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Presidency of Al-Azhar Institutes

A-LEVEL

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for

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Primary Six
Second Term

Student's Book

First Draft Edition

2024 - 2025



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Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
(5) War and Peace	<p>Listening</p> <ul style="list-style-type: none"> Listen to a talk about "Operation Badr" Listen to short texts about some Egyptian heroes Listen to a text about 'the Egypt-Israel peace treaty' Listen to a fiction story about war and peace <p>Speaking</p> <ul style="list-style-type: none"> Talk about great events related to number six Talk about heroes Ask and answer about three heroes of war and peace Talk about the idea of peace treaties Talk about ideas related to the initiative "I Am Noble with my Morals" Greet others using the greeting of Islam and respond to it properly Talk about "War and Peace", as two opposite words and as a book <p>Reading</p> <ul style="list-style-type: none"> Read a dialogue between a grandpa and his grandson Read a part of a peace story Read a text about the initiative "I Am Noble with my Morals" Read a text about Tolstoy's War and Peace <p>Writing</p> <ul style="list-style-type: none"> Write a message of appreciation for the Egyptian army and the soul of all the martyrs Write about one of the war and peace heroes Write a message of pride to a 6th of October War soldier Write about the first peace treaty in history Write a peace message for the whole world 	<ul style="list-style-type: none"> The present perfect tense: Active and passive 	<ul style="list-style-type: none"> Greeting others saying: 'Peace be upon you', and responding saying: 'Peace be upon you, too'
(6) Coming of Age	<p>Listening</p> <ul style="list-style-type: none"> Listen to a text about Embracing the Change Perform a Podcast about Routines and Milestones Listen to an autobiography <p>Speaking</p> <ul style="list-style-type: none"> Talk about the idea of growing up Ask questions about embracing the change Talk about personal growth and what it requires Talk about the importance of routines and milestones. Perform a Podcast about Routines and Milestones Talk about life journey. <p>Reading</p> <ul style="list-style-type: none"> Read a text about embracing the change Read a text about personal growth Read a speech about children's growth Read a text about routines and milestones Read a text about discoveries and challenges Read a text about life journey <p>Writing</p> <ul style="list-style-type: none"> Write a piece of advice about embracing the change Write a balanced report of a challenging situation Write a report about daily routines Write an extensional paragraph to persuade readers to be resilient to challenges Write an autobiography 	<ul style="list-style-type: none"> Present Perfect (using have, has + PP) Distinguish between the past simple and past participle forms of regular and irregular verbs 	<ul style="list-style-type: none"> Giving advice

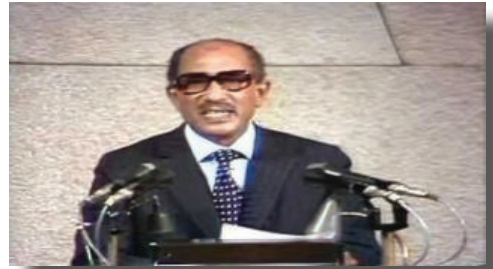
Vocabulary	Activities
<p>peace, war, assigned, quiz, events, army, honored, victory, occasion, restore, occupied, pains, hero, brave, military, operation, fortifications, launched, coincided with, religious, festival, cannons, passages, armor, infantry, counterattacked, weapons, commemorated, establish, martyr, colonel, Navy, missions, explosives, victory, destruction, air force, ingenuity, politician, distinguished, charisma, immortal, legend. Sinai Peninsula, historic, faith, loyalty, trust, dedication, principles, treasure, collaborative, coordinator, pillars, treaties, parties, peaceful, conflicts, territory, tribes, colonies, imposed, dissolved, empires, borders, stability, witnessed, recognition, cessation, normalization, withdrawal, inhabitants, Camp David Accords, superficial, incline, headed, disputes, exhausted, mankind, community, authentic, instill, resilience, strengthen, deepening, rooting, confronting, synonyms, antonyms, Russian, author, history, philosophy, French, invasion, literature, emotions, metaphor, irony, cactus, thistles, representatives, tribe</p>	<ul style="list-style-type: none"> • Think • Read and answer • Read again, then choose the correct answer • Read and complete • Listen and complete • Read and underline • Fill in the gaps • Think and write • Listen and complete the table • Ask and answer in pairs • Read and fill in the gaps • Internet Search • Look and write • Choose the correct translation • Look, search and write • Write a peace message • Change into passive • Work in pairs • Work in groups • Read and match • Answer and draw
<p>embracing, unexpected, resilient, surroundings, failure, confident, challenging, mentor, path, obstacles, mediation, dedication, self, care, nurturing, personal growth, self, responsibility, mindful, willingness, comparing, thrive, graduate, tradition, important, celebrate, entertain, generate, electricity, inspiration, obstacles, advancements, networking, recyclable, consistency, progress, impact, operate, properties, advancements, pursuing, ball, band, bank, fine, mean, bat, bar, bow, fit, minute</p>	<ul style="list-style-type: none"> • Discuss • Read and answer • Read again, then answer • Read and match • Read and fill in the gaps • Ask and answer • Listen and complete • Write a piece of advice • Read and comment • Read and complete • Look and write • Listen and answer • Fill in the following table • Read the text and answer the following question • Write an extensional paragraph • Read and select a title • Write an autobiography

