a text about 25th of January Revolution for specific information.

Throughout history, social justice has been an important issue and a natural need for all peoples. Thus, peoples all over the world have raised revolutions against tyranny and corruption to achieve their human dignity, rights and social justice. Many revolutions and movements' demands were that all people in society get their basic human rights and have equal access to their homeland wealth and job opportunities. For all revolutions, the main principles of social justice include access to resources, equity, participation, diversity and human rights.



One of the most important revolutions in the modern history is the 25th of January, 2011 in Egypt against the old regime of President Mubarak. The date was set by many youth groups to coincide with the annual Egyptian "Police holiday" as a statement against the bad conditions during the last few years of Hosni Mubarak's presidency. It consisted of demonstrations, marches, occupations of public squares, the most important of these were Tahrir Square, non-violent civil resistance, acts of civil disobedience and strikes. The Egyptian protesters focused on legal and political issues, including police cruelty to people, state-of-emergency laws, absence of political freedom, civil liberty, freedom of speech, corruption, high rate of unemployment, high food prices and low wages. The protesters used many slogans during the revolution to call for their demands.



On 11th February 2011, Vice President Omar Suleiman announced that Mubarak resigned as president, turning power over to the Supreme Council of the Armed Forces. This was one step forward towards achieving the protesters' demands and the Egyptian people proved that no one can prevent them from their human rights.

**REMEMBER**

A slogan is a phrase expressing the aims or nature of an enterprise, organization, or candidate; a motto.

1 What are the main principles of social justice mentioned in the text?

- a. Access to resources, equity, participation, diversity, and human rights
- b. Police brutality, civil resistance, civil disobedience, and strikes
- c. Corruption, unemployment, food prices, and low wages
- d. President Mubarak, Vice President Omar Suleiman, and the Supreme Council of the Armed Forces

2 What was the date of the 25th of January revolution in Egypt?

- a. January 1, 2011
- b. February 11, 2011
- c. January 25, 2011
- d. February 25, 2011

3 The Egyptian protesters used many slogans to

- a. ask for money
- b. ask for their demands
- c. ask for peace
- d. ask for rewards

4 Why did the Egyptian protesters choose the date of the 25th of January for their revolution?

- a. It was the president's birthday.
- b. It coincided with the annual Egyptian "Police holiday."
- c. It was the anniversary of a famous victory in Egypt's history.
- d. It was a religious holiday.

5 What did Vice President Omar Suleiman announce on 11th of February 2011?

- a. The start of the revolution
- b. The resignation of President Mubarak
- c. The appointment of a new police chief
- d. The declaration of martial law

6 What were the main issues and problems addressed by the Egyptian protesters during the revolution?

- a. Access to resources and equity
- b. Freedom of speech and civil liberty
- c. Low wages and low food prices
- d. Police cruelty, corruption, and unemployment

**Ex. 4 Listen and Underline**

I can identify some word endings with different spellings but the same pronunciation, e.g., -ance, -ence; -ant, -ent.

-Listen and underline the words with different endings but the same pronunciation.

**TOP TIP**

Some word endings in English have the same pronunciation /ənt/, although they have different spelling (-ent, -ant), e.g., fluent and brilliant, and /əns/, e.g., presence and appearance.

- 1 The speaker was very elegant and fluent.
- 2 I couldn't have achieved any success without your patience and guidance.
- 3 The attendance and confidence of the Grand Imam impressed all the attendees.
- 4 The magician needed assistance from the audience.
- 5 A parent should be tolerant and children should be patient.
- 6 What the acrobat did needed much balance and confidence.
- 7 This engineer is efficient and skillful, but he is so arrogant.

**Ex. 5 Listen and Answer**

I can answer different types of questions about a short recording.

- 1 What is the name of the Program? An Eye on Truth
- 2 Who delivered the resignation statement?
- 3 Why do you think the former Egyptian President Hosny Mubarak gave this statement?
- 4 To whom is the statement directed?
- 5 Who became in charge of Egypt's affairs after the president's resignation?





Ex. 6 Look and Comment

I can comment on some newspaper headlines.

-In groups, choose one of these newspaper headlines and:

- 1 Translate it, using a dictionary.
- 2 Comment on it, describing its aim.
- 3 You can choose any headline of your own, if you like.





Ex. 7 Search, Write, and Draw

I can write a message to the martyrs of the Egyptian policemen.

-Search for a picture of the martyrs of the policemen in Ismailia on the 25th of January, 1952.

-Write a message of appreciation for their bravery and refusing to evacuate the governorate building and hand over their weapons to the British Occupation.

-Draw a bunch of flowers for them.



Lesson (5)

Charles Dickens: The Social Justice Campaigner

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

- discuss questions related to Charles Dickens.
- read a dialogue about Charles Dickens for the main idea.
- express their opinions based on information in a text.
- recognize new vocabulary using definitions.
- comment on Charles Dickens' use of language in David Copperfield.
- reply to 'thank you expressions' using different expressions.
- read a summary of 'Oliver Twist' and answer different types of questions.
- write a summary of 'Oliver Twist' and answer different types of questions.
- write a biography of a famous character.



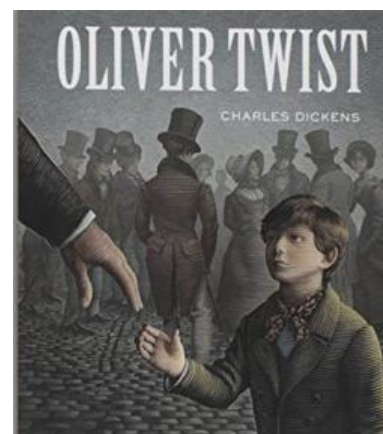


Ex. 1 Discuss the Following Questions in Groups

I can discuss questions related to Charles Dickens.

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

- 1 Have you ever heard about Charles Dickens? Can you guess his nationality?
- 2 What do you think his work is?
- 3 Have you ever read or watched anything for him from the pictures or any other ones?
- 4 Can you guess what he was interested in presenting in his works?



-Now, go to Ex. 2 to check your answers.



Ex. 2 Read and Answer

I can read a dialogue about Charles Dickens for the main idea.

-What is the main idea of this dialogue?.....

Badr: Hello, Menna. Can you help me do my home assignment?

Menna: Sorry, I can't. You must do it yourself.

Badr: I always do my homework by myself, but this time it is very difficult.

Menna: Let me see what it is about. The teacher wants you to write a summary to one of Charles Dickens' novels and show how he was a social justice **campaigner**.

Badr: Yes. I have gathered some information about Charles Dickens. I will read it for you:

"Charles Dickens was a famous English **author** whose works are still widely read all over the world. In most of his works, he was interested in presenting various social issues,

such as social **injustice** and different social classes; these issues are still relevant to the twenty-first century. Some of his famous works are Oliver Twist, A Tale of Two Cities, Hard Times, and David Copperfield. David Copperfield is one of his most important works that dealt with the problem of social injustice.”

Menna: That’s great! I have this novel with me. It’s a narrative novel; an autobiography of a young boy called David Copperfield. David is the narrator and the **protagonist**, but he is a fictional hero.

Badr: Hey! You say too many difficult words. I don’t understand what you mean by **narrative**, protagonist, **autobiography**, and **fictional**.

Menna: Oh! I’ll explain them to you. Narrative means having the form of a story; protagonist is the main character; fictional means not real, and autobiography means a **biography** of a person, but narrated by that person.

Badr: I see! It’s like Al-Ayyam for Taha Hussein.

Menna: Well done! Let me read you a part from chapter one in the novel.

Badr: It looks like an amusing novel. I’ll go finish my home assignment, then come to listen to you. Thanks, dear sister.

Menna: Any time. It’s always my pleasure to help you.



REMEMBER

We should help our siblings; brothers and sisters.



Ex. 3 Read again, then Answer

I can express my opinion based on information in a text.

- 1 Why do you think Badr needs help? **Because his home assignment is difficult.**
- 2 Menna refused to help Badr at first. Do you think she was right?
.....
- 3 Menna helped Badr and told him useful information. What do you think of Menna?
.....
- 4 Badr thanked Menna. Do you think it’s important to thank others? Why?
Why not?
.....



**Ex. 4 Read and Match**

I can recognize new vocabulary using definitions.

-After you read the dialogue, match these words to their meanings.

Word	Meaning
1- Campaigner	a-() A story or account of events, experiences, or the like, whether true or fictitious
2- Injustice	b-() The biography of a person written by that person
3- Author	c-() Violation of the rights of others; unjust or unfair action or treatment
4- Narrative	d-() An account of a person's life written by another person
5- Protagonist	e-(1) A person who leads or takes part in a campaign, especially one for social or political change
6- Autobiography	f-() The composer of a literary work; writer
7-Biography	g-() Not real, based on imagination
8- Fictional	h-() The main character in a work of fiction, as a play, film, or novel

**REMEMBER**

To pronounce and spell long words correctly, divide them into syllables, e.g., fictional: fic/tio/nal. Be careful of the words that have silent letters e.g., campaigner: cam/ paign/er.



Ex. 5 Read and Comment

I can comment on Charles Dickens' use of language in David Copperfield.

-Read this part from chapter one in the novel 'David Copperfield' and comment on some sentences.

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously.

In consideration of the day and hour of my birth, it was declared by the nurse, and by some sage women in the neighbourhood who had taken a lively interest in me several months before there was any possibility of our becoming personally acquainted, first, that I was destined to be unlucky in life; and secondly, that I was privileged to see ghosts and spirits; both these gifts inevitably attaching, as they believed, to all unlucky infants of either gender, born towards the small hours on a Friday night.



TOP TIP

Some words in English have different origins, e.g., Latin, French, Greek, and Arabic.

-**Campaigner** is a noun from campaign: from Late Latin campānia, open country, battlefield.

-**Sage** means wise. It's from Middle English, from Old French, from Vulgar Latin *sapius, from Latin sapere, to be wise.

-**Protagonist** is from the Greek prōtagōnistēs : prōto-, proto- + agōnistēs, actor, combatant



REMEMBER

In Islam, Friday is a good day; like any other days. Moreover, Muslims consider it as an "Eid" for them.

1 David says, “or whether that station will be held by anybody else.” Why do you think he added this clause to the main sentence before it?

He intended to let the reader feel that we can't be the hero of our own life all the time, as other people can be in charge of us, and maybe we can't change it.

2 David says, “It was remarked that the clock began to strike, and I began to cry, simultaneously.” Why do you think he used the word ‘simultaneously’?

3 David used the word ‘sage’, which means wise, to describe the women who said that he will be unlucky. Do you think he really meant that they were wise?

4 David says, “unlucky infants of either gender, born towards the small hours on a Friday night.” Do you think it is true that babies born on Friday are unlucky?



Ex.6 Work in Pairs

I can reply to ‘thank you expressions’ using different expressions.

Reply to people’s thanking you using different expressions.



A: This rose is for you, Mum

B: Thanks a lot. I really love it.

A: You’re welcome, Mum.

B: I’m happy that you like it.



TOP TIP

You can use different expressions to reply to thanking expressions.

Examples:

- You're welcome.
- Not at all.
- It's my pleasure.
- It's always my pleasure to help you.
- Any time.
- Don't mention it.
- Oh! It was nothing.
- I'm really happy to help.
- Not a problem.
- No worries.

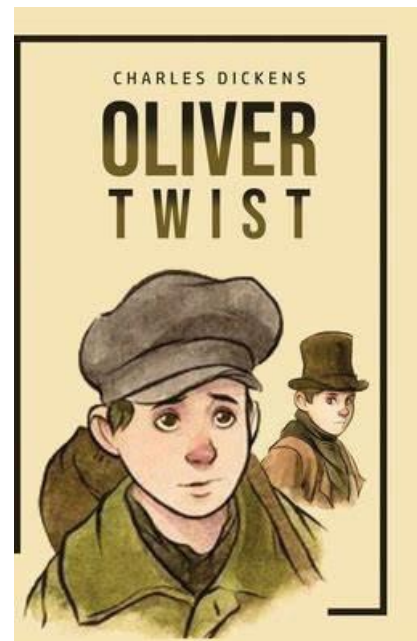


Ex. 7 Read and Answer

I can read a summary of 'Oliver Twist' and answer different types of questions.

Oliver Twist is a novel by Charles Dickens, published in 1837, and since then the novel is enjoyed by many people for its historical social commentary and exciting plot. The novel was the first of the author's works to realistically depict the poor London and to illustrate his belief that poverty can lead to crime; as Dickens was against all forms of injustice.

The novel's main character is a young boy called Oliver Twist. Oliver is an orphan since his birth and spends much of his childhood at a "child farm" (orphanage) with too many children and too little food. One night, after being served his portion of food, Oliver asks for more, but this is unacceptable, and Oliver is sent to work as an apprentice to an undertaker. Eventually, after suffering from mistreatment, Oliver runs away and heads for London. He soon finds himself in the presence of



the Artful Dodger, who tells him to stay at the house of an “old gentleman”, named Fagin, with a number of other boys. Oliver learns that these boys are trained to be pickpockets. One day, Oliver sees the boys take a handkerchief from Mr. Brownlow, an elderly man, which prompts Oliver to run away in fear and confusion. The elderly man suspects Oliver’s behavior and accuses him of this guilt, so Oliver is arrested. However, after learning more about Oliver, Mr. Brownlow realizes his mistake and offers to take care of him at his home.

Critical Thinking

-Do you think writers can change the conditions in their societies through their writings? How?



Oliver thinks that he got rid of Fagin and the pickpockets, but because he knows about their crimes, Fagin wants him by any means. Nancy, a young woman who knows one of Fagin’s men, Bill Sikes, is sent to take Oliver from Mr. Brownlow back to Fagin. She succeeds to do this, and Oliver is sent on a burglary mission with another member of the group to the countryside around London. Unluckily, Oliver is shot in the arm and then is taken in by the family (the Maylies) that he wanted to rob. While he is there, Fagin and a man named Monks planned to get him back. Rose Maylie, while on a trip to London with her family, meets with Mr. Brownlow to talk with Nancy, who has ran away from Sikes to explain the plans made by Monks and Fagin to get Oliver back. She describes Monks and tells them when he can easily be captured. Unfortunately for Nancy, Sikes knows her plans, and he beats her to death. Sikes accidentally hangs himself soon after. The Maylies reunite Oliver with Mr. Brownlow, who forces Monks to introduce himself. Monks is Oliver’s half-brother and that Oliver is entitled to a large fortune and all his hardships are memories now. Oliver receives his share of the money, Fagin is hung, and the Maylies, Oliver, and Mr. Brownlow move to the countryside where they spend the rest of their days together. Oliver Twist’s story started sadly for a young boy, but ended happily for him!



TOP TIP

A summary is short summation for the original work; text, story, novel or book using your own words, but without giving your opinions or comments.

To write a good summary, you should:

- 1-Write it in the form of a paragraph.
- 2-State the main ideas, characters, events, and plot.
- 3-Start with an introductory sentence about the work you are writing a summary for.
- 4-Keep your summary brief.
- 5-Write without any judgments.

1 Oliver Twist's story started sadly for a young boy, but ended happily for him! Explain.

.....

.....

2 What are the similarities and differences between Charles Dickens' two novels; David Copperfield and Oliver Twist? Write your answer in the table below.

.....

.....

Similarities	Differences
<p>1-Both of them are historical fiction.</p> <p>2-</p> <p>3-</p> <p>4-</p>	<p>1-'Oliver Twist' is a biography, but 'David Copperfield' is an autobiography.</p> <p>2-</p> <p>3-</p> <p>4-</p>




Ex.8 Write a Summary to One of Charles Dickens' Novels

I can write a summary to one of Charles Dickens' novels.

✦ You can search the internet for information.

✦ You may ask your teacher or parents for help.

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Ex. 9 Write a Biography

I can write a biography of a famous character.

- In your notebook, write a biography of a famous character.
- You can choose a family member to write a biography about, if you like.


TOP TIP

To write a good biography you should include the following:

- Name, date and place of birth of the person.
- Personal life
- Education and work
- Important life events
- Problems they faced
- Areas of achievement
- *Don't forget to take their permission first.



Mini - Project

Human Rights Magazine

- This is a whole class project.
- Design a 'Human Rights Magazine'.
- Divide yourselves into ten groups, and each group will be responsible for a certain part of the magazine.
- Divide the magazine into ten parts: Universal human rights, children's rights, a human rights activist, an interview with a politician, an inspiring story, verses from the Holy Quran and Prophet Muhamed's speech, poems, human rights caricature, slogans and pictures, human rights puzzles or games, and recommendations for decision makers.
- You can ask your school/ institute teachers and parents for help.

Unit2

Sustainable Living in Egypt

Grammar

Passive and Active Voice (past simple)

Phonics

Homophones **i.e.** brake, break – bread, bred - Buy, bye, by – ceiling, sealing

Language functions

Figurative language (symbolism)

Critical thinking

Why are Egypt's National Projects important?

What do we learn from Shakespeare's Macbeth?

Study skills

Social and cultural awareness- Problem solving- Curiosity and initiative thinking



Lesson (1)

What is Going on?

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

- discuss questions related to protecting the environment.
- read a text about sustainable life in Egypt for specific information.
- recognize new vocabulary using definitions.
- classify new learnt vocabulary into their part of speech and give example sentences.
- listen to a report for details.
- run a conversation discussing sustainable life related report.
- give a presentation about sustainable life using guidelines.
- write a paragraph about sustainable life.




Ex. 1 Look at the Pictures and Discuss the Following Questions.

I can discuss questions related to protecting the environment.

- 1 What does each picture express in your point of view?
- 2 What should people do to protect the environment?
- 3 What are the reasons for the call for “sustainable life” all over the world?
- 4 Do you think social media can have a role in achieving sustainable life in Egypt?


Ex.2 Read and Choose

I can read a text about sustainable life in Egypt for specific information.

Have you ever heard the term “Sustainable Living” before?

By 2050, the world’s population may reach a whopping 10 billion and with more people comes more demand for food, fashion, travel, housing and related aspirations. An increasing number of people are unable to meet basic needs while two to three billion consumers and youth will receive the majority of their information from social media. We need a set of targeted actions.

Sustainable living means understanding how our lifestyle choices impact the world around us and finding ways for everyone to live better and lighter. The Wise use of the environment and minimizing waste are some of the pillars of sustainable living . Here are some of the top principles that can be used as an initiative to make sustainable and stable living a reality.



1 Sustainable water usage: This principle emphasizes good practices of using water by designing water management systems that can deal with issues such as flooding, water wastage, and protection of water sources from pollution or destruction.

2 Supporting local and organic foods: the principal insists on human and sustainable farming by encouraging the availability of healthy, **local**, **organic**, low impact, and seasonal diets. Food wastage is also **highly** discouraged. For this reason, people need to support local farming and **organically** grown products by buying local and eating organic foodstuffs.

3 The use of sustainable materials: this principle refers to healthy, efficient, and durable products. Examples include materials that are **locally** sourced, manufactured from waste or renewable resources, and those with low demanded energy.

4 The use of sustainable transport: promoting the use of low and zero-carbon transport mechanisms is one of the overriding principles of sustainable living. It contains the need to reduce travel and accepting green transport services such as electric trains and cars and walking or cycling as an alternative to driving **high** emission vehicles.

5 Zero waste: according to this sustainable living principle, every little thing done should focus on reducing the waste to the landfills. Only buying and consuming the needed stuff is essential. Priority should be given on quality and not quantity to achieve this goal. People also need to find the easiest ways of using efficient and renewable technology.

From here, take baby steps. Focus on what you can do today to reduce your impact. Then think about what you can do tomorrow and keep going from there.

1 Sustainable living means:

- a. how to make the best use of time and money
- b. to live more responsibly on this planet**
- c. study science well and do more researches

2 Zero Carbon means:

- a. no carbon emissions are produced from a product or service
- b. reproducing carbon dioxide everywhere
- c. using carbon in different places around the world

3 This text

- a. provides solutions to solve environmental issues
- b. describes the natural resources on our planet
- c. presents a personal opinion from the writer's point of view about some ecological challenges

4 The writer started the text by predicting

- a. the natural disasters in the next 20 years on earth
- b. the economic future of the world in the next 50 years
- c. the challenges that threaten the habitants of our planet in the next 30 years

5 The main idea of this report is

- a. how to improve our national income
- b. why it is important to pay more attention for sustainability of living
- c. the importance of transportation in the world



Ex.3 Find out Words (from the text) that Give the Meaning of the Following Definitions

I can recognize new vocabulary using definitions.

(efficient- waste- destruction- emission- manufacture- organic)

1 The act of sending out gas, heat, light, etc

emission

2 Working quickly and effectively in an organized way.....

3 The act of destroying something

4 Not using artificial things in the growing of plants and animals

5 An unnecessary or wrong use of materials, money, time, etc.....

6 To produce goods in large numbers in a factory using machines.....



TOP TIP

An adverb
It modifies verb, an adjective or another adverb. It tells how (often), where and when.
Examples: slowly, fast, very, well, too

An adjective
It describes, modifies or gives more information about a noun or a pronoun.
Examples: happy, young, cold
The little girl has a pink dress

A verb
It shows an action or a state of being. It can show what someone is doing or did.
Examples: go, speaking, lived, been
I sleep early to wake up early.

lesson1



Ex.4 Read again Ex.2 and Complete the Following Table

I can classify new learnt vocabulary into their part of speech and give example sentences.

Word	Verb	Adjective	Adverb	Example
renewable		√		The solar energy is one of the renewable resources of energy.



Ex.5 Listen to the Following Report, then Answer

I can listen to a report for details.

1 Complete the Following Chart to Put the Goals in their Correct Order

SUSTAINABLE
DEVELOPMENT
GOALS



The Goals

Affordable and clean energy
Decent Work and Economic
Growth
Industry, Innovation and
Infrastructure
No Poverty
Quality Education
Consumption
Sustainable Cities and
Communities

Clean Water and Sanitation
Gender Equality
Life below Water
Partnership for Goals
Reduced Inequalities
Zero Hunger

Climate Action
Health and Wellbeing
Life on Land
Peace, Justice and Strong
Institutions Responsible
and Production

- 2 Write 4 solutions the speaker mentioned to achieve some of these goals.**

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Ex.6 Discuss and Answer (in groups)

I can run a conversation discussing sustainable life related report.

- 1 Do you think this topic is important nowadays? Why? Why not?**
- 2 Can you suggest any more ideas to encourage your friends and your family towards the sustainable living?**
- 3 What is the most interesting part in today's topic? Why do you like it?**
- 4 What do you think of the writer's technique in this report? Are the ideas clear enough? Are they relevant to the topic?**
- 5 How do you feel after reading the text?**



Ex. 7 Imagine yourself and your Friends Showing a Presentation on a Stage about Sustainable Living. What are you Going to Say? What are the Roles of Each Member in your Team?

I can give a presentation about sustainable life using guidelines.



TOP TIP

Plan your presentation

1. Identify the topic of your presentation.
2. Know your audience.
3. Think about the setting.
4. Make your language as clear as possible.



Ex.8 Write a Paragraph about Sustainable Living Providing a Short Summary of the Facts you Have Read and Support your Ideas with Details.

I can write a paragraph about sustainable life.

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Lesson 2

Decent Life Initiative “Hayah Kareema”

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

- discuss questions related to “Decent Life Initiative” in Egypt.
- read a dialogue about “Decent Life Initiative” for main ideas.
- judge information based on a dialogue.
- pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.
- explore word origins and derivations and the use of words from other languages.
- write a paragraph about the presidential initiative “Decent Life” in Egypt using guidelines.
- use commas appropriately in context.





Ex. 1 Look at the Pictures and Discuss the Following Questions:

I can discuss questions related to "Decent Life Initiative" in Egypt.

- 1 Do you like voluntary work? Why?
- 2 Have you ever taken part in any voluntary work? Give details.
- 3 What are the achievements the Egyptian government accomplished that provide people with a decent life?



Ex.2 Listen, Read and Choose

I can read a dialogue about "Decent Life Initiative" for main ideas.

Dad: Omar, what are you up to?

Omar: Hi, Dad. I'm working on some research for a book. Can you help me, please?

Dad: Of course, dear. What's your research about?

Omar: It's about one of Egypt's national projects aimed at sustainable development. I've chosen to focus on the "Decent Life Initiative."

Dad: That's a great choice. Have you read any books or articles about it?

Omar: Yes, I've been doing some research online, and I've learned that this initiative is one of the most significant presidential efforts. Its goal is to enhance the living conditions and daily lives of Egyptian citizens. It brings together the government, civil society, and the private sector to address various aspects of poverty and provide a better life with sustainable development for the most vulnerable groups in Egypt's governorates.

Farida: Can I add something, Omar?

Omar: Of course, Farida.

Farida: This initiative targets several groups, including the neediest families in rural areas, seniors, people with disabilities, female breadwinners, divorced women, orphans, children, volunteers, and unemployed youth.



Dad: Well done, both of you. You can also mention some of the services provided through this initiative, such as improving housing quality, constructing roofs, offering medical and educational services, supporting economic **empowerment** to create job opportunities, and implementing environmental projects like waste collection and exploring recycling methods.

Omar: Thank you so much for your help. I have a feeling this research might win me the first prize

1 What is Omar doing at the beginning of the dialogue?

- a. Playing video games
- b. Cooking dinner
- c. Doing research for a book
- d. Watching TV

2 What is the topic of Omar's research for his book?

- a. Sustainable development in Egypt
- b. Egyptian national projects
- c. Egyptian cuisine
- d. Ancient Egyptian history

3 How does the "Decent Life Initiative" aim to improve the lives of Egyptian citizens?

- a. By providing free internet access
- b. By offering discounts on luxury items
- c. By addressing multidimensional poverty and promoting sustainable development
- d. By building more shopping malls

4 Mention some of the target groups for the "Decent Life Initiative".

- a. Tourists visiting Egypt
- b. Business executives
- c. Neediest families, persons with disabilities, female breadwinners, and unemployed youth
- d. Foreign diplomats in Egypt

5 Mention some of the services provided by the "Decent Life Initiative".

- a. Free pizza delivery
- b. Educational services and economic empowerment
- c. Space exploration programs
- d. Pet grooming services

6 What is Omar's reaction to his dad's and Farida's help?

- a. He is upset and frustrated
- b. He thinks he will win the first prize for his research
- c. He decides to abandon his research project
- d. He asks them to leave him alone



Ex.3 Read again and Correct the Mistakes

I can judge information based on a dialogue.

- 1 Environmental projects include building roofs and bringing water, gas and electricity to the homes. **.decent housing.**
- 2 This initiative targets only people with disabilities and orphans.
- 3 Providing health care services and building hospitals are known as economic empowerment.
- 4 All the efforts for this initiative come from the civil society.
- 5 Omar was getting ready to give a speech at the school broadcast.



Ex.4 Discuss the Following Questions in Groups.

I can pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

- 1 Did you see a real example of decent life in your place?
- 2 What kind of service were people in need for?
- 3 Do you think it is important to help people with their problems? Why?
- 4 Who is responsible for helping those people with difficult conditions? Do you think we should all share the responsibility towards the poor?



TOP TIP

The study of the word origin and historical development of its linguistic form by determining its basic elements, earliest known use, and changes in form and meaning, tracing its transmission from one language to another, identifying its cognates in other languages, and reconstructing its ancestral form where possible.


Ex.5 Drop the Correct Word and It's Meaning in Their Correct Places and Give Examples

I can explore word origins and derivations and the use of words from other languages.

civil- sustain- initiative - prize - orphan- poverty

Word	Meaning	Word Origin	Example
Initiative	Beginning	<i>from Latin initiatus</i>	They have a strong sense of initiative.
	support	<i>from Latin sustinere</i>	
	parentless child	<i>from Latin orphanus</i> <i>from Greek orphanos</i>	
	obtained or offered as a reward	spelling alteration of Middle English <i>prise</i> <i>from Old French pris</i>	
	in need of money or goods	<i>from Old French</i> <i>poverté, povrete</i> <i>from Latin paupertatem</i> (nominative <i>paupertas</i>) <i>from pauper "poor"</i>	
	not military or religious, or relating to the ordinary people of a country	<i>" from Old French civil , relating to civil law" (13c.) and directly from Latin civilis "relating to a society,</i>	
Add words			



Ex.6 Write a Paragraph about Egypt's Presidential Initiative , "Decent Life", to Summarize the Main Ideas of the Topic.

I can write a paragraph about the presidential initiative "Decent Life" in Egypt using



TOP TIP

1. Read and understand the text carefully.
2. Find the main ideas - what is important?
3. Support with relevant information.
 - a. Check your work.
 - b. Make sure your purpose is clear.
 - c. Make sure the meaning is the same.
4. Make sure the style is your own.
5. Add your comment / opinion at the end.

Rules for Comma Usage

- 1- Use a comma to separate the elements in a series (three or more things), including the last two.

Ex: He hit the ball, dropped the birds and ran to the first base.

- 2- Use a comma+ a conjunction (and, for, but, so, yet, nor) to connect two separate independent clauses.

Ex: He went back early, but he couldn't sleep all night.

- 3- Use a comma to set off parenthetical elements. By "parenthetical elements", we mean parts of the sentence that can be removed.

Ex: We visited Paris, the city of lights, last summer.

- 4- Use a comma to set off introductory elements.

Ex: Unfortunately, he lost all his money in that project.



Ex.7 Add Two Commas to These Sentences

I can use commas appropriately in context.

Remember: a parenthetical clause is part of a sentence that can be taken out.

1 Mickey Mouse, the popular Disney character, was created in 1928.

.....

2 Our dreams not our failure should direct our future.

.....

3 The monkey on this page with its glasses looks very brave.

.....

4 Mrs. Asmaa the teacher of 6/A loves her job.

.....

5 Ahmed the boy with green pants plays piano well.

.....

6 The fish in the glass tank are colorful.

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Lesson 3

Our School Broadcast

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

- discuss questions related to the government efforts on providing a sustainable life in Egypt.
- read a school broadcast for the main idea.
- read a school broadcast for specific information.
- recognize the root and part of speech of newly learnt vocabulary.
- discuss Egypt's National Projects.
- change sentences from active into passive.
- write a book review guided by a model.





Ex. 1 Look at the Pictures and Discuss the Following Questions in Groups

I can discuss questions related to the government efforts on providing a sustainable life in Egypt.

- 1 Where is the Egyptian President Abdel-Fattah El Sisi? What was this event?
- 2 What is this building in the third picture?



Ex.2 Listen, Read and Act

I can read a school broadcast for the main idea.

The main idea of the broadcast is

Farah: Dear sisters and brothers, Peace be upon you. Welcome to our school broadcast. Today we are going to introduce some information about Egypt's National Projects to achieve sustainable development. Our first speaker is Mazen.

Mazen: Good morning all. Today I'll tell you about New Damietta Furniture City. The new city is 20 minutes away from the heart of the city of Damietta. It is located on an area of 331 feddans. This city was implemented by the Engineering Authority of the Armed Forces. It includes 2000 new workshops, 500 large factories and about a million of workers. It also includes the furniture technology center in which marketing studies are conducted and furniture is tested before exporting it to the countries of the world.



Farah: Thank you, Mazen. Now, our second speaker is Ashraf. The floor is yours.

Ashraf: Hi! Today, I am going to tell you about The New Alamein City. It is located on

lesson3

the North Coast and set to be the first of its kind in the area. It is designed to the high standards of what is called a fourth-generation city. New Alamein City North Coast is planned to hold millions of residents. This new coastal city will include a number of global projects, from business and international trade centers to residential towers and luxurious resorts.

It includes: a conference center, Alamein gardens area, Al-Fanara Port, entertainment area, private resorts, a cultural center, The Open Museum, The International Park, universities and regional services center. The New Alamein City was constructed by The Ministry of Housing, The Armed Forces Engineering Authority, The New Urban Communities Authority and the Arab Contractors Osman Ahmed Osman.



Farah: Now, we have come to the end of our broadcast today. Thank you everyone. See you tomorrow morning.



Ex.3 Read again and Choose the Correct Answer

I can read a school broadcast for specific information.

1 The children were at

- a. the school library b. the school playground c. the music room

2 Before being exported to other countries, the furniture is tested at

- a. the New Capital City
b. the New Alamein City
c. the furniture technology center

3 The New Damietta Furniture City and the New Alamein City are counted among

- a. Egypt's youth forums
b. Egypt's National Projects for sustainable development
c. Egypt's 21st century challenges

4 The New Alamein City was constructed by

- a. four entities b. three entities c. six entities

5 The New Alamein City includes

- a. a conference center, The Open Museum, The International Park, universities and regional services center
- b. Alamein gardens area, Al-Fanara Port, entertainment area, private resorts and a cultural center
- c. a & b



TOP TIP

Root Words in English are basic words with no prefix or suffix added to them. By adding a prefix or suffix to a root word, its meaning will be changed.

Examples:

Color, colorful, colorless

Interest, interesting, uninteresting

Help, helpful, unhelpful



Ex.4 Fill in the Following Table from the Text

I can recognize the root and part of speech of newly learnt vocabulary.

Root Word	Part of speech (v, n, ...)	Adding a prefix	Adding a suffix
Inform	verb		information
Sustain			.....
Develop			.....
.....		international	international
		resort	
		.....	cultural
Region	noun		.....



Ex.5 Discuss the Following Questions in Groups

I can discuss Egypt's National Projects.

- 1 What do you know about Egypt's National Projects?
- 2 Why are they important to our beloved country and all the Egyptians?
- 3 Can you expect more ideas or more projects?
- 4 What can we do to support our government in all of these projects?



TOP TIP

Active and passive (past simple)

In the active voice, the subject is performing an action.

■ **Examples:** *Laila fed the dogs.*

In the passive voice, the action is the target.

To make a passive voice sentence, you need:

1. The past form of "V.to.be"
2. The main verb's past participle

■ **Examples:** *The dogs were fed by Laila.*



Ex.6 Change the Following Sentences into Passive

I can change sentences from active into passive.

- 1 He stole her purse.
- 2 Samir employed ten men.
- 3 He did not aim at the hare.
- 4 Did she tell a lie?
- 5 The fisherman caught the fishes.
- 6 I gave him a book.
- 7 My grandmother told me a story.
- 8 His father paid the school fees.

Her purse was stolen by him.

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Ex.7 Write a Book Review Considering What you Have Learned from Today's Topic.

I can write a book review guided by a model.

Note: look at the example below before you start writing.

Book Review

Date: ...5/6/2023...

Name of Reviewer: ...Malak Yehya....

Title: The Economic Development Strategy and Rebuilding the Egyptian State

Author: Dr. Khairy Fergany

Publisher: Al-Ahram Egyptian Press, Cairo 2018

Genre: non-fiction (*from the economic history of Egypt to its coming future*)

A Brief summary:

The book dealt with the most important features of economic development and the attempt to rebuild the Egyptian state. The first experience of building the Egyptian state was that of Muhammad Ali. He is truly the builder of modern Egypt, where Egypt remained a state belonging to the Ottoman Empire for four centuries. The second experience was with Khedive Ismail assuming the rule of Egypt, as he was able to make an empire, while the third experience was with the revolution of 1252 AD. Finally, the fourth experience was the July 30, 2013 revolution, and President Sisi achievements.

Recommendations:

I recommend this book for different ages between 10: 20 years old.