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
(7) The Future of Education	<p>Listening</p> <ul style="list-style-type: none"> Listen to dialogue about the future Listen to a dialogue about Artificial Intelligence and special needs <p>Speaking</p> <ul style="list-style-type: none"> Talk about the future school required skills Talk about the virtual learning Talk about Artificial Intelligence in the field of Education Talk about the story show it using AI tools Talk about educational dreams for the future <p>Reading</p> <ul style="list-style-type: none"> Read a text about tomorrow's school Read a text about virtual learning tools Read a text about Artificial Intelligence Read a text about how we can achieve our dreams Read a dialogue about the predictions of education system Read a text about the education in the future. <p>Writing</p> <ul style="list-style-type: none"> Write a paragraph about tomorrow's school Write about the purpose of different educational apps Write a paragraph about the favorite app in the field of learning Write a paragraph about one of the Artificial Intelligence tools in the field of education Write a blog about a future dream and how to achieve it Write a paragraph about the expectations of education system future using the internet 	<ul style="list-style-type: none"> The future with (am/ is/ are) + going to .....for future plans The first conditional if 	<ul style="list-style-type: none"> What do you mean?
(8) Be Noble to Win Nobel	<p>Listening</p> <ul style="list-style-type: none"> Listen to a text about 'Alfred Nobel' Listen to a text about two Nobel Laureates Listen to a text about Nobel Peace Prize Listen to a part of Malala's Nobel Lecture <p>Speaking</p> <ul style="list-style-type: none"> Talk about Alfred Nobel and the Noble Prize idea Talk about Egyptian Nobel Prize Laureates Ask and answer questions about two Nobel Laureates Talk about peace Ask and answer using second conditional 'if, for hypothetical situations Talk about the idea of age and nationality related to the Nobel Prize Ask and answer questions about Malala Yousafzai Talk about noble goals and noble people <p>Reading</p> <ul style="list-style-type: none"> Read a text about 'How the idea of the Nobel Prize emerged' Read a text about 'Egyptian Nobel Laureates' Read a text about the youngest Nobel Prize Laureates Read a text about 'Noble or Nobel?' <p>Writing</p> <ul style="list-style-type: none"> Write about Alfred Nobel Write a peace message to the whole world Write a Nobel Lecture using correct spelling and grammar write a Facebook post about someone who has inspired them 	<ul style="list-style-type: none"> The past simple tense Second conditional if If+ sub + past simple, sub +would/ would not+ inf. Indefinite pronouns 	<ul style="list-style-type: none"> Using 'What would you do if` for hypothetical situations.

Vocabulary	Activities
<p><i>lecture, fairness, distracting, disabilities, school, board, hiring, potential, explore, instantly, prompts, risk-taker, opportunities, give up, experience, enhance, assessment, challenging, engaging, Virtual learning, quizzes, interactive, collaborative, struggling, accessible, Artificial Intelligence, dropping out, industry, personalized, augmented reality, administrative, interventions, immersive, motivate, achieve, core, values, passionate, clues, perseverance, resilience, determination, inspired, consumers of education, financial literacy, personalization, coding, sustainability, tech-savvy, customization, curricula</i></p>	<ul style="list-style-type: none"> • Discuss • Read and choose • Read and match • Read and fill in the gaps • Listen and complete • Complete the table • Read and complete • Read and rewrite • Search and write • Read and answer • Internet Search • Your Turn • Read, match, then answer • Complete the following Infographic • Listen and answer • Write a paragraph • Write your own sentences • Write a blog • Read and circle • Read and sort • Write the plural form
<p><i>humankind, rapid, pace, inventor, compound, explosive, stability, fatal, tragedy, dynamite, mining, wealthy, categories, physics, chemistry, medicine, significance, passion, cosmopolitan, commitment, dedicate, patent, fortune, laureate, prestigious, Nobel Prize, incredible achievements, remarkable, talented, mankind, brilliant, chemist, manipulating, chemical, reactions, innovative, crucial, negotiating recovery, interim, vice president, awarded, impact, contributions, humanity, promote, Nobel Committee the Red Cross, medal, diploma, organization, exist, removal, perish, exist, overcome, distrust, confidence, missiles, honesty, enemy, non-violent, struggle, poverty, distress, foundations, democratic, refugee, insulin, diabetes, welfare, change, noble, nobility, mission, nominate, nominee, submit.</i></p>	<ul style="list-style-type: none"> • Discuss • Read and answer • Read again, then answer • Read and complete • Listen and answer • Change the present simple into past simple • Read and guess the correct answer • Write a blog post • Read and match • Read and fill in the gaps • Read and put the verbs between brackets in the correct form • Listen and complete • Work in pairs • Read and choose the correct translation • Write a peace message • Read again, then tick (✓) or (×) • Listen and write /θ/ or /ð/ • Write your own Nobel lecture • Read and sort • Choose the correct pronoun • Write a Facebook post

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Unit 5

War and Peace

Grammar

- The present perfect tense: Active and passive

Phonics

- Homophones

Language Functions

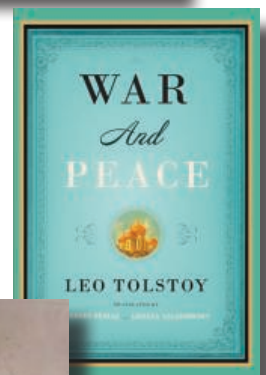
- Greeting others saying: 'Peace be upon you', and responding saying: 'Peace be upon you, too'

Critical Thinking

- Which is better: Winning a battle/ war or establishing peace? Why?
- Do you think war or peace is Man's choice? Why?
- Do you think children could have a role in establishing peace? Why? Why not?

Study Skills

- Making a study plan



Lesson (1)

The Six-Hour War

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

- talk about great events related to number six.
- make inferences based on information in a dialogue.
- read a dialogue for specific information.
- use newly learnt vocabulary in context correctly.
- listen to a talk about “Operation Badr” for specific information.
- differentiate between some of the confusing words through context.
- write a message of appreciation for the Egyptian army and the soul of all the martyrs.



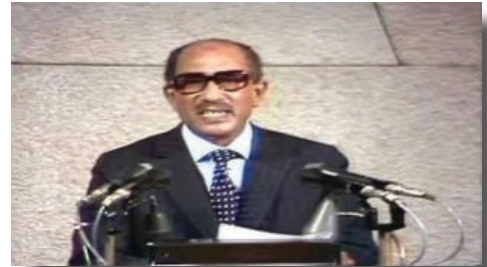


Ex. 1 Discuss

I can talk about great events related to number six.