My opinion:

The author has a good language that suits all ages to understand what he meant. I liked his way of telling information about Egypt's economic state through different ages. There is an excellent blending among Egypt's modern history, present and a vision of the future of our beloved country, Egypt.

Lesson 4

Egypt's National Projects in the Eyes of the International Press

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

- discuss questions related to the national projects in Egypt.
- read a text about national projects in Egypt for the main idea.
- read a text about national projects in Egypt for specific information.
- recognize new vocabulary using definitions.
- pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.
- write a persuasive paragraph about the importance of the Egyptian National Projects.
- recognize homophones in context.
- use newly learnt homophones in context.





Ex.1 Discuss the Following Questions in Groups

I can discuss questions related to the national projects in Egypt.

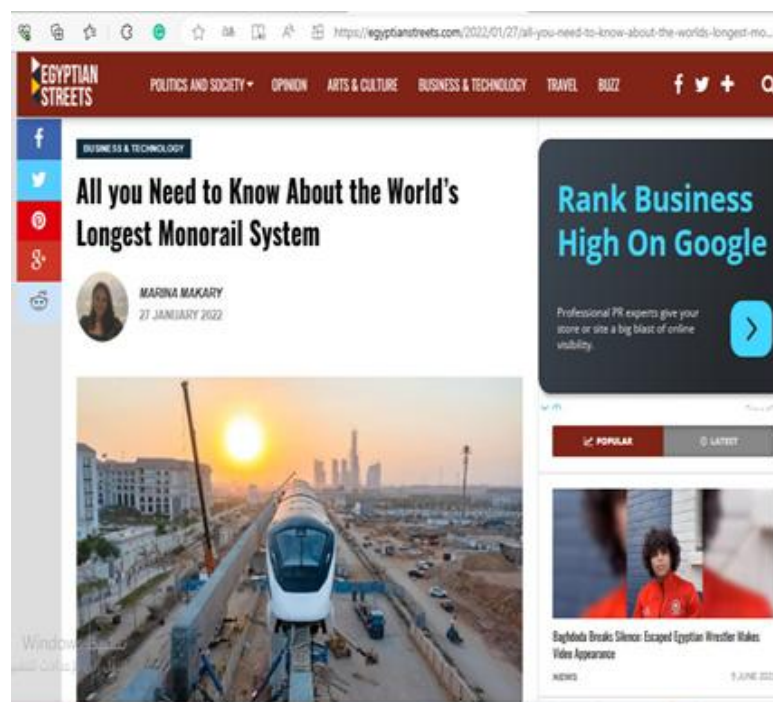
- 1 Did you hear about the Cairo Monorail Project?
- 2 How many stations will it have?
- 3 What do you know about the New Suez Canal?
- 4 What is the goal of these projects?



Ex.2 Listen, Read and Present

I can read a text about national projects in Egypt for the main idea.

The main idea of the text is



Cairo Monorail	
Overview	
Native name	مونوريل القاهرة
Owner	National Authority for Tunnels (Egyptian state)
Locale	Greater Cairo
Transit type	Monorail
Number of lines	2 under construction
Number of stations	33 Planned ^[1]
Operation	
Operation will start	2023 ^[2]
Number of vehicles	70
Train length	4
Technical	
System length	96 km (60 mi) planned ^[3]
Average speed	80 km/h (50 mph) ^[1]

The **Cairo Monorail** is a two-line monorail rapid transit system currently under construction in Cairo, Egypt, which will be the longest driverless monorail system in the world. The two lines will create the first public transport links from the New Administrative Capital and 6th of October City to the Cairo metropolitan area when the project is complete. The 54km line connecting the New Administrative City with East Cairo will take 60 minutes, and the 42km line connecting 6th of October City with Giza will take 42 minutes.

The New Suez Canal

August 6, 2014 - April 5, 2016

A key shipping route through Egypt recently received a major overhaul.

Image of the Day for April 30, 2016

Instrument: Landsat 8 — OLI

View this area in EO Explorer

Image of the Day Land Water Human Presence

Suez Canal Area Development Project	
Location	Suez Canal region
Specifications	
Status	Completed
Navigation authority	Suez Canal Corridor Development Project Authority
History	
Original owner	Egyptian Government
Principal engineer	Dar Al-Handasah
Construction began	5 August 2014

Pictures from [The New Suez Canal \(nasa.gov\)](https://earthobservatory.nasa.gov/images/87948/the-new-suez-canal)

The Suez Canal Corridor Area Project is a **megaproject** in **Egypt** that was launched on 5th August 2014 by President **Abdel Fattah el-Sisi** and completed in 2015. The project aimed to increase the role of the **Suez Canal** region in international trade and to develop the canal cities of **Suez**, **Ismailia**, and **Port Said**.

The project involved building a new city (Ismailia), an industrial zone, fish farms, encouraging the development of a tech industry, building seven new tunnels between **Sinai** and Ismailia and Port Said, improving five existing ports, creating new centers for logistics and ship services, and digging a new canal parallel to the Suez Canal. The new canal was constructed to increase capacity by allowing ships to sail in both directions at the same time. The canal represents an economically important shortcut between Europe and Asia.

[Suez Canal Area Development Project - Wikipedia](#)

**Ex.3 Choose the Correct Answer**

I can read a text about national projects in Egypt for specific information.

1 Ais a single rail serving as a track for a wheeled vehicle.

- a) Train
- b) Metro
- c) Monorail

2 The eastern line will link

- a) The New Capital City to Alexandria
- b) The New Capital City to Port Said.
- c) The New Capital City to Cairo.

3 The 42km line connecting 6th of October City with Giza will take about

- a) Two thirds of an hour
- b) Half an hour
- c) A quarter of an hour.

4 The canal cities are

- a) Ismailia, Red Sea and Port Said
- b) Ismailia, Suez and Port Said
- c) Sinai, Suez and Port Said

5 The Word "Megaproject" refers to:

- a) an extremely large-scale investment project.
- b) a small but important project.
- c) a big project that isn't important.



Ex.4 Write the Words that Best Match the Following Definitions.

I can recognize new vocabulary using definitions.

1 The companies and activities involved in the process of producing goods for sale, especially in a factory or special area: **industry**

2 A large town:

Trade industry city
transport logistics launch

3 The careful organization of a complicated activity so that it happens in a successful and effective way:

4 The movement of people or goods from one place to another:

5 An event to celebrate or introduce something new:

6 The activity of buying and selling, or exchanging, goods and/or services between people or countries:



Ex. 5 Discuss and Answer

I can pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

1 Is there a real problem of transportation in Egypt? Explain.

2 What are the advantages of the Cairo Monorail?

3 What is the importance of the New Suez Canal for Egypt and for the whole world?

4 Why did the writer call the New Suez Canal a megaproject?

5 Do you have any other ideas to add to the Egyptian National Projects? Illustrate.



Ex.6 Write a Paragraph to Persuade your Readers of the Importance of the Egyptian National Projects.

I can write a persuasive paragraph about the importance of the Egyptian National Projects.

Note: support your writing with facts and tell your opinion at the end.

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**TOP TIP**

Homophones are pairs of words that sound the same, but have distinctly different meanings and different spellings.

■ **Examples:**

bread, bred	cereal, serial
brake, break`	fair, fare
Buy, bye, by	Check, cheque
ceiling, sealing	fax, facts
cell, sell	die, dye

**Ex. 7 Listen and Repeat**

I can recognize homophones in context.

- 1 I **bred** horses before, so breeding cows should be easy enough for me to learn.
- 2 They baked a lot of **bread** yesterday.
- 3 I wanted to **buy** new shoes to wear at the ceremony.
- 4 We went to the mall **by** taxi.
- 5 **Sealing** may be a substance that joins two items together in a tight bond.
- 6 A **ceiling** is the upper, inner surface of a room.
- 7 Do you **sell** pink jackets?
- 8 There are many **facts** written in the **fax**.
- 9 How did you **fare** on the exam?
- 10 The deal is **fair** to both sides.
- 11 **Dying** is most used as the present participle of the verb to **die**, i.e. to cease to live.
- 12 **Dyeing** is the present participle of the verb to **dye**, i.e. to turn a material from one color to another.





Ex.8 Fill in the Gaps

I can use newly learnt homophones in context.

**(dyeing- bread- sell- fax- cell- check - facts-
serial- dying- fair- cheque- fare- cereal)**

- 1 We sell different types ofphones.
- 2 In our house, we eat fresh every day.
- 3 I will tell you some about this animal.
- 4 Will you send these files by?
- 5 The judgment was harsh but
- 6 I am of hunger.
- 7 My sister is her hair blonde in the bathroom.
- 8 I'm going to call and on her.
- 9 She gave the landlord ashe had received for \$200
- 10 The metrois cheap for daily travel.
- 11 Wheat, corn and oats are types ofgrains.
- 12 Each computer is uniquely specified by its number.

Lesson 5

Shakespeare's Works "Macbeth"

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

- discuss the meaning of some pictures from Macbeth story.
- read a story for the main ideas.
- recognize new vocabulary using definitions.
- run a conversation about Macbeth.
- read about Macbeth for specific information.
- write a book review using a template.
- write a summary of Macbeth with a different ending.

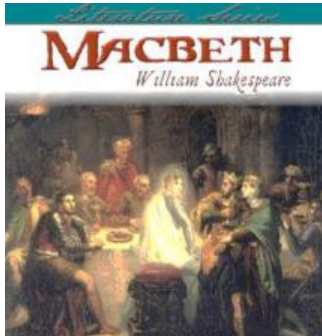




Ex.1 Discuss in Groups

I can discuss the meaning of some pictures from Macbeth story.

A



B



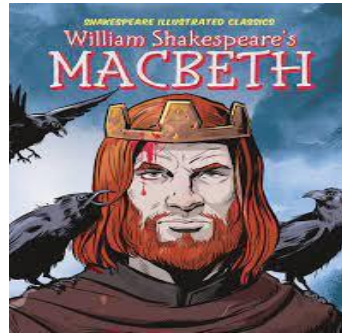
C



D



E



F

Author	William Shakespeare
Country	London, England
Language	English
Genre	Shakespearean tragedy Tragedy
Set in	Scotland and England (Act IV, Scene III)
Publisher	Edward Blount and William Jaggard
Publication date	1623
Text	The Tragedie of Macbeth at Wikisource



Ex.2 Read and Match

I can read a story for the main ideas.

Read and Match each Act with its Suitable Picture from Ex. 1.

Act 1

On a Scottish moorland, Macbeth and Banquo, two of King Duncan's generals saw three strange women (witches). The witches prophesied that Macbeth will be promoted twice: to Thane of Cawdor (a rank of the aristocracy granted by grateful kings) and King of Scotland. Banquo's descendants will be kings, but Banquo isn't promised any kingdom himself. The generals wanted to hear more, but the "weird sisters" disappeared.

Soon afterwards, King Duncan named Macbeth Thane of Cawdor as a reward for his success in the recent battles. The promotion seems to support the prophecy. The King then wanted to visit Macbeth that night at his castle. Lady Macbeth received the news from her husband about the prophecy and his new title. She decided to help him become king by whatever means that were necessary.

Act 2

Macbeth returned to his castle, followed almost immediately by King Duncan. The Macbeths plot together to kill Duncan and wait until everyone is asleep. Lady Macbeth gave the guards drugged wine so Macbeth can enter and kill the King. He regretted this, but his wife reassured him. She left the bloody daggers by the dead king just before **Macduff**, a nobleman, arrived.

When Macduff discovered the murder, Macbeth killed the drunken guards in a show of rage. **Duncan's** sons, **Malcolm** and Donalbain, escaped fearing for their own lives.

Act 3

Macbeth became King of Scotland but always felt insecure. He remembered the prophecy that Banquo's descendants will inherit the throne and arranged for **Banquo** and his son **Fleance** to be killed. In the darkness, Banquo is murdered, but his son escaped. At his state banquet that night, Macbeth saw the ghost of Banquo and worries the courtiers with his mad response. Lady Macbeth dismissed the court and unsuccessfully tried to calm her husband.

Act 4

Macbeth sought out the witches who said that he would be safe until Birnam Wood marched into battle against him. They also prophesied that the Scottish succession would still come from Banquo's son. Macbeth embarked on a reign of terror, killed many, including Macduff's family. **Macduff** had gone to seek **Malcolm** (one of Duncan's sons who fled) at the court of the English king. Malcolm is young and unsure of himself, but Macduff persuades him to lead an army against Macbeth.

Act 5

Macbeth felt safe in his remote castle at Dunsinane until he was told that Birnam Wood was moving towards him. Malcolm's army carried branches from the forest as camouflage for Macbeth's army. Meanwhile, Lady Macbeth walked in her sleep and told her secrets to her doctor. She committed suicide. As the final battle commenced, Macbeth heard of Lady Macbeth's suicide and mourned.

In the midst of a losing battle, Macduff challenged Macbeth. Macduff triumphed and brought the head of the traitor Macbeth to Malcolm. Malcolm declared peace and went to Scone to be crowned king.



Ex.3 Match the Following Words with their Meanings

I can recognize new vocabulary using definitions.

1. Witches
2. Prophecy
3. Aristocracy
4. Suicide
5. Camouflage
6. Traitor
7. Flee (fled)
8. Dismiss
9. Court

- A) To run away often from danger or evil ()
- B) Women who are believed to practice usually magic. (**1**)
- C) Someone who is not worthy of others' trust. ()
- D) Officers and advisers who are the governing power ()
- E) To predict with assurance or on the basis of mystic knowledge. ()
- F) The act of deceiving or hiding. ()
- G) To put (oneself) to death. ()
- H) A class or group of people believed to be superior. ()
- I) To permit or cause (someone) to leave. ()

Note

The form of *Macbeth* is a dramatic play. More specifically, it is a tragedy. The simplest definition of a tragedy would be "a play with an unhappy ending."



Ex.4 Answer the Following Questions

I can run a conversation about Macbeth

- 1 Where did Macbeth first meet the three witches?
- 2 What did they say?
- 3 Did he believe them? How did you know?
- 4 How can you describe Macbeth's character? Show evidence.
- 5 How did he feel after becoming the king? Why?
- 6 Was he able to protect the throne of his kingdom? Why?
- 7 What happened to his wife?



- 8 Do you think he was a victim when he listened to the witches and his wife? Illustrate.
- 9 What morals do you think the author wanted to tell us from this play?
- 10 How did you feel after finishing reading this narration?
- 11 Do you agree with the author's end for Macbeth and his wife? Do you think they deserve this end?



Ex.5 Choose the Correct Answer

I can read about Macbeth for specific information.

- 1 This form of writing is a
- a) comedy
 - b) science fiction
 - c) drama (tragedy)
- 2 Lady Macbeth was mistaken when
- a) she encouraged her husband to kill the king
 - b) told her the doctor her secrets
 - c) both a & b
- 3 The three witches Macbeth.
- a) helped
 - b) deceived
 - c) protected
- 4 Banquo's ghost reflected Macbeth's
- a) fears and regrets
 - b) pride and victor
 - c) success and confidence
- 5 Shakespeare used when he mentioned "bloody daggers."
- a) symbolism
 - b) assimilation
 - c) idioms



Ex.6 Write a Book Review Using the Following Template.

I can write a book review using a template.

<p>Title: _____</p> <p>Author: _____</p> <p>Publisher: _____</p> <p>Storyline: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<h2 style="margin: 0;">Book Review</h2> <p>What I liked best: _____</p> <p>_____</p> <p>_____</p> <p>What I didn't like: _____</p> <p>_____</p> <p>_____</p>	<p>Name of reviewer: _____</p> <p>Date started: _____</p> <p>Date finished: _____</p> <p style="text-align: center;">Favourite character</p> <p>_____</p> <p style="text-align: center;">Picture of favourite character</p> <div style="border: 1px solid black; height: 100px; margin: 5px 0;"></div>																								
<p style="text-align: center;">Word difficulty ✓ box</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> </tr> <tr> <td style="text-align: center;">Too easy</td> <td style="text-align: center;">Just right</td> <td style="text-align: center;">Too hard</td> </tr> </table>				Too easy	Just right	Too hard	<p style="text-align: center;">Illustrations ✓ box</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px; text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">Too few</td> <td style="text-align: center;">Interesting</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px; text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">Just right</td> <td style="text-align: center;">Boring</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> <tr> <td style="text-align: center;">Too many</td> <td></td> </tr> </table> <p>Comment: _____</p>			Too few	Interesting			Just right	Boring			Too many		<p style="text-align: center;">Recommendation ✓ box</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Highly recommended</td> <td style="width: 40%; height: 20px;"></td> </tr> <tr> <td>Reasonable</td> <td style="height: 20px;"></td> </tr> <tr> <td>Not recommended</td> <td style="height: 20px;"></td> </tr> </table>	Highly recommended		Reasonable		Not recommended	
Too easy	Just right	Too hard																								
Too few	Interesting																									
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Too many																										
Highly recommended																										
Reasonable																										
Not recommended																										

Note

Instead of favorite character, write about the role of the hero and decide if Macbeth started and ended as a hero.



Ex.7 Rewrite a Summary of This Play and Imagine a Different Ending.

I can write a summary of Macbeth with a different ending.



Project

In Pairs, Look at the Following Questionnaire, Complete it and Design Your Own.

No	Sentence	Answers		
		Yes	No	Not Sure
1-	The plot was exciting			
2-	The author's morals were clear.			
3-	Macbeth deserved the end he obtained.			
4-	As a reader, the conflict of this play is relevant to our life.			
5-	All the characters were against Macbeth.			

Unit 3

Pandemics

Grammar

- Parts of Speech: interjections
- Main clause and subordinate clause
- Past simple tense

Phonics:

- Pronouncing the letter 'c' as /k/ or /s/
- Pronouncing the letter 'g' as /g/ or /dʒ/
- Heteronyms

Language functions

- Giving advice
- Proverbs

Critical thinking

- Do you think everyone should stay home at times of pandemics? Why? Why not?
- Do you think that doctors and nurses are the only heroes at pandemics times? Why?
- Do you think schools should be partially or fully closed at COVID-19 pandemic? Why?

Study skills

- Active Listening and Reading



Lesson (1)

Pandemics: Dreadful Diseases or More?

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

- talk about some terms related to pandemics.
- read a text about pandemics for gist.
- read a text about pandemics for details.
- listen to some advice for specific information.
- give advice in different ways.
- use interjections correctly in spoken language.
- write some advice to stay safe during pandemics.

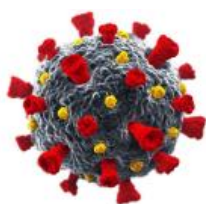




Ex. 1 Discuss

- I can talk about some terms related to pandemics.

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



- 1 Are you familiar with these words: pandemic, virus, antibiotic, injection, quarantine?
- 2 Do you know what a pandemic is?
- 3 Is it different from an epidemic?
- 4 What do you think causes pandemics?
- 5 Can you mention the name of a pandemic you heard about?
- 6 Has anyone ever told you, "Oh my God! You look so sick!"?
- 7 Do you know what 'WHO' stands for?

Now go to Ex. 2 to check your answers.



Ex. 2 Read and Answer

I can read a text about pandemics for gist.

Read the following text about pandemics and answer the following TWO questions:

- 1 What is the main idea of this text?

.....

- 2 Can you suggest a suitable title for this text?

.....

Maybe you are familiar with the words outbreak, epidemic and pandemic, and know that they are more than dangerous diseases. But what's the difference between an outbreak, a pandemic, and an epidemic? And when does a disease become a public health concern?



Let's start with the meaning of each word. An outbreak is when an illness happens in unexpected high numbers. It may stay in one area or extend more widely. An outbreak can last days or years. Sometimes, experts consider a single case of a contagious disease to be an outbreak. This may be true if it's an unknown disease, if it's new to a community, or if it's been absent from a population for a long time. An epidemic is when an infectious disease spreads quickly to more people than experts would expect. It usually affects a larger area than an outbreak.



A pandemic is a disease outbreak that spreads across countries or continents. It affects more people and takes more lives than an epidemic. The World Health Organization (WHO) declared COVID19- to be a pandemic when it became clear that the illness was severe and that it was spreading quickly over a wide area.

The number of lives lost in a pandemic depends on:

(1) How many people are infected; (2) How severe of an illness the virus causes; (3) How vulnerable certain groups of people are; and (4) Prevention efforts and how effective they are.

The WHO's pandemic alert system ranges from Phase 1 (a low risk) to Phase 6 (a full pandemic):

Phase 1: A virus in animals has caused no known infections in humans.

Phase 2: An animal virus has caused infection in humans.

Phase 3: There are scattered cases or small clusters of disease in humans. If the illness is spreading from human to human, it's not broad enough to cause community-level outbreaks.

Phase 4: The disease is spreading from person to person with confirmed outbreaks at the community level.

Phase 5: The disease is spreading between humans in more than one country of one of the WHO regions.

Phase 6: At least one more country, in a different region from Phase 5, has community-level outbreaks.

In fact, pandemics are large-scale outbreaks of infectious disease that can greatly

increase morbidity and mortality over a wide geographic area and cause significant economic, social, and political disruption. Hundreds, and maybe thousands or even millions, of people die. The consumption of medicine increases, especially the antibiotics, whether pills, syrup, or injections, that patients take to try to fight the virus inside their bodies. But, the most important thing to do during a pandemic to stay safe is to keep the social distancing, sleep well and eat well, and keep the personal sanitation. Above all, remember that staying at home at pandemics times is better than staying at a 'Quarantine'.



DID YOU KNOW?



The Term 'Quarantine' appeared when the chief physician of Ragusa built an establishment outside city limits for patients based on the contagion theory. He isolated the affected for 30 (trentine) days followed by an extension to 40 (quarantine) days.

CRITICAL THINKING

A simile is a comparison of a person or thing with another by saying that the first is like the second.



Ex. 3 Read Again, then Answer

I can read a text about pandemics for details.

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

1 What are the three words mentioned for different degrees of diseases?

They are outbreak, epidemic and pandemic.

2 What is the difference between an outbreak and a pandemic?

.....

3 Which is more serious; an epidemic or a pandemic?

.....

4 What are the four ideas that number of lives lost in a pandemic depends on?

.....

5 According to WHO, phase is the worst in a pandemic.

(two- three- five-six)

6 help ill people fight the virus inside their bodies.

(Sweets- Antibiotics- Animals- Diseases)



Ex. 4 Listen and Complete

I can listen to some advice for specific information.

Listen to some tips about how to stay healthy when there is a spread of disease during an outbreak, epidemic, or pandemic, then complete the sentences.

1 It might take scientists a long time to make a vaccine during pandemics.

2 You should wash your hands with water and soap or, use an-based hand cleaner or sanitizer.

3 When you or sneeze, cover your and nose with a tissue.

4 Stay or keep the distancing if you want to go out.

5 You need to wear a face if you have to go out for care.

6 You ought to wash your often, and keep household surfaces and disinfected.



Ex. 5 Work in Pairs

I can give advice in different ways.





TOP TIP

Giving advice

You can give advice in different ways using:

You should

You ought to.....

You need to.....

You'd better / Don't +infinitive

Maybe you

If I were you, I would/wouldn't.....



Ex. 6 Read and Underline

I can use interjections correctly in spoken language.

-Underline the interjection in each of the following sentences, then choose what it shows from the box below.

Sadness – Surprise – Joy – Pain – Call for attention – Relief- Hesitation - pity

- 1 Oh my God! There is a snake on the tree. (Surprise)
- 2 Hurray! We won the game. (.....)
- 3 Ahh, the clown's show was a real surprise. (.....)
- 4 Hey! Be careful of fast cars. (.....)
- 5 Oh! I have a bad headache. (.....)
- 6 Phew! That was a long session. (.....)
- 7 Uh! I'm not sure if I can join you. (.....)
- 8 Alas! My favorite team lost the match. (.....)
- 9 Oh no! Someone has stolen my car. (.....)
- 10 Yippee! Tomorrow is my birthday. (.....)



**Ex. 7 Look and Write**

I can write some advice to stay safe during pandemics.

Look at the poster below and write some advice for your classmates to stay safe during pandemics.

Stay Safe During Pandemics

Here are some advice to stay safe during pandemics:

1 - Stay home if you are sick, or if there is no need to go out.

2 -

3 -

4 -

5 -



Lesson (2)

Pandemics Throughout History

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

- talk about pandemics based on information mentioned in a table.
- read a text about 'Pandemics Throughout History' for the main idea.
- read a text about 'Pandemics Throughout History' for specific information.
- use vocabulary related to pandemics correctly.
- use some proverbs related to health and diseases appropriately.
- listen to a text about the 'Swine Flu' for specific information.
- find information about one of the pandemics that hit the world.



**Ex. 1 Discuss**

I can talk about pandemics based on information mentioned in a table.

In pairs, look at the table, which shows some of the worst pandemics throughout history, and discuss the following questions:

- 1** Which country witnessed the emergence of most pandemics? Can you think of the reason for this?
- 2** Which pandemic resulted in the most deaths?
- 3** Why do you think 'Plague' was called the 'Black Death'?
- 4** Which pandemic is still affecting humans' lives badly till the present time?
- 5** Which country do you think should have the most medical research centers? Why?

Pandemic	Period	Place of emergence	Deaths
Black Death (Plague)	1351-1347	Central Asia	200 million
The Seven Cholera Pandemics	-1817present	India	40 million
Spanish Flu	1919-1918	USA	50 million
Asian Flu	1958-1957	China	>1 million
Hong Kong Flu	1968	China	4-1 million
HIV/AIDS	-1981present	Central Africa	36 million
Severe acute respiratory syndrome coronavirus	2003-2002	China	774
Ebola	2016-2014	Central Africa	11000
COVID19-	-2019 July 2021 (ongoing)	China	>4 million (ongoing)

**Ex. 2 Read and Answer**

I can read a text about 'Pandemics Throughout History' for the main idea.

-Read the following text about 'Pandemics Throughout History' and answer the questions that follow.

Pandemics Throughout History

In 1666, the term "pandemic" was first used to describe a continuously spreading disease in a country. The words epidemic and pandemic were used broadly in many social and medical contexts during the 17th and 18th centuries. However, as the terminology has developed throughout time, new concepts have emerged.

The terms endemic, outbreak, epidemic, and pandemic express how frequent and geographically extent a disease is



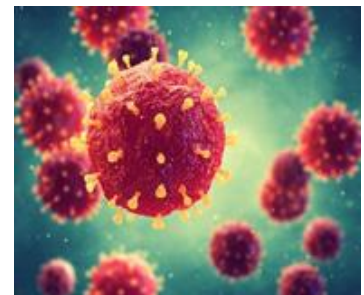
now compared to previously. They are used to describe infections; besides being used to describe non-infectious conditions such as cancer and hypertension. To differentiate between these terms, an endemic disease affects a population in the same area, which could be a town, a country, or even a continent. An outbreak is defined as an unanticipated increase in the number of people who present with a health problem or the emergence of cases in a new location. An epidemic is a disease outbreak that spreads across a larger geographical area than it is expected. A pandemic is an epidemic that expands to more than one continent.

There are many reasons why pandemics have happened and have become more likely to occur. Climate change holds a significant impact on the transmission of zoonotic infections by influencing the environment of their vectors. Increased land use due to expanding human population also changes the distribution of these vectors. Increased animal-to-human contact over the years increased the risk of transmission of zoonotic infections to human beings. Moreover, antimicrobial resistance is one of the leading causes that increase the potential of a future pandemic. The potential use of microorganisms as a biological weapon also raises the probability of the emergence of a future pandemic. In addition, healthcare workers' shortage and underprepared health systems affect the ability to contain the situation in case a pandemic arises.



On the one hand, pandemics throughout history have had significant health consequences and represented a threat to the existence of humankind.

Rapidly spreading infections such as COVID-19 can overwhelm the healthcare system and lead to limited access to health services and increased mortality rates. They also had significant social, economic, and political impacts. People were shocked with the appearance of the terms 'Social distancing' as they must stay away from their relatives



and even worse the 'Quarantine', where badly-affected patients are kept till they get medication, On the other hand, the recent pandemics managed to increase pandemic preparedness and led to efforts to lessen the effects of pandemics. Some of the worst pandemics that hit the world are:

• **The Spanish Flu:** This deadly influenza pandemic originated in Kansas and spread due to the movement of the troops. It demonstrated nurses' importance in healthcare while there were no antivirals or cure to be administered. An H1N1 influenza of avian origin caused the 1918 Spanish flu, and it had high mortality for young individuals.

• **HIV/AIDS:** The human immunodeficiency virus (HIV) has managed to kill 36 million people and has a current prevalence of around 36 million worldwide.

• **Black Death:** The Black Death, also known as the Plague, was a bubonic plague pandemic that occurred from 1346 to 1353 in Europe, Asia, and Africa. It is considered to be the most fatal pandemic recorded in human history with a death toll of around 200 million

people. Some estimates suggest that it managed to kill as much as 60% of Europe's population. Physicians at that time attributed the disease to miasma: corruption of air.

• **Coronavirus Disease:** This pandemic took place for the first time at the end of 2019. Caused by the severe acute respiratory syndrome coronavirus 2 (SARS-COV2), symptoms of coronavirus disease 19 (COVID-19) include fever, fatigue, cough, breathlessness, headache, and sore throat.



To conclude, pandemics in the past had massive effects on humans. On the one hand, they have caused millions of deaths and had economic, societal, and mental health impacts. However, they led to significant scientific breakthroughs in terms of discovering the concept of quarantine, the development of vaccines, and novel treatment modalities.

There is an unmet need to increase the awareness and exercise of pandemic preparedness to avoid the extreme burden on healthcare systems. Besides, future research needs to focus on developing better ways to prevent the emergence of newer pandemics. As for people, they need to be aware of how to keep themselves safe at times of pandemics as prevention is better than cure.





- 1 Which paragraph discussed the first use for the term 'pandemic'?

First Paragraph

- 2 Which paragraph introduced a definition for a pandemic?

.....

- 3 Which paragraph talked about the emergence of COVID-19?

.....

- 4 Which paragraph talked about the reasons for pandemics spread?

.....

- 5 Which paragraph mentioned the most dangerous pandemic throughout history?

.....



Ex. 3 Read Again and Answer

I can read a text about 'Pandemics throughout History' for specific information.

- Read the Text in Ex. 2 again and answer the following questions:

- 1 When was the term "pandemic" first used?

The term "pandemic" was first used in 1666.

- 2 Which terms are used to express how frequent and geographically extent a disease is at present compared to the past?

.....

- 3 How can climate change affect the occurrence of a pandemic?

.....

- 4 Although pandemics have bad effects, there are some positive points for them. What are they?

.....

- 5 A/ An is a disease outbreak that spreads across a larger geographical area than it is expected.

(outbreak – pandemic- epidemic- endemic)

- 6 The was the most fatal pandemic recorded in human history.

(COVID-19- Plague- Spanish Flu- AIDS)

**Ex. 4 Fill in the Gaps**

-I can use vocabulary related to pandemics correctly.

quarantine- social distancing- pandemics- vaccines- infection- mortality- medication

- 1 At times of pandemics, mortality rates increase.
- 2 You should keep as much as you can to be safe of infection.
- 3 I take much to recover from an illness.
- 4 The government offers the for people for free.
- 5 On arriving at the airport, I had to stay at the for someday because I was coming from China.
- 6 have many bad social and economic effects on people.
- 7 I wear my face mask at public transport to avoid

**Ex. 5 Read and Match**

I can use some proverbs related to health and diseases appropriately.

- **Read the proverbs in column (A) with their meanings in column (B).**

**TOP TIP****A Proverb**

According to Cambridge Dictionary, a proverb is a short sentence, usually known by many people, stating something commonly experienced or giving advice.

Examples: Sound mind, sound body./ Prevention is better than cure.

(A) Proverb
1 - Health is not valued till sickness comes.
2 - An apple a day keeps the doctor away.
3 - Early to bed and early to rise makes a man healthy, wealthy and wise.
4 - A disease known is half cured.
5 - Prevention is better than cure.
6 - "Diseases come a horseback, and return on foot."

(B) Meaning
(a) Get enough sleep and start work early in the day to have a successful life.
(b) It is better to stop something bad from happening than it is to deal with it after it has happened.
(c) People tend to take good health for granted until they fall ill.(1)
(d) Eating an apple each day can help you stay healthy.
(e) A disease spreads quickly, but leaves slowly.
(f) Understanding the nature of a disease helps a lot in finding the suitable cure for it.



Ex. 6 Listen and Complete the Table

I can listen to a text about the 'Swine Flu' for specific information.

Listen to a short text about the 'Swine Flu' and complete the table.

Swine Flu						
Period	Number of people died	The mostly affected people	Caused by	Number of affected countries	Symptoms	Main cause of death
2009	150000 to	Adolescents and	H1N1 Influenza.....	.....	high fever,,, myalgia, shortness of, vomiting and diarrhea.	



Ex. 7 Internet Search

I can find information about one of the pandemics that hit the world.

-Choose one of the pandemics in the box below and search the internet for information about it.

Plague- Asian Flu- Cholera- Ebola

-Write five facts about this pandemic.

.....

.....

.....

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Lesson (3)

Coronavirus: A Pandemic Shocked the World

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

- talk about COVID-19 Pandemic.
- read a text about COVID-19 for the main idea.
- read a text about COVID-19 for specific information.
- use an e-dictionary to find the different meanings of heteronyms.
- listen to a text given instructions for specific information.
- ask and answer question about key times for handwashing.
- make some stickers about how to be safe from COVID-19.



**Ex. 1 Discuss**

I can talk about COVID-19 Pandemic.

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



- 1 How old were you when you first heard about COVID-19 Pandemic? Which grade were you in?
- 2 Do you remember what precautions you and your family took during this pandemic?
- 3 Do you still take any precautions now while being at public places?
- 4 Have you worn a mask during this pandemic?
- 5 More than half a million people got infected with COVID-19 in Egypt. Do you think this is a great number compared to other countries?
- 6 Do you know which organ of the body the virus affects?
- 7 Do you know anyone who got the infection and recovered? How long did it take him/ her to feel better?
- 8 Which habit are you still doing to keep yourself safe: wearing a mask, washing your hands, or using gel or alcohol?

**Ex. 2 Read and Match**

I can read a text about COVID19- for the main idea.

Read this text about COVID-19 and match the questions to the paragraphs that suit them.

- 1 What is COVID-19?
- 2 What are the ways to prevent COVID-19?
- 3 What happens when the virus changes?
- 4 How does COVID-19 spread?
- 5 Who is at risk of severe illness of COVID-19?

COVID-19

COVID-19 has been one of the worst pandemics in the modern age. It has been like a nightmare that shocked all people worldwide and threatened millions of lives. The following questions discuss some of the most important ideas to understand the nature of this pandemic.



What is COVID-19?

COVID-19 (coronavirus disease 2019) is a disease caused by a virus named SARS-CoV-2. It can be very contagious and spreads quickly. Over one million people have died from COVID-19 in the United States. COVID-19 most often causes respiratory symptoms that can feel much like a cold, the flu, or pneumonia. COVID-19 may attack more than your lungs and respiratory system. Other parts of your body may also be affected by the disease. Most people with COVID-19 have mild symptoms, but some people become severely ill.

COVID-19 spreads when an infected person breathes out droplets and very small particles that contain the virus. Other people can breathe in these droplets and particles, or these droplets and particles can land on their eyes, nose, or mouth. In some circumstances, these droplets may contaminate surfaces they touch. Anyone infected with COVID-19 can spread it, even if they do NOT have symptoms. The risk of animals spreading the virus that causes COVID-19 to people is low. The virus can spread from people to animals during close contact.