- Think about the following questions and try to answer them with the help of your teacher.

- 1 Let's think about some important things related to number 6. Can you name any big events or special moments that come to mind?
- 2 Have you ever heard a speech by the late President Al-Sadat in which he said the words "in six hours"? If you can't remember, you can scan a QR code to listen to it. How does it make you feel?
- 3 Has your father joined the Egyptian army?
- 4 Have any of your relatives participated in the 6th of October War? Have you ever asked them any questions about this war? If yes, like what?
- 5 Can you think of the reasons behind a war?



Scan the QR Code



Ex. 2 Read and Choose

I can make inferences based on information in a dialogue.

- Read the dialogue between Yahia and his grandpa and answer the following questions:

- 1 The main reason Yahia's social studies teacher assigned the quiz is to
 - a) test their knowledge of significant events.
 - b) explore relations between numbers and events.
 - c) challenge their critical thinking skills.
 - d) learn about important dates in history.

2 Yahia is proud of his grandfather because he/ his

- a) fought in a war.
- b) was born on a special day.
- c) name means "victory".
- d) is a hero.

3 The purpose of the war between Egypt and Israel was to.....

- a) celebrate Egypt's national holidays.
- b) reclaim land that was occupied by Israel.
- c) commemorate the bravery of Egyptian soldiers.
- d) honor President Al-Sadat's leadership.

Grandpa: Hi there, Yahia! You've been sitting in front of the computer for quite a while. What's keeping you occupied?

Yahia: Hi, Grandpa! Our social studies teacher assigned us this interesting quiz. We have to think of significant events related to number six.

Grandpa: That's fascinating. What ideas have you come up with so far?

Yahia: Well, honestly, nothing much, except that my dad was born on the 6th of October.

Grandpa: Ah, I see. Let me share something important with you. Back in 1971, I joined the Egyptian army. I was honored to be a part of the great war between Egypt and Israel in 1973. It was a war that ended with our victory.

Yahia: Wow! That's amazing, Grandpa. I'm so proud of you. My dad is incredibly fortunate to be born on such a special occasion.

Grandpa: Sure. Your dad was born on the 6th of October, 1980.

Yahia: So, every year, all Egyptians celebrate my dad's birthday!

Grandpa: Ha ha! You could say that. By the way, I named him "Nassr" because he was born on the day of victory.

Yahia: But, Grandpa, why did Egypt go through that war?

Grandpa: We fought that war to restore our occupied land. Israel had occupied a precious

piece of our country, Sinai. After enduring six years of **hardships**, we managed to retake it within six hours, just as President Al-Sadat had said.

Yahia: Oh, I feel incredibly fortunate to have a **hero** like you as my grandfather. And now, I have plenty of events related to number six. Thank you, Grandpa. You've helped me a lot. After I finish my homework, I'll sit with you, and you can tell me all about the 6th of October War and the **brave** acts you did.

Grandpa: It will be my pleasure, dear.



Ex. 3 Read again, then Choose the Correct Answer

I can read a dialogue for specific information.

- 1 Yahia hashomework.
a) English
b) maths
c) history
d) Arabic
- 2 Grandpa called his son "Nassr", which means..... .
a) war
b) land
c) victory
d) president
- 3 Nassr's birthday coincides with an important in Egypt.
a) celebration
b) collaboration
c) occupation
d) participation
- 4 Egypt went through the 6th of October War to
a) plant Sinai
b) get Sinai back
c) occupy Sinai
d) abandon Sinai
- 5 Grandpa was one of the 6th October War
a) champions
b) fans
c) enemies
d) contestants



Ex. 4 Read and Complete

I can use newly learnt vocabulary in context correctly.

Read the sentences and complete them with the words in Red from Ex. 2.

- 1 The 6th of October war was to restore Sinai from Israel.
- 2 The maths teacher assigned us difficult homework.
- 3 It was a difficult I could answer only two questions.
- 4 My father is my He works hard to help us live well.
- 5 Firemen are so They sacrifice themselves to save others.
- 6 People who travel abroad for the first time suffer from many
- 7 In Egypt, we celebrate the great like Labor Day.
- 8 I will join the after finishing my study at the Faculty of Engineering.
- 9 Every country seeks to restore their land.
- 10 I was to be part of the Egyptian STEM team.
- 11 My mother's birthday is an important
- 12 The Egyptian people will always be proud of the Egyptian Army and the they achieved on 6th of October War.



Ex. 5 Listen and Complete

I can listen to a talk about "Operation Badr" for specific information.

Listen to a part of Grandpa's talk with Yahia and complete the missing words.

Operation Badr or Plan Badr

Hey there, 5th graders! Let's take a trip back in time to learn about a great event called "Operation Badr". Have you ever heard about it? Well, it's a super interesting story about a special event that happened on October 6, 1973.



Operation Badr was like a secret mission for the Egyptian military. They wanted to do something important – cross the Suez and take over some strong Israeli It was kind of a big puzzle that they had been practising since 1968!

Now, here's the cool part. The Egyptians, just like in a superhero movie, surprised the Israelis with their plan. They used cannons and built to quickly get across the canal. It was like a big game of tag, but with and soldiers!



By October 7th, the Egyptians had successfully crossed, and they were hanging out on the other of the canal. But wait, there's more! The Israelis tried to stop them with their tanks, but the Egyptians had some up their sleeves. They used special weapons to say, "No, no, you can't come this way!" and kept going.

Guess what? By October 8th, the Egyptians had taken over a big piece of along the canal. Imagine it like winning a giant game of capture the! They were so good at it that they even blocked off the sea around Israel with their – like putting a big around your yard.

And get this – the whole war, including Operation Badr, is remembered in a special museum in Egypt called the 6th of October Panorama. It's like a time that helps us remember and learn from these incredible moments in So, there you have it, the exciting story of Operation Badr!