There are many actions you can take to help protect you, your household, and your community from COVID-19. Follow the instructions of the Ministry of health and keep up-to-date with the latest news about COVID-19. In addition to staying up to date with COVID-19 vaccines and basic health and hygiene practices like handwashing, and wearing face masks, avoid being in public places, where there are lots of people, as much as you can. Moreover, take care of your diet and drink enough amounts of water daily.

Some people are more likely than others to get very sick if they get COVID-19. This includes people who are older, have certain disabilities, or have underlying health conditions. Understanding your COVID-19 risk and the risks that might affect others can help you make decisions to protect yourself and others.

Viruses are constantly changing, including the virus that causes COVID-19. These changes occur over time and can lead to new strains of the virus or variants of COVID-19. Slowing the spread of the virus, by protecting yourself and others, can help slow new variants from developing.



Ex. 3 Read and Answer

I can read a text about COVID19- for specific information.

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

1 What is the name of the virus that caused COVID-19?

COVID-19 is caused by a virus named SARS-CoV-2.

2 What are the main symptoms of COVID-19?

.....

3 How can COVID-19 spread?

.....

4 Who can spread the COVID-19 disease?

.....

5 You can protect yourself from infection by crowded places.

(staying in – keeping away from- keeping close to-visiting)

6 Changes of the virus over times can lead to other of COVID-19.

(medicines- vaccines- variants- disabilities)



Ex. 4 Look up the Words and Complete the Table

I can use an e-dictionary to find the different meanings of heteronyms.

Using an e-dictionary, look up the following words and write their meanings.



TOP TIP

A heteronym is a word that has different pronunciation and meaning from another word but has the same spelling.

Examples:

Polish: (adj.) a nationality: He is Polish. He is from Poland.

Polish: (v) to make something bright and shiny: I polish my shoes every day before going to school.

Word	First meaning	Second meaning
1 - object	(v) say that you do not like or approve something	(n) something you can see, hold, or touch
2 - live	(v)	(adj.)
3 - lead	(v).....	(n).....
4 - desert	(v).....	(n)
5 - content	(n).....	(adj.).....

**Ex. 5 Listen and Complete**

I can listen to a text given instructions for specific information.

-Listen to a short text given instructions about 'Five Steps to wash Your Hands the Right Way', and complete these steps.

- 1** Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- 2** Lather your by rubbing them together with the Lather the backs of your hands, between your, and under your
- 3** Scrub your hands for at least 20
- 4** Rinse your hands well under, running
- 5** Dry your hands using a clean or air them.

Scan if you want to watch a video about importance of handwashing.

**Ex. 6 Discuss and Act**

-I can ask and answer questions about key times for handwashing.

In pairs, ask and answer questions about the key times for handwashing in order not to get or spread the germs. There are two pictures given to you. Think of other times.



When should I wash my hands?

Wash your hands before, during, and after preparing food.



Ex. 7 Make Stickers

I can make some stickers about how to be safe from COVID19-.

-Think about some ideas and drawings or pictures to make some stickers about how to be safe from COVID-19 and stick them on your classroom.

-Make your stickers in the table below.

Here is an example:

How to be safe from COVID - 19



Wash your hands with soap and water.

--

--



Lesson (4)

Heroes at Times of Pandemics

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

- talk about different heroes at times of pandemics.
- read a text about 'Heroes at Times of Pandemics' for the main idea.
- read a text about ' Heroes at Times of Pandemics' for details.
- pronounce the letter 'g' correctly whether as /g/ or /dʒ/.
- differentiate between a main clause and a subordinate clause in a compound sentence.
- listen to a text about a children's book entitled "«My Hero is You» for specific information.
- ask questions about COVID-19 and how to be a hero at these hard times.





Ex. 1 Discuss

I can talk about different heroes at times of pandemics.

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



- 1 Doctors, nurses and chemists are real heroes at times of pandemics. Do you agree? Why?
- 2 The Egyptian army and policemen protects us internally and externally. Can you think of their role at times of pandemics?
- 3 Religion men (Sheikhs) have an important role at times of pandemics. What is it?
- 4 Do you think teachers and students were heroes at COVID-19 pandemic?
- 5 Do you think cleaners were heroes at COVID-19 pandemic?
- 6 Who else would you like to add their pictures as heroes at times of pandemics?



Ex. 2 Read and Match

I can read a text about 'Heroes at Times of Pandemics' for the main idea.

Read the following text and match the titles to the paragraphs.

1-Extraordinary Heroes

2-Loyal Workers

3-Volunrary Work

4-Thank you to All the Heroes

5-Brave Young People



Extraordinary heroes

Let us talk about the heroes of the pandemic. We want to remember those extraordinary men and women, doctors, nurses and the medical staff as a whole, who have offered priceless services throughout pandemics, especially the COVID-19 pandemic, knowing very well that they could get infected by the deadly virus. Courageously, they went to the front line and offered help to those suffering. They launched a war against an enemy, which was an invisible entity that could kill within hours. Interestingly, wars are fought to kill, but this war was fought by thousands of doctors and nurses to save lives.



Besides the healthcare providers, heroes emerged from the general population, too. They formed small groups, raised money, bought essential items like rice, lentils, cooking oil and vegetables, and carried them to the doorsteps of the poor people who were under home quarantine. These brave young people cooked food and offered them to the workers walking towards their villages. Many of them bought oxygen cylinders and went to help patients waiting outside hospitals. Others offered free masks and water bottles to rickshaw pullers and day labourers. These are our heroes.



Alongside various individuals, many social clubs and voluntary organisations, corporate houses and banks also offered supplies and cooked food to the poor during the pandemic. We must not forget the services offered by the armed forces and the police during those gloomy days. It was indeed a unique example of human response to one of the deadliest crises in recent human history. We will always remember and appreciate the heroes.



Despite the hardships and health risks, millions of essential frontline workers continue to do their jobs during the COVID-19 pandemic. These hardworking



heroes are keeping people fed, picking up their trash, providing them life-saving medicine, delivering their groceries and packages, preparing their food, cleaning their hospitals, caring for those who are most vulnerable, and keeping us safe—often while earning low wages and few benefits.

There are thousands of heroes; these we know, and those we do not know, the ones who risked their lives to save us, and the hundred who lost their lives while saving us. Forever, we will be indebted to their valuable sacrifices, and all words of thanking are worthless compared to their sacrifices. Even the ones who followed the instructions and stayed home to protect themselves and help reduce the infection are real heroes. Everyone who were committed and did their role at the time of pandemic are appreciated. We are not exaggerating if we say that mothers and fathers who kept their children safe are heroes, even you, are real heroes whatever the role you did or still doing.



CRITICAL THINKING

Do you think that doctors and nurses are the only heroes at times of pandemics? Why?



Ex. 3 Read and Answer

I can read a text about 'Heroes at Times of Pandemics' for details.

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

1 How was the work of doctors, nurses and the medical staff difficult at the time of COVID-19?

Doctors, nurses and the medical staff launched a war against an enemy, which was an invisible entity that could kill within hours.

2 Do you think doctors and nurses sacrificed their lives at the time of COVID-19? How?



- 3 What was the role of the general population at the time of pandemic?
.....
- 4 Who helped the poor during the pandemic?
.....
- 5 Which word in paragraph 5 means exposed to or can easily catch a disease?
(fed- safe-vulnerable- life-saving)
- 6 We should feel towards all the heroes who help us be safe at times of pandemics.
(proud and appreciative- sad and bored- thankless and worried- desperate and sick)



Ex. 4 Listen and Complete the Table

I can pronounce the letter 'g' correctly whether as /g/ or /dʒ/.

Listen to the pronunciation of these words, which has letter 'g', and write each word under the correct column.



TOP TIP

Letter 'g' is pronounced as /g/ in words like go, green, grow, and gun, but it is pronounced as /dʒ/ if it is followed by "e,i,or,y" such as general and geography.

However, there are some exceptions such as give.

go- general- get-gym-government- give-giant- energy- progress- gift- great- germs

First rule: 'g' pronounced as /g/	Second rule: 'g' pronounced as / dʒ/	Exceptions to the rules
go	general	get



Ex. 5 Read and Underline

I can differentiate between a main clause and a subordinate clause in a compound sentence.

-Read the following sentences and underline the main clause:



TOP TIP

A main clause and a subordinate clause

According to the Oxford Learner's Dictionary, a **main clause** is defined as "a group of words that includes a subject and a verb and can form a sentence."

Examples: I like tea.

I had my lunch and drank a cup of tea.

A Subordinate clause contains a subject and a verb but cannot stand alone. It merely complements the rest of the sentence.

Examples: After I got better,...../ because I was sick.

Since I am ill today,/ If I have money,

- 1 I was playing chess when my father came.
- 2 If you are sick, you should see a doctor.
- 3 Although he is sick, he will go to work tomorrow.
- 4 I did not go to school yesterday because it was a holiday.
- 5 As we were playing at the park, we saw a snake.
- 6 I got better after I had taken my medicine.



Ex. 6 Read and Circle

- Read the following sentences and circle the subordinate clause:

- 1 If you keep the social distancing you will be safe from infection.
- 2 Mum did all the housework while I was sleeping.
- 3 I stayed home yesterday because I had a fever.



- 4 The nurse looks tired as she has been working all day.
- 5 A pandemic is a disease that spreads worldwide.



Ex. 7 Read and Circle

I can listen to a text about a children's book entitled "«My Hero is You» for specific information.

- Listen to a text about a children's book entitled "My Hero is You", then complete the following sentences with phrases from the box below.

**children, parents, caregivers and teachers - with COVID-19 -
50 organizations - time zones and continents - fantasy creature-
six-language**

- 1 "My Hero is You" is a new story book that aims to help children understand and come to terms **with COVID-19**.
- 2 The book has been produced by a collaboration of more than working in the humanitarian sector.
- 3 The writer of the book Helen Patuck invented a called Ario to send messages about how kids can fight COVID-19.
- 4 The writer gathered her ideas based on what more than 1700from around the world shared about how they were coping with the COVID-19 pandemic.
- 5 In order to reach as many children as possible, the book will be widely translated, with.....versions.
- 6 It is hoped that this beautifully-illustrated book, which takes children on a journey across....., will help them to understand what they can do to stay positive and keep safe during the coronavirus outbreak.





Ex. 8 Look, Read and Write

I can ask questions about COVID19- and how to be a hero at these hard times.

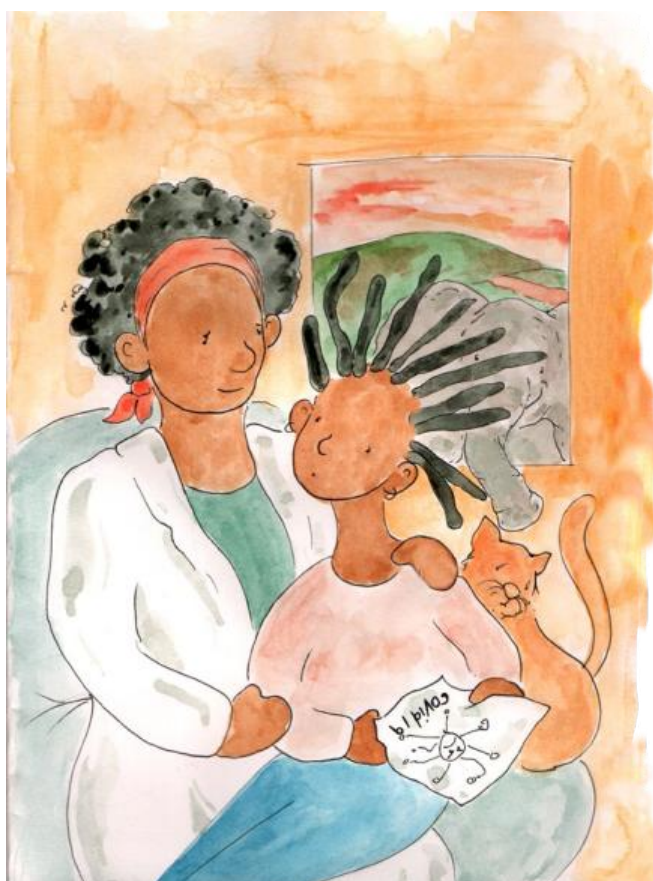
- Look at and read this part from the book entitled “My Hero is You” and write two questions to ask Sara’s Mum about COVID-19 and how to be a hero at these hard times.

Here is an example:

-What should I do at the times of pandemics to be a hero, too?

1-

2-



Sara’s mum is her hero because she is the best mum *and* the best scientist in the world. But even Sara’s mum cannot find a cure for the coronavirus.

“What does COVID-19 look like?” Sara asked her mum.

“COVID-19, or the coronavirus, is so tiny we can’t see it,” said her mum. “But it spreads in the coughs and sneezes of people who are sick, and when they touch people or things around them. People who are sick get a fever and a cough and can have some trouble breathing.”

“So we can’t fight it because we can’t see it?” Sara asked.

“We can fight it,” said Sara’s mum. “That’s why I need you to be safe, Sara. The virus affects many kinds of people, and everyone can help us fight it. Children are special and they can help too. You need to stay safe for all of us. I need you to be my hero.”



Scan to read the book, “My Hero is You”.

SCAN ME



Lesson (5)

Schools at Times of Pandemics

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

- talk about their feelings when schools closed in the time of COVID-19.
- read a text about 'Schools closure at time of COVID-19' for specific information.
- recognize new vocabulary using synonyms and antonyms.
- use newly learnt vocabulary in context correctly.
- pronounce the letter 'c' correctly whether as /s/ or /k/.
- listen to some tips for students by the WHO for specific information.
- ask and answer questions about a student's diary.
- write their own diary describing a day in their life during the COVID-19 pandemic.





Ex. 1 Discuss

I can talk about my feelings when schools closed in the time of COVID-19.

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



- 1 Were you happy or sad when school closed after the spread of COVID-19 in Egypt? Why?
- 2 Did you miss being with your schoolmates? Did you miss your teachers? What did you miss the most when schools closed?
- 3 Did you try online study? Did you like this experience?
- 4 When the school opened, did you use to wear a mask while being at school?
- 5 What other precautions did you take care of while being at school?
- 6 Which is better for you: studying face-to-face or online?



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

I can read a text about 'Schools closure at time of COVID-19' for specific information.

- Read this text about 'Schools closure at time of COVID-19', then tick (✓) or (✗) and correct the false ones

In early 2020, most countries around the world made the decision to partially or fully close schools to contain the spread of the coronavirus (COVID-19). This resulted in an unprecedented number of students being unable to attend school in person – at the peak of school **closures** in late March 2020, over 1.6 billion students were affected worldwide. More than half a year later, in mid-November 2020, as COVID-19 cases continue to rise in many parts of the world, over 670 million students reside in countries that are **implementing** full school closure policies, and over 150 million students are in countries where schools are partially closed. School closures have



had severe consequences on students' learning opportunities as well as their socioemotional and cognitive development.

As countries evaluate when and how to reopen schools safely, one key question is how schools will **support** learning and learning recovery. During school closures, some students continued to learn through various **remote** modes, such as online learning platforms, television and radio, and paper packets, while others stopped learning altogether. When schools reopen for in-person instruction, students will return with very different levels of knowledge and skills, with disadvantaged students most likely to exhibit the greatest learning losses. The key to learning recovery in this context is the alignment of instruction and additional supports to where students are in their learning path.

The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been **postponed** or **cancelled**. Internal assessments are perhaps thought to be less important and many have been simply cancelled. But their point is to give information about the child's progress for families and teachers. The **loss** of this information delays the recognition of both high potential and learning difficulties and can have harmful long-term consequences for the child.

As students return to schools around the world in these uncertain times, the first priority will be to ensure their health and safety and support their socioemotional well-being. Putting the focus back on learning will be the next task, and the process of assessing student learning will be key in ensuring learning continues to take place when students are back in the classroom.

CRITICAL THINKING

Do you think schools should be partially or fully closed at COVID-19 pandemic? Why?

SCAN ME



SCAN ME



lesson5

1 Most countries around the world made the decision to partially or fully close schools in late 2020. (×)

Most countries around the world made the decision to partially or fully close schools in early 2020.

2 More than 1600 million students were affected by school closure worldwide. ()

3 School closure affected students' learning opportunities badly. ()

4 School closure only interrupts the teaching for students around the world. ()

5 The loss of information about students' progress improved the recognition of both high potential and learning difficulties. ()

6 Ensuring students' health and safety when they return to schools is the first priority. ()



Ex. 3 Read and Match

I can recognize new vocabulary using synonyms and antonyms.

Word	Synonym	Antonym
closure	losing	close
remote	stop	hinder
loss	closing	advance
postpone	apply	gain
cancel	far	continue
support	help	opening
implement	delay	oppose

**Ex. 4 Read and Fill in the Gaps**

I can use newly learnt vocabulary in context correctly.

- 1 Some people were against school **closure** at COVID-19 pandemic.
- 2 My little sister can use the control easily.
- 3 The manger the meeting till tomorrow.
- 4 We new strategies in teaching nowadays.
- 5 The Minister of Health his trip to China because of COVID-19 pandemic.
- 6 My parents always me.
- 7 We feel sorry for the medical staff in their fight against COVID-19.

**Ex. 5 Listen and Complete the Table**

I can pronounce the letter 'c' correctly whether as /s/ or /k/.

- Listen to the pronunciation of these words, which has letter c, and write each word under the correct column.

**TOP TIP**

Letter "c" is pronounced as /k/ in words like cat, camera, coat, cream, but it is pronounced as /s/ if it is followed by "e, i or y" such as city or cement. However, there are some exceptions such as 'soccer'.