REMEMBER

The 6th of October War will forever be a sign of the Egyptian Army ingenuity. We will always be proud of our army.



Ex. 6 Read and Underline

I can differentiate between some of the Prepositional through context.

- Read and underline the Prepositional words in the following:

- 1 There is an enemy among the audience.
- There is no hatred between you and me.
- 2 I came first in all my exams. Besides, I am a good athlete.
- Can I sit beside you?
- 3 Her father's death has a bad effect on her.
- The death of her father could affect her badly.
- 4 Let's go out. I can't breathe here.
- He can't take his breath. Please, call the doctor.
- 5 Thanks for your nice compliment.
- These accessories complement your outfit.
- 6 I sometimes lose my way when I'm in a strange place.
- Loose clothes are very comfortable.
- 7 Who's your favourite writer?
- Aly, whose father is an army officer, is my friend.
- 8 It's my pleasure to meet you.
- I only read the novel that I know its author.
- 9 The school principal holds a monthly meeting with the teachers.
- All the students must follow the school principles.
- 10 I sometimes help my brothers with their homework.
- Your book is over there.

TOP TIP

Some times students find some English words confusing. They need to know their meaning to choose the correct word.

Examples: Between is used with two people or things; while among is used with more than two.



Ex. 7 Fill in the gaps

- Fill in the gaps with the words you underlined in Ex. 6.

- 1 Mothers' words have a positive effect on children.
- 2 I sit beside my twin sister in the class.

- 3 If you kept coming to work late, you will your job.
- 4 This is the man car caused the terrible accident.
- 5 The flowers this nice view.
- 6 I can't when I feel terrified.
- 7 I do not know responsible for the company.
- 8 Can I meet the school, please?
- 9 I looked for my watch here and, but I couldn't find it.
- 10 There are some butterflies the trees.



Ex. 8 Think and Write

I can write a message of appreciation for the Egyptian army and the soul of all the martyrs.



-Destroying Bar-Lev Line was one of the most important plans that helped in the 6th of October Victory.

-Write a message of appreciation for the Egyptian army and the soul of all the martyrs, saying how proud you feel due to this great victory.

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Lesson (2)

Heroes of War and Peace: Inspiring Stories

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

- talk about heroes and what they can do.
- listen to short texts about some Egyptian heroes for specific information.
- ask and answer questions about three heroes of war and peace.
- recognize and use homophones appropriately.
- read an extract of a peace story for specific information.
- write about one of the war and peace heroes.
- write a message of pride to a 6th of October War soldier.





Ex. 1 Discuss

I can talk about heroes and what they can do

In groups, discuss the following questions:




- 1 Do you know the meaning of the word 'Hero'?
- 2 What makes a person 'hero'?
- 3 What do you think heroes can do?
- 4 Do you think that all the heroes should be only physically strong?
- 5 Who is the best hero: Someone who wins a war or someone who establishes peace? Why?
- 6 Can you mention some of your heroes; whether fictional or real?



Ex. 2 Listen and Complete the Table

I can listen to short texts about some Egyptian heroes for specific information.

-Listen to three short talks about some heroes of war and peace and complete the missing parts in the table.

Name	The Martyr Colonel Ibrahim al-Rifa'i	Colonel Baki Zaki Youssef	The President Mohamed Anwar El- Sadat
Picture			
What type of hero is he?	6 th of October War hero	6 th of October War hero	A hero of war and peace



Name	The Martyr Colonel Ibrahim al-Rifa'i	Colonel Baki Zaki Youssef	The late President Mohamed Anwar El- Sadat
Why is he a hero?	<ul style="list-style-type: none"> - Commanded the 39th Special Operations Group - Defended the City of Ismailia in what's called "the Break Hole" at the area of Dafreswar - Supervising the placement of explosives under Sharon's bridge 	<ul style="list-style-type: none"> - The clever behind the master plan of destroying Bar-Lev Line - Youssef was to create a cost-effective, non-explosive, and significantly unexpected plan to the Bar Lev Line in 1973. - Youssef thought water from the Suez and using it to blast the Bar Lev line would be a 	<ul style="list-style-type: none"> - He was distinguished by several that made his great charisma. -He worked to prepare for the of the Sinai Peninsula from Israel. - He managed to defeat it three years after the beginning of his in the October 1973 war. -Sadat gave a and courageous speech at the Israeli Knesset which helped pave the way for a comprehensive agreement between Egypt and Israel.
Date of death	- Colonel Ibrahim al-Rifa'i was martyred on 19 th of October, 1973, but he will always be remembered as one of the superheroes of 6 th of October War.	- Colonel Baki Zaki Youssef died in 2018, but the history will always remember his military ingenuity.	-President Sadat was martyred on 6 th of October, 1981, but he will always be an immortal legend as a hero of war and peace.

CRITICAL THINKING

- Which is better: Winning a battle/ war or establishing peace? Why?



Ex. 3 Ask and Answer in Pairs

I can ask and answer questions about three heroes of war and peace.

-Ask and answer about the three war and peace heroes in Ex. 2.

-The first one is done for you.

What type of hero is
Colonel Ibrahim al-Rifa'i?

He was one of the 6th of
October War heroes.

Why is he a hero?

He defended the City of Ismailia
in what's called "the Break Hole" at the area
of Dafreswar and supervised the placement
of explosives under Sharon's bridges.

When did he die?

Colonel Ibrahim al-Rifa'i was martyred
on 19th of October, 1973.

How will people remember
Colonel Ibrahim al-Rifa'i?

He will always be remembered
as one of the superheroes of 6th
of October War.





Ex. 4 Read and Underline the Homophones

I can recognize and use homophones appropriately.

Read each pair of sentences and underline the homophones.

- 1 He is an only child so he is the sole heir of all his father's money.
- I love my twin sister. She is my soul mate.
- 2 The view is amazing at this site.
He lost his sight in a car accident and now he cannot see.
- 3 I like walking under the rain in winter.
- The king's reign is marked by peace and prosperity.
- 4 Mum bought a stainless steel pan.
- Thieves steal others' money.
- 5 We should recycle the waste to help clean the environment.
- This dress is too tight at the waist.
- 6 I do not like to wear heavy coats in winter.
- This is the institute where I learn.
- 7 Your body is so weak. You should eat healthy food.
- There are seven days in a week.
- 8 On my way to school, I found a wallet.
- I use the scales to weigh the rice I cook.
- 9 There is a hole in the roof.
- I read the whole novel of "War and Peace".
- 10 This is my favorite fairy tale.
- The naughty boy caught the cat from its tail.

TOP TIP

Homophones

A homophone is one of two or more words that are pronounced the same but have different spellings..

Examples: Cite vs. sight vs. site. In most cases, site refers to a location, sight refers to vision, and cite is something you put in a report.



Ex. 5 Read and Fill in the Gaps

Read the following sentences and fill in the gaps with the correct homophones from Ex. 4.

- 1 By the way, have you seen my mobile phone?
- 2 It is important to get rid of the nuclear waste in a safe way.
- 3 While I was going to school, I fell in a big
- 4 It a lot in winter.
- 5 This is a suitable for camping.
- 6 She is my daughter. I have no other children.
- 7 I didn't sleep before finishing the story.
- 8 Cinderella is my favourite fairy



Ex. 6 Read and Complete

I can read an extract of a peace story for specific information.

Read this part from one of the stories entitled "What Youth Peace Work Has Taught Me" by Meghan Aurea, and complete the missing words.

-This story is one of the "25 Stories for Peace".

(peace - trust- realistic - difference - results - values - competition social-facilitate
- collaborative - motivated)

This is simply a personal story of my journey as a young peace worker.

Keep "faith" and be patient.

By faith, I don't just mean in the religious sense, but the importance of loyalty and trust in what we are doing. The type of work we do is not something easily understood by many. We are either considered social workers, development workers, or the peacekeepers sent by the UN - but the essence of being a peace worker is something more complicated. Through the years, I have realized that my dedication to building is what actually led my friends to eventually understand what I do.

Not everyone we work with will have the same principles and values for peace that we stand for. This is one of the most challenging things I have had to face as a



peace activist. There's no perfect organization, and there's no perfect boss, manager or colleague, but the moment we feel that ourare not upheld, either we do something about it, or it's probably just best to go another place. While it is important to try to do our part, it is also important to beand see if our efforts are gaining..... .

Treasure collaborative learning and collaborative work. Being a coordinator gave me a chance toand promote participatory, open and collaborative processes - may it be for an event, a publication, or a campaign. It makes a bigto the people I work with! We become more....., inspired, and it is more fun to learn while doing things together. We are neither competitors nor opponents. We can be important pillars that supportwork instead of..... Sharing the idea of working together and contributing with each one capacity and limitations is what we want to promote.

Scan this QR Code to read more peace stories.



Ex. 7 Internet Search

I can write about one of the war and peace heroes.

-Search the internet for more Egyptian heroes of war and peace and write about one of them.

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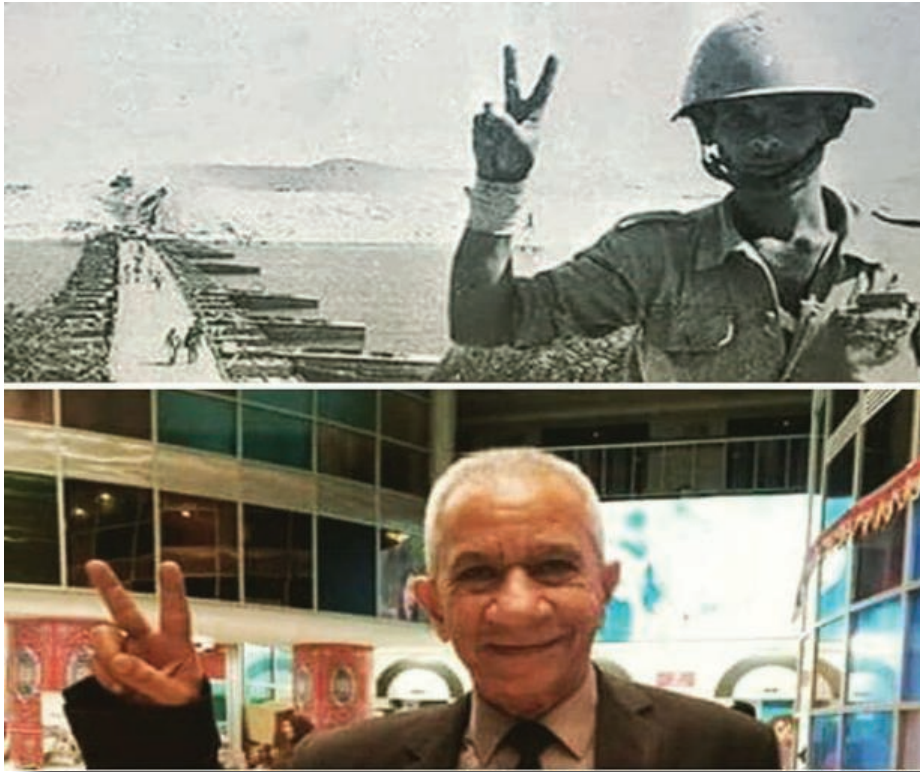
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Ex. 8 Look and Write

I can write a message of pride to a 6th of October War soldier.

-Look at the photo of a 6th of October War soldier, who has the best shot of a victory sign, now and then, and write a message of pride to him.