**vaccine- cinema- school- circus-pandemic-infection- muscle-
twice- coronavirus- soccer- bicycle- city**

First rule: C pronounced as /k/	Second rule: C pronounced as /s/	Exceptions to the second rule
<u>vaccine (the first c)</u>	<u>vaccine (the second c)</u>	<u>muscle</u>



Ex. 6 Listen and Complete

I can listen to some tips for students by the WHO for specific information.

- Listen to some tips for students by the WHO and complete the following sentences:

- 1 You are not alone and talk to someone you trust, like your **parent** or **teacher**.
- 2 Ask questions, yourself and get from reliable sources.
- 3 Remember not to touch your, eyes, and
- 4 Do not share, eating utensils, or with others.
- 5 Share what you learn about preventing disease with your and
- 6 Model good practices such as or into your elbow and washing your hands.
- 7 Don't stigmatize your or tease anyone about being
- 8 Tell your parents, another family, or a if you feel sick, and ask to stay home.



Ex. 7 Read, then Ask and Answer questions in Pairs

I can ask and answer questions about a student's diary.

This diary is written by a school student describing a day in his life during the COVID-19 pandemic. Read this part, then ask and answer questions about what he has written.

March 21 , 2021

Dear Diary,

Today is Sunday. It is used to be the start of my school week before the COVID-19 Pandemic. But now, I am at home. I got up late, at 10 o'clock, I had my breakfast and played on my mobile phone for hours because I really felt bored. I had two online lessons, but I do not like my online learning experience and I sometimes fall asleep. I really miss my classroom, my teachers and classmates. Adel, my friend, says that he likes online learning, but for me I like face-to-face learning. However, there is nothing I can do. In my prayers, I always ask Allah to help us get over this pandemic and be safe in our beloved county Egypt.

Bye for now

Aly



2- A: What did Sunday use to be for Aly before the COVID-19 pandemic?

B:

3- A: Why did Aly play with his mobile phone for hours?

B:

4- A: Who did Aly miss at that time?

B:

5- A: Adel likes online learning, but Aly likes face-to-face learning. Who do you have the same opinion as?

B:

6- A: What does Aly say in his prayers?

B:



Ex. 8 Your Turn

-I can write my own diary describing a day in my life during the COVID-19 pandemic

Write your own diary describing a day in your life during the COVID-19 pandemic.

Mini - Project

A 'Prevention is Better than Cure' Magazine

- This is a whole class project.
- Design a 'Prevention is Better than Cure' magazine.
- Think of ideas for a school/ institute magazine to help students be safe at times of pandemics.
- Divide yourselves into five groups, and each group will be responsible for a certain part of the magazine.
- Divide the magazine into four parts: What pandemics are and how they spread; what to do at times of pandemics; how to keep yourself safe at times of pandemics; and how to support each other at times of pandemics.
- Write articles, reports and reviews about pandemics; adding some pictures related to the ideas.
- Talk about A 'School/ Institute Sanitation Day' idea at the 1st Thursday of every month.
- One group should be responsible for making some stickers about pandemics and useful advice for students, and sticking them on the school/institute walls.
- You can ask your school/ institute teachers and parents for help.
- Publish your magazine; you can hang it in a suitable place so that all the pupils in your school/ institute can see it.



Unit 4



Energy and Environment

Grammar

The coordinating conjunctions (and, so, because)
adjectives by adding the appropriate suffix (ic, al, ive, ous)
zero conditional-if in context
new phrasal verbs and collocations using definitions
the form and use of "but" as a conjunction
"but" to connect two sentences

Phonics

The pronunciation of the /dʒ / sound
The different pronunciations of the "ch"

Critical thinking

- What do you think of the future of energy in Egypt?
- Do you think that we will depend totally on the renewable resources of energy in the future?

Study skills

Note- taking
Searching



Lesson 1

Exploring Energy Resources

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

- talk about energy resources.
- read a text about energy resources for details.
- recognize new vocabulary using definitions and/or synonyms.
- use newly learnt vocabulary in context correctly.
- figure out new phrasal verbs and collocations using definitions.
- recognize the uses of the coordinating conjunctions (and, because, so).
- differentiate between the coordinating conjunctions (and – so – because).
- use the coordinating conjunctions (and, so, because) appropriately.
- write a paragraph about energy resources using the internet.





Ex. 1 Look at the Pictures and Discuss the Following Questions

I can talk about energy resources.

- 1 Can you name the energy resources in these pictures?
- 2 Which type of energy in these pictures is better for the environment? Why?
- 3 Which type of energy in these pictures is limited and can be run out of anytime? Why?
- 4 Which type of energy in these pictures is renewable? Why?
- 5 Which type of energy resources is more expensive? Why?



Ex 2. Read and Choose

I can read a text about energy resources for details.

Did you know that there are different sources of energy that we can use to power our activities? Some of these sources include fuels like coal, oil, natural gas, and even the sun and wind! These energy sources can be used to make electricity, power our cars, and heat our homes. But it's important to know that some of these sources are **non-renewable**, which means they will **run out** one day, while others are renewable and can be **used over and over** again.

Using fossil fuels like coal and natural gas to make energy can have an **impact** on our planet. These fuels produce a lot of pollution when they are burned, which can **harm** the environment. That's why it's important to **explore** other options, like renewable energy. Renewable energy comes from sources that won't run out, like the sun and wind. We can use solar panels to **capture** the sun's energy and **turn it into** electricity, or wind turbines to capture the wind's energy. These clean energy sources don't produce pollution and can help us protect the Earth.

There are also fun activities and games that can help us learn more about energy resources. We can play board games that teach us about the costs and benefits of different energy choices or use computer programs to explore maps and data about energy sources. We can even create projects to teach others about renewable energy sources,

like solar and wind power. By learning about different energy resources and how they impact the environment, we can make better choices to protect our planet for the future. So let's keep exploring and learning about energy resources! By using **renewable** energy and **conserving** energy, we can help make the world a better place for everyone.

1 Some examples of non-renewable energy sources mentioned in the text are ...

- a) Solar and wind
- b) Coal and natural gas
- c) Board games and computer programs
- d) Electricity and pollution

2 Why is it important to explore renewable energy sources like solar and wind?

- a) Because they produce a lot of pollution
- b) Because they won't run out
- c) Because they harm the environment
- d) Because they are non-renewable

3 What can solar panels do?

- a) Capture the wind's energy
- b) Produce pollution
- c) Capture the sun's energy and turn it into electricity
- d) Conserve energy for the future

4 What is the characteristic of renewable energy sources?

- a) They will run out one day
- b) They produce a lot of pollution
- c) They can be used over and over again
- d) They are non-renewable

5 What kind of games can help us learn about energy choices?

- a) Board games that teach us about renewable energy
- b) Computer games that produce pollution
- c) Board games that run on solar power
- d) Games that use natural gas

6 What is the main idea of the text?

- a) There are different sources of energy
- b) Renewable energy harms the environment
- c) Fossil fuels are the best source of energy
- d) Learning about energy resources is not important



Ex. 3 Read and Match

I can recognize new vocabulary using definitions and/or synonyms.

Word	Definition
1- Energy resources	a) Machines that capture the kinetic energy of wind and convert it into electricity.
2-Fossil fuels	b) The responsible and efficient use of resources to prevent waste and protect the environment.
3-Renewable energy	c) Damage or injury caused to something or someone, often through negative actions or effects.
4-Non-renewable energy	d) The ability to maintain or support something over the long term without causing harm to the environment or depleting resources.
5-Solar panels	e) To investigate, examine, or discover new information or places through investigation or curiosity.
6-Wind turbines	f) Natural fuels like coal, oil, and gas from ancient organic materials used for energy.
7-Pollution	g) Games played on a board or tabletop, often involving rules, strategy, and competition.
8-Capture	h) The effect or influence that activities, products, or processes have on the environment, including both positive and negative consequences
9-Conservation	i) Energy generated from sources that naturally replenish, such as sunlight or wind.
10-Harm	j) Energy sources like fossil fuels that are finite and will eventually run out.
11-Sustainability	k) Various sources or means to obtain energy.(1)
12-Explore	l) Devices that capture sunlight and convert it into electricity.
13-Board games	m) To collect or trap something for a specific purpose, like energy from the sun or wind.
14-Environmental impact	n) The introduction of harmful substances into the environment, often causing damage.





Ex. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

solar panels - board games- sustainability - pollution - explore - capture - energy resources - wind turbines - environmental impact - non-renewable energy - harm - fossil fuels - conservation - renewable energy

- 1 We use a variety of energy resources like coal, oil, and the sun to power our homes and gadgets.
- 2 Burning like coal and gas can release harmful gases into the air, causing pollution.
- 3 Solar panels and are examples of clean and green sources because they won't run out.
- 4 Oil and gas are examples of because they will eventually be used up.
- 5 on rooftops can turn sunlight into electricity for our homes.
- 6 Those tall towers with spinning blades called generate electricity from the power of the wind.
- 7 The harmful substances released into the air, water, or land that can harm our environment is called
- 8 devices like solar panels and wind turbines trap energy from nature to make electricity.
- 9 Saving water, turning off lights when not needed, and recycling are ways to practice and protect our planet.
- 10 Using too much energy and creating too much can the environment and harm our health.
- 11 We should think about the long term and try to live in a way that doesn't the Earth's resources.
- 12 Scientists and engineers are always looking for new ways to renewable energy sources and reduce pollution.
- 13 Some teach us about energy choices and their impact on the environment.
- 14 When we use energy, it's important to consider its on our planet, both positive and negative.



Ex. 5 Read Ex. 2 again and Answer

I can figure out new phrasal verbs and collocations using definitions.

Read Ex. 2 again and complete the following table with phrasal verbs and collocations from the text.

Release electricity	The process of generating electrical power.
..... our homes	To provide warmth and comfort in residential buildings.
Run	To be depleted or exhausted.
..... the sun's energy	To harness or collect solar energy.
..... it electricity	To convert sunlight into electrical power.
..... pollution	To emit harmful substances into the environment.
..... projects	Develop initiatives or activities.
..... better choices	Select improved or more suitable options.
..... our planet	Safeguard the Earth and its resources.
..... energy	Using less energy to reduce consumption.



Ex. 6 Read and Circle the Words That Connect the Sentences Together

I can recognize the uses of the coordinating conjunctions (and, because, so).

Once upon a time, there was a young explorer named Max. He loved adventure and the great outdoors. Max packed his bag with snacks, a map, and his trusty compass. He set off into the forest. Max saw a beautiful waterfall, so he decided to take a break **and** admire its beauty. He even spotted a rare bird perched on a branch. Because he was patient and quiet, the bird didn't fly away. Max felt grateful for the peaceful moment and continued his journey, knowing that nature had so much to offer.

**TOP TIP**

“And” is used to connect things together. In the story, Max packed snacks, a map, and a compass in his bag.

“So” tells us what happened next. Max saw the waterfall, so he took a break.

“Because” explains why something happened. The bird didn’t fly away because Max was quiet.

**REMEMBER**

“and” connects, **“so”** shows the result, and **“because”** explains why.

**Ex. 7 Read and Fill in the Gaps Using (and – so – because)**

I can differentiate between the coordinating conjunctions (and – so – because).

- 1 I love pizza and burgers, they are my favorite foods.
- 2 Max was hungry, he made a sandwich.
- 3 Sarah practiced piano every day she wanted to improve her skills.
- 4 The sun was shining, we decided to go to the park.
- 5 Tim studied hard, he wanted to get a good grade on the test.
- 6 I love playing soccer, my brother enjoys basketball.
- 7 It was raining outside, I decided to stay indoors and read a book.
- 8 Sarah didn’t finish her homework, she was feeling unwell.
- 9 I went to the store to buy some apples, I also picked up some oranges.



Ex. 8 Rewrite the Following Sentences Using (and, so, because)

I can use the coordinating conjunctions (and, so, because) appropriately.

1 The sun is bright. It gives us energy through solar panels. (and)

The sun is bright and it gives us energy through solar panels.

2 Wind turbines spin around. They make electricity. (so)

3 Fossil fuels will run out one day. They are not endless. (because)

4 Solar panels use sunlight. They create power. (so)

5 Renewable energy helps stop climate change. It's clean and good for the planet. (because)

5 Pollution is bad for the environment. It can harm animals, so we should use cleaner energy. (because)



Ex. 9 Search and Write a Paragraph about Energy Resources

I can write a paragraph about energy resources using the internet.

1-Introduction: Start with a clear opening sentence that introduces the topic of energy resources.

2-Explain Types: Describe different types of energy resources

3-Why It's Important: Explain why understanding energy resources is important.

4-Benefits and Drawbacks: Discuss the advantages and disadvantages of each type of energy resource.

5-Conclusion: Summarize the key points you've discussed and express your own thoughts about the importance of using cleaner and more sustainable energy sources.

Lesson 2

The Impact of Energy Use on the Environment

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

- talk about energy use in daily life.
- read a text about the impact of energy use on the environment for details.
- recognize new vocabulary using definitions and/or synonyms.
- use newly learnt vocabulary in context correctly.
- figure out new phrasal verbs and collocations using definitions.
- form adjectives by adding the appropriate suffix (ic, al, ive, ous).
- recognize the form and use of the zero conditional-if using a given context.
- use zero conditional-if in context.
- write a paragraph about the impact of energy use on the environment using the internet.




Ex. 1 Look at the Pictures and Discuss the Following Questions:

I can talk about energy use in daily life.

- 1 Can you name some sources of energy that we use every day? How do these sources of energy impact the air, water, and land around us?
- 2 How do you use energy in your daily life? Think about the different ways you use energy at home, at school, and when you're out and about.
- 3 What are some ways you can conserve energy in your daily life? Think about small changes you can make to reduce your energy usage.
- 4 Have you ever heard of renewable energy sources before? How do you think using renewable energy can help protect the environment?
- 5 Imagine a world where everyone used energy in a way that didn't harm the environment. What do you think that world would look like, and how would it be different from today?


Ex. 2 Read and Choose

I can read a text about the impact of energy use on the environment for details.

Energy is all around us. We use energy to power our homes, schools, and cars. But do you know that the way we use energy can have a big **impact** on the environment?

One way we use energy is by burning fossil fuels like coal, oil, and natural gas. These fuels **release harmful** gases into the air when they are burned. These gases, called **greenhouse gases**, trap heat in the atmosphere and **contribute** to global warming. **Global warming** is when the Earth's temperature rises, causing changes in weather patterns and melting **ice caps**.

Another way we use energy is by using electricity. Electricity is made in power plants, and many power plants burn fossil fuels to generate electricity. When we use electricity, we often don't think about where it comes from or how it is made. But the truth is, the more electricity we use, the more fossil fuels are burned, and the more greenhouse gases are released into the air.

So, what can we do to help? One way is to conserve energy. This means using less energy in our daily lives. We can turn off lights when we leave a room, **unplug** electronics when we're not using them, and use energy-efficient **appliances**. By conserving energy, we can reduce the amount of fossil fuels burned and **decrease** greenhouse gas **emissions**.

Another way to help is by using renewable energy sources. Renewable energy comes from sources that are naturally **replenished**, like the sun and wind. Solar panels can **harness** the power of the sun to generate electricity, and wind turbines can **convert** wind energy into electricity. By using renewable energy, we can reduce our **reliance** on fossil fuels and decrease our impact on the environment.

In conclusion, the way we use energy can have a big impact on the environment. Burning fossil fuels and using electricity contribute to global warming and the release of greenhouse gases. By conserving energy and using renewable sources, we can help protect the environment for future generations.

What are greenhouse gases?

- a) Gases used in greenhouses
- b) **Harmful gases released when burning fossil fuels**
- c) Gases that cool the Earth's atmosphere

2 What is global warming?

- a) An increase in the Earth's population
- b) A decrease in the Earth's temperature
- c) An increase in the Earth's temperature

3 How is electricity commonly generated in power plants?

- a) By using solar panels
- b) By burning fossil fuels
- c) By using wind turbines

4 How can we conserve energy in our daily lives?

- a) By using more electricity
- b) By turning off lights when leaving a room
- c) By burning more fossil fuels

5 Which of the following is a way to generate electricity from renewable sources?

- a) Using energy-efficient appliances
- b) Unplugging electronics
- c) Using solar panels or wind turbines

6 What is the main message of the text?

- a) Fossil fuels are the best source of energy.
- b) The way we use energy has no impact on the environment.
- c) We can help protect the environment by conserving energy and using renewable sources.



Ex. 3 Read and Match

I can recognize new vocabulary using definitions and/or synonyms.

Word	Definition
1-impact	a) To utilize or control something, often referring to using a natural resource.
2-release	b) To produce or create something, such as electricity.
3-harmful	c) To make something less or reduce its amount.
4-greenhouse gases	d) To disconnect or remove from an electrical source.
5-contribute to	e) To change one form or state into another
6-global warming	f) Dependence on something or someone, often used to describe how much we depend on certain energy sources.
7-ice caps	g) Substances or gases released into the environment.
8-generate	h) Electrical devices used for specific tasks in the home.
9-unplug	i) To fill up or replace something that has been used or depleted.
10-appliances	j) Large masses of ice that cover polar regions.
11-decrease	k) Gases that can trap heat in the Earth's atmosphere.
12-emissions	l) To add to or be a part of something, often in a way that helps create a result
13-replenish	m) To let something go or set it free.
14-harness	n) Something that can cause damage or negative effects.
15-convert	o) The effect or influence of something on another.(1)
16-reliance	b) The gradual increase in the Earth's temperature, leading to changes in climate patterns.



**Ex. 4 Read and Fill in the Gaps**

I can use newly learnt vocabulary in context correctly.