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Lesson (3)

Peace Treaties Throughout History

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

- talk about the idea of peace treaties.
- explore authentic texts about peace treaties for specific information.
- use newly learnt vocabulary in context correctly.
- practice using "either...or" and "neither...nor" correctly in sentences.
- listen to a narrative about the "historic Egypt-Israel peace treaty" for specific information.
- demonstrate their understanding by correctly translating a verse from the Holy Qur'an.
- compose a written piece discussing the earliest peace treaty in recorded history.
- craft a heartfelt peace message for a global audience, promoting harmony and understanding.





Ex. 1 Discuss

I can talk about the idea of peace treaties.

- 1 How do you think peace treaties have affected the world we live in today?
- 2 Can you guess who the two parties of the first peace treaty in history were?
- 3 Can you think of any conflicts in your own life that could benefit from a peace treaty?
- 4 Why do you think it is important for countries to establish peaceful relations with one another? How does this benefit both the countries involved and their citizens?
- 5 Can you mention the name of the peace treaty between Egypt and Israel? Do you know when it was?
- 6 What skills should the peace treaty parties have?



Ex. 2 Read and Choose

I can explore authentic texts about peace treaties for specific information.

Peace treaties throughout history have played a big role in ending wars and bringing peace between countries. Let's take a look at some important peace treaties from different time periods.

In the past, there were many treaties that helped establish peace. For example, in the 1200s, there was the **Treaty** of Le Goulet, which brought peace between John of England and Philip II of France. Another important treaty was the Magna Carta, signed in 1215, which brought peace between King John of England and his lords. These treaties helped prevent further **conflicts** and allowed people to live in peace.

Even before the United States became a country, there were treaties that affected its **territory**. For instance, there was the Treaty of Albany in 1754, which was an agreement between Native American **tribes** and the British colonies. After the United States became independent, it started making its own treaties with other countries. One important treaty was the Treaty of Paris in 1783, which ended the



American Revolutionary War. These treaties helped shape the United States and establish peaceful relations with other nations.

In more recent history, there were peace treaties that ended World War I. The Treaty of Versailles, signed in 1919, was a significant treaty that ended the war and **imposed** certain conditions on Germany. Other treaties, like the Treaty of Saint-Germain and the Treaty of Trianon, **dissolved** empires and redrew **borders** in Europe. These treaties aimed to bring **stability** and prevent future conflicts.

Peoples neither want wars nor conflicts. They want to live in peace, that's why peace treaties have been important throughout history in bringing an end to wars and establishing peace between nations.

1 According to the text, what is the purpose of peace treaties?

- a) To establish peaceful relations between countries
- b) To dissolve empires and redrew borders in Europe
- c) To prevent further conflicts and allow people to live in peace
- d) To impose certain conditions on Germany

2 Which treaty brought peace between John of England and Philip II of France?

- a) Treaty of Le Goulet
- b) Magna Carta
- c) Treaty of Albany
- d) Treaty of Paris

3 What is the main idea of this passage?

- a) Peace treaties have been important throughout history in bringing an end to wars and establishing peace between nations.
- b) The Treaty of Versailles was a significant treaty that ended World War I.
- c) The United States started making its own treaties after it became independent.
- d) The Treaty of Saint-Germain dissolved empires and redrew borders in Europe.

4 Which treaty ended the American Revolutionary War?

- a) Treaty of Le Goulet
- b) Magna Carta
- c) Treaty of Albany
- d) Treaty of Paris

5 What is the purpose of the Treaty of Versailles?

- a) To establish peaceful relations between countries
- b) To dissolve empires and redraw borders in Europe
- c) To prevent further conflicts and allow people to live in peace
- d) To impose certain conditions on Germany

6 Why have peace treaties been important throughout history?

- a) To establish peaceful relations between countries
- b) To dissolve empires and redraw borders in Europe
- c) To prevent further conflicts and allow people to live in peace
- d) To impose certain conditions on Germany



Ex. 3 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

Read the sentences and fill in the gaps with the words in Red in Ex. 2.

- 1** The Treaty of Albany in 1754 affected the territory of the British colonies.
- 2** The Treaty of Versailles imposed certain conditions on Germany after World War I.
- 3** The of Paris ended the American Revolutionary War.
- 4** The Treaty of Saint-Germain the Austro-Hungarian Empire after World War I.
- 5** The treaties after World War I aimed to bring and prevent future conflicts.

- 6 Some Arab countries still suffer from
- 7 Some African have strange traditions.
- 8 You cannot enter the of other countries without a permission.



Ex. 4 Read and complete

I can practice using "either...or" and "neither...nor" correctly in sentences.

- Read the following and complete with 'either....or' or 'neither.... nor'.

- 1 I can neither read nor write French.
- 2 You can choose either the blue dress or the yellow blouse.
- 3 You can have cheese or eggs for breakfast.
- 4 I want eggs nor cheese.
- 5 You can buy either apples..... mangoes.
- 6 Neither my dad mum wants me to stay up late.
- 7 I will buy a dress a blouse. I only have money for one of them.
- 8 I bought..... the laptop the tablet. They were sold yesterday to a customer.



TOP TIP

Eitheror vs. neither nor

We use either/ or to affirm one of two possibilities, and we use neither/ nor to negate them.

For example, the sentence, "I want to eat either a fig or an apple" means that you want one of these two fruits, but you don't know which one.



Ex. 5 Listen and Complete the Table

I can listen to a narrative about the "historic Egypt-Israel peace treaty" for specific information.

Listen to a text about 'the Egypt-Israel peace treaty' and complete the missing parts in the table.

When and where was the treaty signed?	Who were the parties of the treaty?	What were the main features of the treaty?	Why was it a historic event?	Why has the peace between Egypt and Israel been described as a "cold peace"?
In Washington, D.C. on March ,26 1979	It was signed by Anwar al-Sadat and Menachem Begin, the of Israel, and witnessed by Jimmy Carter, the President of the	Mutual recognition, cessation of the state of, normalization of, and the withdrawal of Israeli forces from the Peninsula.	Because it was the treaty signed between an Arab and Israel	Because between the two countries are superficial at best



Ex. 6 Choose the Correct Translation

I can demonstrate my understanding by correctly translating a verse from the Holy Qur'an.

- Read the following verse from the Holy Qur'an and choose the best translation for it.

﴿ وَإِنْ جَنَحُوا لِلسَّلَامِ فَاجْنَحْ لَهَا وَتَوَكَّلْ عَلَى اللَّهِ إِنَّهُ هُوَ السَّمِيعُ الْعَلِيمُ ﴾ [الأنفال: ٦١]

- A) "But if they do not incline to peace, you also do not incline to it, and (put your) trust in Allah. Verily, He is the All-Hearer, the All-Knower."
- B) "But if they incline to peace, you also incline to it, and (put your) trust in Allah. Verily, He is the All-Hearer, the All-Knower."
- C) "But if they refused peace, you also refuse it, and (put your) trust in Allah. Verily, He is the All-Hearer, the All-Knower."
- D) "But if they incline to peace, you do not incline to it, and (put your) trust in Allah. Verily, He is the All-Hearer, the All-Knower."





-The Ancient Egypt's Treaty of Kadesh was the First Peace Treaty in history. Search the internet and write some of the information about this treaty.

[illegible]



-The 21st of September is the International Peace Day.

-

[illegible]

Lesson (4)

I Am Noble with my Morals

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

- talk about ideas related to the initiative "I Am Noble with my Morals".
- read a text about the initiative "I Am Noble with my Morals" for the main idea.
- read a text about the initiative "I Am Noble with my Morals" for specific information.
- use newly learnt vocabulary in context correctly.
- differentiate between the "active and passive voice" of verbs in the present perfect tense.
- greet others using the greeting of Islam and respond to it properly.
- draw a picture about one of the values included in the initiative 'I Am Noble with my Morals'.





Ex. 1 Think and Discuss

I can talk about ideas related to the initiative "I Am Noble with my Morals".

- Look at the pictures and think of answers for the following questions:

- 1 Do you think morals are important in our life? Why?
- 2 What are the most important morals from your point of view?
- 3 How can you imagine the world without these ethics?
- 4 Is your institute participating in the initiative "I Am Noble with my Morals"? If yes, can you mention some of the values you have practiced?
- 5 Have you and your colleagues participated in this initiative? Explain.



أنا الرقي بخلقاتي



Ex. 2 Read, Ask and Answer

I can read a text about the initiative "I Am Noble with my Morals" for the main idea.

- Read the following text about the initiative "I Am Noble with my Morals" and answer the following question:

What is the main aim of the "I Am Noble with my Morals" initiative?

.....

.....

In the light of implementing the **political leadership's** directives regarding "confronting moral and behavioral deviations" across all levels, Al-Azhar Al-Sharif has **announced** the launch of the second season of the initiative: "**I Am Noble with my Morals**" during the academic year 2023/2024. This initiative aims to **instill** Islamic values and **authentic** Egyptian cultural and **societal norms** in the hearts of youth, safeguarding



them from the dangers of falling into harmful thoughts. It aims to create a positive impact on the character development of students.



The objectives of the initiative include:

- 1 **Rooting** Islamic values, authentic Egyptian customs, and noble ethics in the minds of the children and youth.
- 2 **Strengthening** students' **resilience** against harmful and **destructive** thoughts.
- 3 **Bringing up** a generation capable of building and creating among Al-Azhar students.
- 4 **Deepening** the spirit of loyalty and belonging to our beloved country, Egypt, among the students of Al-Azhar Al-Sharif.
- 5 **Promoting** the culture of peace, tolerance, and coexistence within our society.
- 6 **Confronting** **harmful** ideas in the Egyptian society



The initiative involves various activities, including weekly focus on specific ethical values, awareness seminars for students, art exhibitions, competitions, and more.

1 What is the primary goal of the “I Am Noble with my Morals” initiative during the academic year 2023/2024?

- To instill Islamic values and authentic Egyptian norms in youth.

2 Why is the initiative important for character development among students?

.....

.....



Ex. 3 Read and Choose the Correct Answer

I can read a text about the initiative "Another Sibling and a Human Bond" for specific information.

1 Which of the following is NOT an objective of the initiative?

- A) Strengthening students' resilience against unhealthy ideas.
- B) Deepening loyalty and belonging among Al-Azhar students.
- C) Promoting the culture of peace and tolerance.
- D) Encouraging students to pursue careers in science and technology.

2 What activities are parts of the initiative?

- A) Weekly focus on specific ethical values.
- B) Art exhibitions for historical artifacts.
- C) Sports tournaments for Al-Azhar students.
- D) Cooking classes for youth.



3 What does the initiative aim to safeguard youth from?

- A) Falling into unhealthy ideas.
- B) Academic stress.
- C) Social media addiction.
- D) Lack of natural awareness



4 Which phrase best describes the spirit of the initiative?

- A) "I Am Noble with my Morals: Building Tomorrow's Leaders by Values."
- B) "I Am Noble with my Morals: Against Diversity."
- C) "I Am Noble with my Morals: Denying Laws."
- D) "I Am Noble with my Morals: Challenging Norms."

5 What is the expected outcome for Al-Azhar students through the "I Am Noble with my Morals" initiative?

- A) Improving academic performance in mathematics and science.
- B) Improving understanding and application of Islamic values and ethics.
- C) Increasing participation in international student exchange programs.
- D) Developing of professional skills for the job market.



Ex. 4 Read and Complete

I can use newly learnt vocabulary in context correctly.

- Read and complete the following sentences with the words below.

(rooted- societal norms- leadership- instilled- announced- authentic- strengthening - confronted- promote- bring up)

- 1 Ahmed took the leadership of the football team last week.
- 2 The teacher has instilled a feeling of love of music in her children.
- 3 Greeting people upon meeting them, apologizing for wronging another person are called
- 4 He had some knowledge of our history.
- 5 They don't care about being by the police.
- 6 The singer the date of his next party.
- 7 You need to your reading skills.
- 8 She decided to her brother's kids.
- 9 Practicing sports helped him in his muscles.
- 10 They were in the love of the Holy Qur'an.