**emissions - generate - decrease - ice caps- unplug -
greenhouse gases - harmful - impact - harness - appliances**

- 1 Burning fossil fuels like coal and oil can have a negative **impact** on the environment by increasing greenhouse gas emissions.
- 2 Solar panels energy from the sun and turn it into electricity, providing a clean and renewable power source.
- 3 It's important to electronic devices when they're not in use to save energy and reduce your electricity bill.
- 4 Greenhouse gases, such as carbon dioxide, are to the planet because they contribute to global warming.
- 5 Using renewable energy sources like wind turbines can help our reliance on fossil fuels.
- 6 To combat climate change, we need to our carbon footprint by decreasing our greenhouse gas
- 7 The melting of polar, like those in the Arctic, is a consequence of global warming.
- 8 Wind turbines the power of the wind to produce electricity, reducing the need for fossil fuels.
- 9 We can help the environment by conserving energy in our daily lives.
- 10 Some household, like refrigerators and washing machines, are designed to be energy-efficient.



Ex. 5 Read Ex. 2 Again and Answer

I can figure out new phrasal verbs and collocations using definitions.

Read Ex. 2 again and complete the following table with phrasal verbs and collocations from the text.

Release something into	Letting out dangerous substances into the atmosphere.
..... heat	To prevent heat from escaping.
..... to	To be a part of the problem of the Earth getting warmer.
..... electricity	Produce electrical energy.
..... off	Switch off the lights to save energy.
..... electronics	Disconnect electronic devices from power sources.
..... the power	Make use of the strength or energy of something.
..... wind energy	Change wind power into electricity
..... on fossil fuels	Dependence on coal, oil, or natural gas.



Ex. 6 Add the Appropriate Suffix to Form Adjectives

I can form adjectives by adding the appropriate suffix (ic, al, ive, ous).

Add the suffixes ic, al, ive, or ous to the following words to form adjectives



TOP TIP

Make adjectives by adding the suffixes (al – ic -ive – ous) to nouns and verbs.

example:

Energy – energetic

Impress – impressive

Nation – national

Poison – poisonous

Word	Adjective	Word	Adjective
nature	natural	economy	.....
danger	imagine	.....
hero	fame	.....
decide	create	.....
spirit	logic	.....
artist	courage	.....



Ex. 7 Read and Tick True (✓) if it is a Fact and False (×) if it is not.

I can recognize the form and use of the zero conditional-if using a given context.

- 1 If you heat water to 100 degrees Celsius, it boils. (✓)
- 2 Ali will pass the exams next year. ()
- 3 If you mix red and blue, you get purple. ()
- 4 Mona may be a doctor when she grows up. ()
- 5 If the sun sets, it gets dark outside. ()



TOP TIP

The zero conditional, often referred to as the “factual” conditional, is used to express general truths, scientific facts, and things that are always true. It follows a simple structure:

If + Present Simple, Present Simple**

For example:

- If you heat water to 100 degrees Celsius, it boils. (This is a general truth about water and temperature.)



REMEMBER

In the zero conditional, both parts of the sentence use the present simple tense. It's a straightforward way to talk about facts and cause-and-effect relationships that are always true.



Ex. 8 Rewrite the Following Sentences Using (If)

I can use zero conditional-if in context.

1 Plants grow when you give them water.

If you water plants, they grow.

2 Ice melts when you heat it.

3 Metal expands when you heat it.

4 People get cold when they are exposed to cold weather.

5 Batteries work when they have power.

6 Food spoils when you leave it out of the fridge for too long.



Ex. 9 Search and Write a Paragraph about the Impact of Energy Use on the Environment

I can write a paragraph about the impact of energy use on the environment using the internet.

Lesson 3

Renewable Energy Solutions

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

- talk about renewable energy solutions.
- read a text about renewable energy solutions for details.
- recognize new vocabulary using definitions and/or synonyms.
- use newly learnt vocabulary in context correctly.
- figure out antonyms and/or synonyms of newly learnt vocabulary.
- write a summary for several renewable energy solutions
- review the pronunciation of the /ڤ/ sound.
- use words with /ڤ/ sound in context.
- write a journal entry about renewable energy solutions using the internet.





Ex. 1 Look at the Pictures and Discuss the Following questions:

I can talk about energy use in daily life.

- 1 What does the term “renewable energy” mean, and can you name some examples of renewable energy sources?
- 2 Why is it important to explore and use renewable energy sources instead of relying solely on fossil fuels?
- 3 Can you describe how solar panels work to generate electricity from the sun energy?
- 4 What are wind turbines, and how do they help convert wind energy into electricity?
- 5 How can using renewable energy solutions like solar and wind power benefit the environment and reduce our impact on the planet?



Ex 2. Read and Choose

I can read a text about Renewable energy solutions for details.

Renewable energy solutions are a great way to help the environment and provide electricity to people who live in **rural** areas. These solutions have many advantages, like lasting a long time and not costing a lot to **maintain**. They also don't harm the environment and can use resources that are already available, like wind or the sun. Using renewable energy can also help improve the **local economy** and make electricity more **affordable** for everyone.

The cost of producing energy from renewable sources is getting cheaper and cheaper. This is especially good news for people in rural areas of **developing countries** who don't have **access** to electricity. With renewable energy, they can generate their own electricity using resources available in their community. This can help them have a better **quality** of life and improve their economy.



Renewable energy solutions are becoming more **popular** all around the world. They can provide electricity for homes, schools, businesses, and more. By using renewable energy, we can have **limitless** energy without harming the environment. It's important for us to work together to make sure everyone has access to affordable, **reliable**, and **efficient** energy. With renewable energy, we can have a **sustainable** future and protect our planet for generations to come.

1 What are some advantages of renewable energy solutions mentioned in the text?

- a) They are expensive to maintain.
- b) They harm the environment.
- c) **They are readily available.**
- d) They can't be used in rural areas.

2 Why is the decreasing cost of renewable energy production good news for rural areas in developing countries?

- a) It allows them to generate their own electricity.
- b) It makes renewable energy less reliable.
- c) It harms the local economy.
- d) It doesn't impact their quality of life.

3 What is one benefit of using renewable energy solutions for homes, schools, and businesses?

- a) It harms the environment.
- b) It is expensive and inefficient.
- c) It provides limitless energy.
- d) It requires access to fossil fuels.

4 Why is it important for everyone to have access to affordable and efficient energy?

- a) To harm the environment.
- b) To reduce the local economy.
- c) To improve the quality of life.
- d) To protect the planet.

5 What does the text emphasize about renewable energy solutions?

- a) They are not suitable for rural areas.
- b) They are becoming less popular.
- c) They provide long-lasting energy.
- d) They are not cost-effective.

6 How can renewable energy solutions contribute to a sustainable future?

- a) By increasing pollution.
- b) By depleting available resources.
- c) By harming the local economy.
- d) By protecting the environment and providing efficient energy.



Ex. 3 Read and Match

I can recognize new vocabulary using definitions and/or synonyms.

Word	Definition
1-rural	a) Liked or preferred by many people.
2-maintain	b) Dependable and trustworthy, something that can be counted on.
3-local	c) Achieving maximum productivity with minimum wasted effort or resources.
4-economy	d) Nations working to improve infrastructure, economy, and living standards.
5-affordable	e) The ability or permission to use or obtain something.
6-developing countries	f) The system of production, distribution, and consumption of goods and services within a region or country.
7-access	g) The standard or level of excellence or how good something is.
8-quality	h) Reasonably priced and within one's financial means.
9-popular	i) Areas in the countryside with fewer people.(1)
10-limitless	j) Capable of being maintained or continued over the long term without harming the environment or depleting resources.
11-reliable	k) To keep something in good condition or working order.
12-efficient	l) Relating to or happening in a specific area.
13-sustainable	m) Without a limit or boundless.



**Ex. 4 Read and Fill in the Gaps**

I can use newly learnt vocabulary in context correctly.

**limitless - affordable - access - economy - reliable - popular - maintain
- developing countries - sustainable - rural - local - quality- efficient -**

- 1 My grandparents live in a quiet rural area, surrounded by farms and open fields.
- 2 It's important to your bicycle by keeping the tires inflated and the chain oiled.
- 3 The library is a great place to borrow books and read quietly.
- 4 The of our country relies on industries like farming, manufacturing, and technology.
- 5 The toy store had a sale, making the toys much more for kids to buy.
- 6 Many struggle with challenges like poverty and lack of access to education.
- 7 With a library card, you can gain to thousands of books and resources.
- 8 The chef takes pride in preparing dishes of the highest using fresh ingredients.
- 9 The new superhero movie became incredibly among kids, and they all wanted to see it.
- 10 Your imagination is like a treasure chest of ideas and stories waiting to be discovered.
- 11 A friend is someone you can always count on, no matter what.
- 12 To be more with your time, you can use a planner to organize your tasks.
- 13 Using solar panels to generate electricity is a way to power homes without harming the environment.

Lesson 3



Ex. 5 Search and Find the Synonym and/or Antonym

I can figure out antonyms and/or synonyms of newly learnt vocabulary.

Search the internet or use your dictionary to find the Synonym and/or Antonym of the following words, then come up with a sentence from your own.

Word	Synonym	Antonym	Sentences
renewable	Sustainable	Non-renewable	Oil is a non-renewable resource, which means it will eventually run out.
rural			
local			
affordable			
developing countries			
popular			
limitless			
reliable			
advantages			
sustainable			



Ex. 6 Search and Write a Summary for the Following Renewable Energy Solutions

I can write a summary for several renewable energy solutions

Solutions	What are they?	How they work	Advantages	Interesting Facts
Solar Panels	Solar panels are flat, shiny rectangles that look a bit like big mirrors. But they are super special because they can turn sunlight into electricity!	Solar panels have tiny things called "solar cells" inside them. When sunlight shines on these cells, they get very excited (just like when we're excited about something fun!). Then, they start making electricity, which is like magic power that can light up our homes and schools.	They use sunlight, which is free and never runs out during the day. They don't make pollution, so they're kind to our planet. They can be used in lots of places, like on houses, schools, and even in space.	Did you know that one hour of sunlight can power a TV for 3 hours? That's like watching your favorite show! Solar panels can last for a really long time, even up to 25 years or more.



Solutions	What are they?	How they work	Advantages	Interesting Facts
Wind Turbines				
Hydropower				
Geothermal				

lesson3



Ex. 7 Listen and Repeat

I can review the pronunciation of the /dʒ/ sound

Jump

Enjoy

Object

Major

Justify



Ex. 8 Read and Fill in the Gaps

I can use words with /dʒ/ sound in context.

judge

projects

jobs

journal

jungle

jet

- 1 Egypt will do a lot of projects to help the people.
- 2 We read an article in the
- 3 You can see wild animals in the
- 4 He arrived from Paris byyesterday.
- 5 A lot of projects create many
- 6 You shouldn't people by their appearance.



Ex. 9 Search and Write a Journal Entry about Renewable Energy Solutions.

I can write a journal entry about renewable energy solutions using the internet.

My Adventure in Space

Date: September 15, 2023

← Main Content

Author: Emily Johnson

Last week, I embarked on the most incredible adventure of my life – a journey into space! The universe has always fascinated me, and I couldn't believe my luck when I got the opportunity to travel beyond our planet.

Main Content

Introduction

Exploring the Spacecraft: As soon as I stepped onto the spacecraft, I was filled with awe. Everything inside was so high-tech, and I could hardly contain my excitement. I got to meet the astronauts who would be my fellow travelers, and they explained how everything worked.

The View from Space: Once we were in space, I gazed out of the window and was met

with a breathtaking view. Earth looked like a tiny blue marble against the vast darkness of space. It was a view that made me appreciate our planet's beauty and fragility.

Experiments and Discoveries: During the journey, we conducted some fascinating experiments. I watched in amazement as water floated in mid-air, and I learned about the effects of microgravity on everyday objects. We even grew some plants in space!

This adventure made me realize how important it is for us to take care of our planet. We only have one Earth, and seeing it from space reinforced the need for conservation and environmental protection.

Personal Reflection

Returning to Earth was bittersweet. While I was sad to leave space behind, I felt grateful for the incredible experience. It has inspired me to learn more about space and our planet, and I hope to encourage others to do the same.

Conclusion

Extra Info

Did You Know? The International Space Station (ISS) orbits the Earth at a speed of approximately 28,000 kilometers (17,500 miles) per hour!

Quote of the Day: "Exploration knows no bounds, and the universe is our playground." - Astronaut Alex Turner.

References:

NASA (National Aeronautics and Space Administration)

Astronaut Alex Turner's autobiography

References

Emily Johnson is a 5th-grade student with a passion for space exploration. She dreams of becoming an astronaut.

Author's Bio

Now, it's your turn to write a journal entry about renewable energy solutions.

.....

.....

.....

.....

Lesson 4

Energy Conservation

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

- talk about ways to conserve energy.
- read a text about energy conservation for main ideas.
- read a text about energy conservation for details.
- recognize new vocabulary using definitions and/or synonyms.
- use newly learnt vocabulary in context correctly.
- summarize a text about energy conservation in the form of an infographic.
- recognize the different pronunciations of the "ch".
- classify words according to the pronunciation of the "ch".
- write a paragraph about energy conservation.




Ex. 1 Look at the Picture and Discuss the Following Questions:

I can talk about ways to conserve energy.

1 Can you name some examples of how we use energy in our homes, schools, or communities?

2 What are some simple habits or practices you and your family can adopt to save energy at home?

3 Why is it important to use energy wisely?

What are some ways that can help protect the environment by conserving energy?

4 Can you think of ways we can raise awareness about energy conservation among your friends and classmates and encourage them to be more energy-conscious?


Ex 2. Read and Match

I can read a text about energy conservation for main ideas.

1 Conserving energy is essential for a better world and environment.

2 Energy-efficient appliances save money and are eco-friendly.

3 Simple daily habits like turning off lights and unplugging devices lead to energy savings.

4 Programmable thermostats help conserve energy by adjusting temperatures automatically.

5 Energy conservation saves money and benefits the environment.

5. Energy conservation is all about using less energy and finding ways to be more efficient with the energy we do use. This is important because when we use less energy, we can help the environment and save money too. There are many ways we can conserve energy in our daily lives.

lesson4

..... One way to conserve energy is by using a **programmable thermostat**. This special thermostat can **automatically adjust** the temperature in our homes, so we don't have to remember to do it ourselves. It can **lower** the heat when we're sleeping or not at home, and raise it when we're there. By doing this, we can save up to 10% on our energy **bill**.

..... Another way to save energy is by using **energy-efficient** appliances. These are special appliances that use less energy than **regular** ones. You can tell if an appliance is energy-efficient by looking for the **EnergyStar** label. When we use energy-efficient appliances, we can save money and help the environment at the same time.

..... We can also conserve energy by changing our daily habits. For example, we can turn off the lights when we leave a room, unplug devices when we're not using them, and wash our clothes in cold water. These may seem like small things, but they can add **up** to big energy **savings**.

..... Remember, energy is important, and we need to use it **wisely**. By conserving energy, we can help protect the environment and save money too. So let's all do our part to conserve energy and make the world a better place.



Ex. 3 Read Ex. 2 A gain and Choose

I can read a text about energy conservation for details.

1 What is the main goal of energy conservation?

- a) **To use more energy efficiently.**
- b) To use as much energy as possible.
- c) To reduce the cost of energy-efficient appliances.
- d) To raise the temperature in our homes.

2 How can a programmable thermostat help conserve energy?

- a) By using more energy during the day.
- b) By automatically adjusting the temperature in our homes.
- c) By turning off all lights when we leave a room.
- d) By washing clothes in hot water.

3 What is one advantage of using energy-efficient appliances?

- a) They use more energy than regular appliances.
- b) They don't save money.
- c) They have an EnergyStar label.
- d) They raise the energy bill.

4 How can small changes in daily habits help conserve energy?

- a) By increasing energy usage.
- b) By wasting energy.
- c) By adding up to significant energy savings.
- d) By making appliances less efficient.

5 Why is energy conservation important?

- a) It doesn't have any impact on the environment.
- b) It can help protect the environment and save money.
- c) It only benefits large businesses.
- d) It makes energy more expensive.

6 What is the main message of the text?

- a) Energy conservation is too difficult for most people to do.
- b) We should use as much energy as possible to keep warm.
- c) By conserving energy, we can help protect the environment and save money.
- d) Energy conservation doesn't really make a difference in the world.



Ex. 4 Read and Match

I can recognize new vocabulary using definitions and/or synonyms.

Word	Definition
1-programmable	a) To reduce or make something less high or intense.
2-thermostat	b) A label that identifies energy-efficient products and appliances..
3-automatically	c) Usual or normal; not special or exceptional.
4-adjust	d) In a smart or careful manner; making good choices based on knowledge and experience.
5-lower	e) Can be set to operate automatically at certain times or conditions.(1)
6-Bill	f) The amount of money owed for goods or services received.
7-energy-efficient	g) Using less energy to accomplish the same tasks or achieve the same results.
8-regular	h) Without needing human intervention; it happens on its own.
9-Energy star	i) A device that controls the temperature of a system, such as heating or cooling in a house
10-add up	j) To accumulate or total over time.
11-savings	k) Money saved or preserved for future use.
12-wisely	l) To change or alter something, often to make it better suited for a specific purpose.



Ex. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

wisely - bill - add up - energy-efficient - adjust - bill - Energy Star -
Regular - programmable - savings

1 A programmable thermostat can automatically adjust the temperature in our homes.

- 2 You can tell if an appliance isby looking for the label.
- 3 Small things like turning off lights canto big energy.....
- 4 appliances use more energy than ones.
- 5 We can our daily habits to conserve energy and lower our
- 6 Energy savings can help protect the environment when used
- 7 The for your energy usage can be reduced by using energy-efficient appliances.



Ex. 6 Complete the Following Infographic

I can summarize a text about energy conservation in the form of an infographic.

What is energy conservation?

.....

**Ways of
Conserving energy**

.....



Ex. 7 Read and Repeat

I can recognize the different pronunciations of the "ch".

cheese – church - chocolate

school – ache

chef - machine



TOP TIP

"Ch" can be pronounced in many different ways, for example:

/tʃ/ Sound: This is the "ch" sound found in words like "cheese," "church," and "chocolate."

/k/ Sound: In some words, "ch" is pronounced like the "k" sound, such as in "school" and "ache."

/ʃ/ Sound: Occasionally, "ch" can be pronounced as the "sh" sound, like in the word "chef."

Lesson 5

Technology and Energy

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

- talk about the role of technology in conserving energy.
- read a text about technology and energy for the main ideas.
- read a text about technology and energy for details.
- recognize new vocabulary using definitions and/or synonyms.
- use newly learnt vocabulary in context correctly.
- figure out new phrasal verbs and collocations using definitions.
- recognize the form and use of “but” as a conjunction.
- use “but” to connect two sentences.
- write a paragraph about smart homes using the internet.





Ex. 1 Look at the Pictures and Discuss the Following Questions

I can talk about the role of technology in conserving energy.

- 1 How does technology help us get energy from the sun and wind?
- 2 Can you name some techniques that make our homes use less energy? (Like special lights or thermostats)
- 3 How has technology made cars use less fuel?
- 4 What are some machines that use less energy because of new tech? (Like better fridges or washing machines)
- 5 How can technology remind us to save energy at home?



Ex 2. Read and Match

I can read a text about technology and energy for the main ideas.

Read and match the following main ideas to the suitable paragraph.

a	Electric Cars
b	A Bright Future
c	Energy-Efficient Homes
d	Renewable Energy
e	Energy Conservation



Technology and energy are like a dynamic duo that work together to power our world. In this exciting journey through the world of technology and energy, we'll explore how modern inventions are changing the way we generate, use, and save energy.

...**d**.... First, let's dive into the world of renewable energy. Imagine the sun as a giant battery in the sky, **constantly** sending us energy in the form of sunlight. With the help of special devices called solar panels, we can capture this sunlight and turn it into electricity. It's like magic! Wind turbines are another cool invention that uses the power of the wind to generate electricity. These technologies help us harness the Earth's **natural** resources and reduce our reliance on fossil fuels.

..... Have you ever heard of a "smart home"? Well, it's not a home that can answer your math homework, but it's pretty clever. Smart homes use technology to make our lives more **convenient** while saving energy. For instance, programmable thermostats automatically **adjust** the temperature to keep us comfortable without wasting energy. LED lights are like superheroes because they use less electricity and **last** longer than regular bulbs. By using these technologies, we can lower our energy bills and protect the planet.

..... Let's shift gears and talk about electric cars. These vehicles are powered by electricity instead of gasoline, which means they produce fewer harmful emissions. Electric cars are like silent **ninjas** on the road, making our cities quieter and our air cleaner. Plus, they're getting more affordable and can travel longer distances without needing a **charge**. It's a win-win for us and the environment!

..... Saving energy is another **crucial** part of the story. Simple actions like turning off lights when we leave a room, unplugging devices we're not using, and using energy-efficient appliances can add up to big energy savings. Technology even plays a role here with energy-saving apps and devices that remind us to be **mindful** of our energy use.

..... Thanks to technology, we're on the path to a brighter and greener future. As technology continues to advance, we'll discover even more ways to harness energy, reduce waste, and protect our planet. So, whether it's solar panels on your roof, energy-efficient lights in your home, or electric cars on the road, technology and energy are shaping a cleaner and more sustainable world for all of us.

..... In the end, it's an exciting time to be part of this journey towards a greener planet. With the power of technology and our **commitment** to saving energy, we can leave a healthier Earth for future generations. So, young explorers, let's keep learning and innovating because the future is bright with technology and energy!



Ex. 3 Read Again and Choose

I can read a text about technology and energy for details.

1 What is one way solar panels help us?

- a) By capturing wind energy
- b) **By turning sunlight into electricity**
- c) By cleaning the air
- d) By driving electric cars

2 How do LED lights differ from regular bulbs?

- a) They use more electricity
- b) They are shorter in size
- c) They last longer and use less electricity
- d) They are not suitable for homes

3 What makes electric cars a great choice for the environment?

- a) They are noisy on the road
- b) They produce harmful emissions
- c) They use gasoline as fuel
- d) They produce fewer harmful emissions

4 Which of the following actions helps in conserving energy?

- a) Leaving lights on when not needed
- b) Keeping appliances plugged in all the time
- c) Unplugging devices when not in use
- d) Using energy-intensive appliances

5 What is the main idea of the text?

- a) How to use more energy at home
- b) The benefits of energy waste
- c) The relationship between technology and energy efficiency
- d) The importance of using fossil fuels for energy

6 According to the text, what does technology help us achieve?

- a) Using more energy
- b) Saving energy and protecting the environment
- c) Wasting electricity
- d) Creating more pollution



Ex. 4 Read and Match

I can recognize new vocabulary using definitions and/or synonyms.

Word	Definition
1-constantly	a) To change or modify something to make it fit or work better.
2-natural	b) To put electricity into a device like a battery or an electric car.
3-convenient	c) Extremely important or necessary for the success or completion of something.
4-adjust	d) All the time, without stopping or changing.(1)
5-last	e) A promise or a decision to do something and to give it your time and attention.
6-ninjas	f) Being aware of something and paying careful attention to it.
7-charge	g) Something that exists in or is produced by nature, not made by humans.
8-crucial	h) Easy to use or suitable for a particular purpose, making life more comfortable.
9-mindful	i) Highly trained and skilled spies or warriors in Japanese martial arts.
10-commitment	j) To continue to exist or remain in good condition for a period of time.



Ex. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

charge - ninjas - mindful - natural - adjust - commitment - constantly
- crucial - convenient - last

- 1 The sun constantly provides us with light and warmth during the day.
- 2 It's important to be of the environment and not litter in the park.
- 3 Using a smartphone is very because you can call and text your friends easily.
- 4 You can the volume on the TV if it's too loud.
- 5 A good flashlight should for a long time on a single set of batteries.
- 6 In ancient Japan, were skilled warriors who could move silently and strike quickly.
- 7 Don't forget to your phone before you leave for the trip.
- 8 Proper planning is when organizing a successful event.
- 9 Showing to your team by helping them when they need is a great quality.
- 10 The river's clear water and the lush green trees along its banks create a beautiful and.....landscape.

**Ex. 6 Read Ex. 2 A gain and Answer**

I can figure out new phrasal verbs and collocations using definitions.

Read Ex. 2 again and complete the following table with phrasal verbs and expressions from the text.

<u>dynamic duo</u>	A strong and effective team that works well together.
..... into	To start something with enthusiasm and energy.
..... of	To know about something or someone.
..... gears	To make a big change in what you are doing.
..... win	A situation where everyone benefits.
..... to	Because of or due to.

**Ex. 7 Read and Notice the Use of "But" as a Conjunction**

I can recognize the form and use of "but" as a conjunction.

- 1 She wanted to play outside, but it was raining.
- 2 She wanted to go swimming ,but she forgot her swimsuit, forgot her swimsuit
- 3 I love summer because of the hot weather, but I also enjoy winter because of the snow.

**TOP TIP**

"But" is a conjunction used to show contrast or opposition between two ideas in a sentence. It joins two clauses and is usually placed between them. Remember to use a comma before "but" when connecting two independent clauses. For example, "I wanted to go to the park, but it started raining."



Ex. 8 Rewrite the Following Sentences Using "but"

I can use "but" to connect two sentences.

1 I wanted to go to the park. Unfortunately, it started raining.

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

2 She loves ice cream. Unfortunately, she's lactose intolerant.

3 They practiced their dance routine all night. Unfortunately, they still made mistakes during the performance.

4 He studied for hours. Unfortunately, he couldn't remember the answers during the test.

5 We planned to go camping this weekend. Unfortunately, the campsite is fully booked.



Ex. 9 Search and Write a Paragraph about Smart Homes

I can write a paragraph about smart homes using the internet.

Listening Texts

Unit 1 Human Rights and Social Justice

Lesson (1)

Listen and Tick (✓) or (×). Correct the False Ones

Hello and welcome to our online presentation about human rights. First of all what are human rights? Human rights are the values that keep society fair, just and equal. In 1948, the United Nations General Assembly announced the “Universal Declaration of Human Rights” which include 30 articles about protecting children, the elderly, people in care, victims of domestic violence, people with mental health problems, religious people, teachers, soldiers and even prisoners. In fact, this universal declaration protects all the people worldwide, and guarantees that people’s rights are protected by law since all people are born free and equal.

In our presentation today I will focus on the article number 26 of the declaration which is about education. This article elaborates three main points: First, everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit; second, education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace; and third parents have a prior right to choose the kind of education that shall be given to their children. If you want to know about all the articles, please follow the link which I will share with you. Thank you for listening and see you in coming presentations.

Lesson (2)

Ex. 6 Listen and Answer

Miss Wafaa: Good morning, dear pupils and welcome to our second symposium for this year, which is about ‘Human Rights and Justice in Islam’. Today, we’re happy to have a special guest speaker from Al-Azhar University, Dr. Attia El-Sayyed. Hello, Doctor, Attia and nice to meet you.

Prof. Attia: Hello, Miss Wafaa, nice to meet you and all our beloved pupils.

Miss Wafaa: The pupils are very enthusiastic for meeting you and they have some questions. The first question is from Menna.

Menna: Hello, doctor, as a girl, do I have equal rights as boys? And why do a brother inherits the double as his sister?

Prof. Attia: Hello, Menna. But these are two questions not one, (Laugh) but it's ok, and by the way I like your name. Concerning your first question; yes, you have equal rights as boys. Your parents have chosen a good name for you and they offer you good education and I'm sure they give you the same care as your brother. For your second question, the issue of inheritance has lots of cases. I just need you to know, that there are many cases that a woman or girl inherits more than a man. Besides, in Islam, men are supposed to take the responsibility of spending on their families not women.

Miss Wafaa: Thanks, doctor Attia for your simple and to the point answer. Here is another question from Omar.

Omar: Hello, doctor. My question is: Do non-Muslims have rights in Islam?

Prof. Attia: Of course, they do. Allah has created all people equal and the only distinction between us in front of Allah, not gender, color, nationality, but it is our pure hearts and good deeds. We are ordered to respect all people, Muslims or non-Muslims and be fair to them.

Miss Wafaa: The last question is from Adel.

Adel: I just want to know if we are born equal, why there are rich and poor. Is it fair?

Prof. Attia: Good question, Omar. As I said before, in Islam, all people are equal, but Allah has created us with different abilities and merits; some are strong, others are weak, some are rich and others are poor in order to help one another. To achieve justice in Islam, Allah ordered us to pay Zakat, which is the poor's due, and those who don't pay it are sinful. Besides, there are 'Sadaqa' that we give to the poor and needy. And I want you all to know that, being poor doesn't mean that you can't learn, work and gain lots of money.

Miss Wafaa: Thank you, Dr. Attia for your presence with us today and for the valuable information you've given us. We hope to meet you again. But, before we leave you, Aly wants to give you a copy from his poem.

Prof. Attia: You're welcome and it is my pleasure to be with you, and thank you, Aly I'm sure it is a good poem.

Lesson (3)

Ex. 5 Listen and Complete the Table

Egyptian judge Mohamed Abdel-Salam served as the legislative and legal advisor to the Grand Imam of Al-Azhar for more than eight years, during which he presented a model for the national member of Al-Azhar and the faithful Egyptian judge, with his competence, integrity and diligence. He was elected the secretary and general rapporteur of the Higher Committee of the Human Fraternity in September 2019. In the same year, he received the medal of Commander with a Star -which is the highest medal given by His Holiness the Pope of the Vatican. Abdel-Salam was honored for his efforts at promoting interreligious dialogue and the relationship between Al-Azhar, and the Roman Catholic Church during his work as an adviser to Grand Imam Ahmed Al-Tayyeb. Abdel-Salam is the first Arab Muslim to receive the honor. We are so proud of Judge Mohamed Abdel-Salam, and may Allah bless all his good efforts.

Lesson (4)

Ex. 5 Listen and Answer

Hello and welcome to our political program "An Eye on Truth". On the Anniversary of 25th of January revolution, let's bring back Former Egyptian President Hosny Mubarak's resignation statement, which was delivered by his Vice-President Omar Suleiman.

In the name of Allah, the most Gracious, the most Merciful

My Fellow citizens, in the difficult circumstances our country is experiencing, President Mohammed Hosny Mubarak has decided to give up the office of the president of the republic and instructed the Supreme Council of the Armed Forces to manage the affairs of the country.

May Allah guide our steps.

Unit 2

Lesson1

Ex.5 Listening Text

Hey! Today I am going to talk about a very important topic. The sustainable development goals, do you know what they are? Stay right there and I'll explain them to you. The sustainable development goals are a list of 17 priorities, adopted by the United Nations and its member countries.

NO. 1: No Poverty NO. 2: Zero Hunger NO. 3: Good Health and Well-being NO. 4: Quality Education NO. 5: Gender Equality NO. 6: Clean Water and Sanitation NO. 7: Affordable and Clean Energy NO. 8: Decent Work and Economic Growth NO. 9: Industry, Innovation and Infrastructure NO. 10: Reduced Inequality NO. 11: Sustainable Cities and Communities NO. 12: Responsible Consumption and Production NO. 13: Climate Action NO. 14: Life Below Water NO. 15: Life on Land NO. 16: Peace and Justice Strong Institutions NO. 17: Partnerships to achieve the goals.

Each goal has specific targets to reach by the year 2030. To achieve these goals we all have to do our part; Governments, businesses and societies too. We should try to live in a more sustainable way at school, work and at home. Let's look at some of its points:

Turn off the lights, if you don't need them. You'll save a lot of energy.

Take a quick shower instead of taking a bath. In that way, you won't waste water.

Recycle as many materials as possible. That helps to conserve many natural resources.

Use public transports or ride a bike. This will reduce pollution.

Donate things you don't use. They will be great resources for people in need.

As you can see it's everyone's responsibility to respect the planet and each one of us can do something.

Unit 3 Pandemics

Lesson (1)

Ex. 4 Listen and Complete

There's no sure way to prevent the spread of disease during an outbreak, epidemic, or pandemic. It might take scientists a long time to make a vaccine. But it's easier to make specific vaccines more quickly now than it was several years ago. Once a vaccine is ready, people and groups who are more likely to become ill will get it first.

In the meantime, my advice to stay healthy is to be careful and do the following:

- You should wash your hands often with soap and water. If that's not an option, use an alcohol-based hand cleaner or gel sanitizer. Rub it on your hands until they're dry.
- Don't touch your mouth, nose, and eyes unless you've just washed your hands.
- When you cough or sneeze, cover your mouth and nose with a tissue. Then throw the tissue in the trash. Wash your hands afterward.
- Avoid crowded places.
- You'd better clean and disinfect household surfaces every day.

If you get sick:

- Stay home and away from other people. Keep the social distancing if you want to go out.
- You need to wear a face mask if you have to go out for medical care. Avoid public transportation, as much as possible.
- Maybe you have to get someone care for you, if you are sick.
- You ought to wash your hands often, and keep household surfaces clean and disinfected.

Lesson (2)

Ex. 6 Listen and Complete the Table

Swine flu of 2009 affected 1/10th of the population swiftly, but it was not as deadly as other pandemics. However, it possessed the same character as Spanish flu, unequally killing the young due to the robust immune response. The number of people died was around 150000 to 250000. It was called “panicdemic” due to the alarm created by international health agencies, disproportionate to the effect of the pandemic. Caused by the H1N1 Influenza virus, emerging in Mexico, swine flu mostly affected adolescents and young adults. The virus spread to 122 countries in 6 weeks due to global trade and travel and had three waves in spring, summer, and fall. Patients suffered from high fever, cough, sore throat, myalgia, shortness of breath, and sometimes vomiting and diarrhea. The usual cause of death in severe cases was a respiratory failure.

Lesson (3)

Ex. 5 Listen and Complete

Washing your hands is easy, and it’s one of the most effective ways to prevent the spread of germs. Clean hands can help stop germs from spreading from one person to another and in our communities—including your home, workplace, schools, and childcare facilities.

Follow these five steps every time.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Lesson (4)

Ex. 7 Listen and Complete

“My Hero is You” is a new story book that aims to help children understand and come to terms with COVID-19. It has been produced by a collaboration of more than 50 organizations working in the humanitarian sector such as the World Health Organization and the United Nations Children’s Fund. The writer of the book Helen Patuck, with the help of a fantasy creature called Ario, send messages about how kids can fight COVID-19, and explains how children can protect themselves, their families and friends from coronavirus and how to manage difficult emotions when confronted with a new and rapidly changing reality. The write gathered her ideas based on what more than 1700 children, parents, caregivers and teachers from around the world shared about how they were coping with the COVID-19 pandemic. In order to reach as many children as possible, the book will be widely translated, with six language versions released today and more than 30 others in the pipeline. It is being released as both an online product and audio book. It is hoped that this beautifully-illustrated book, which takes children on a journey across time zones and continents, will help them to understand what they can do to stay positive and keep safe during the coronavirus outbreak.

Lesson (5)

Ex. 6 Listen and Complete

- In a situation like this it is normal to feel sad, worried, confused, scared or angry. Know that you are not alone and talk to someone you trust, like your parent or teacher so that you can help keep yourself and your school safe and healthy.
 - Ask questions, educate yourself and get information from reliable sources.
- Protect yourself and others:
 - Wash your hands frequently, always with soap and water for at least 20 seconds.
 - Remember not to touch your face, eyes, nose and mouth.

- Do not share cups, eating utensils, food or drinks with others.
- Be a leader in keeping yourself, your school, family and community healthy.
- Share what you learn about preventing disease with your family and friends, especially with younger children
- Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members.
- Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age or ability or gender.
- Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.