Ex. 5 Read and Underline

I can differentiate between the active and passive voice of verbs in the present perfect tense.

-Read the following and underline the verb in the present perfect tense, then write 'Active', or 'Passive'.

- 1 The little girl has been saved by the hero. (Passive)
- 2 Has the boy found the stolen bag?
- 3 The Grand Imam has given a wonderful speech about Palestine. ()
- 4 Many houses have been destroyed by the bomb. ()
- 5 I have not done my home assignment. ()
- 6 Peace treaties have been signed to establish peace among nations. ()
- 7 Have your parents given you any presents recently? ()
- 8 The boy has drawn a nice picture of the mosque. ()



Ex. 6 Change the Following Sentences and Questions into Active

1 The boy has been awarded a prize from the Grand Imam, Dr. Ahmed Al Tayeb.
- The Grand Imam has awarded the boy a prize.

2 Has the lost money been found by the girl?
- Has the girl found the lost money?

3 The door has been fixed by my neighbour.
.....

4 The assignments have been finished by Laila and Salwa.
.....

5 The bananas have been eaten by the monkeys.
.....

6 The reports have been signed by the manager.
.....

7 Have the trees been cut by the two woodcutters?
.....

8 Has the song been sung by the chorus?
.....



Ex. 7 Work in Pairs

I can respond to others' greetings and questions properly.

A: Peace be upon you.

B: Peace be upon you, too.

A: Is your institute participating in the initiative 'I Am Noble with my Morals'?

B: Yes, of course.

A: What kind of activities have been done?

B: We have made a lot of posters about all the values.



Ex. 8 Draw a Picture

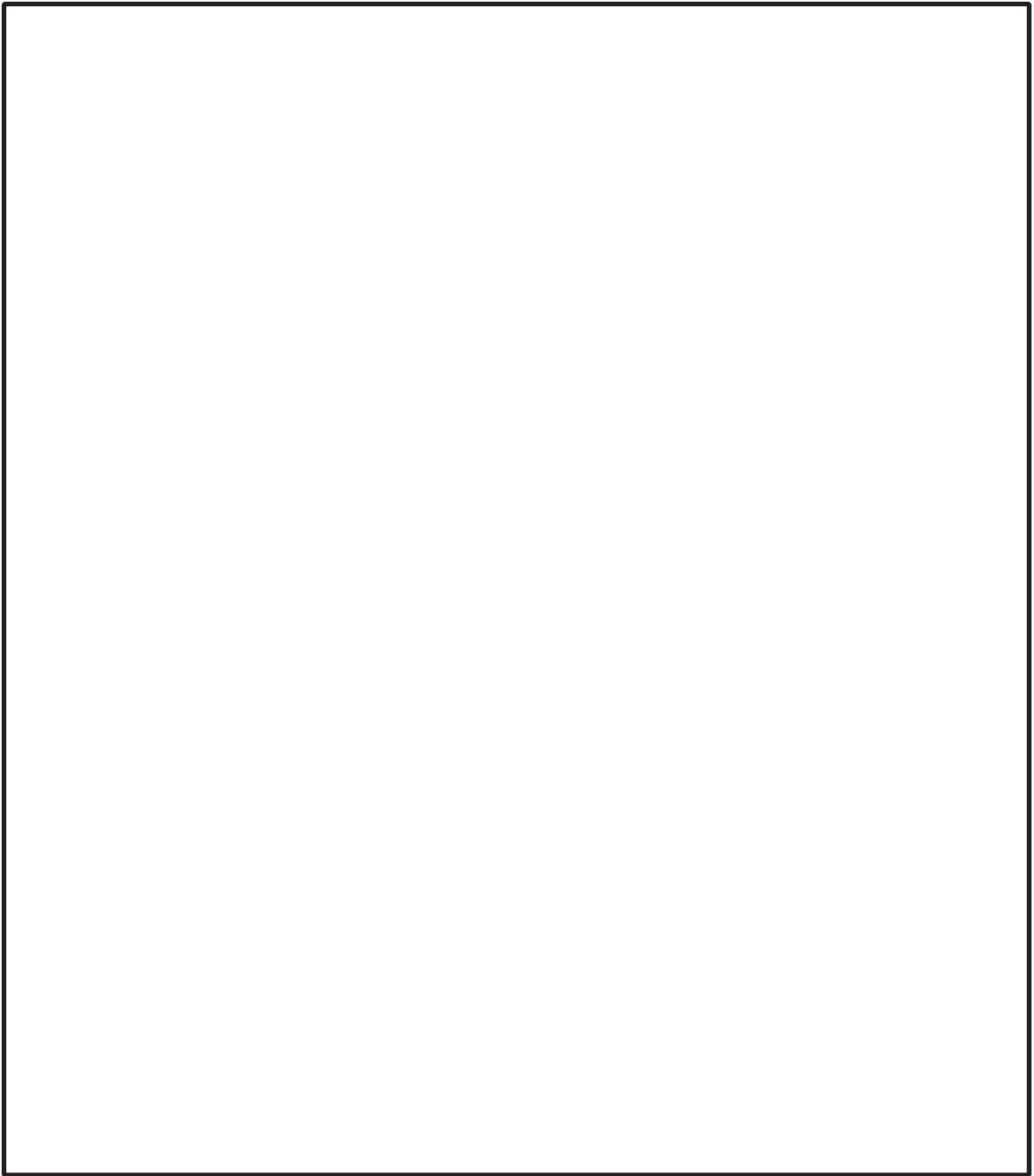
I can draw a picture about one of the values included in the initiative "I Am Noble with my Morals".

In groups, choose one of the values included in the initiative "I Am Noble with my Morals" and draw a picture to show this value.

-Do not forget to write the name of the initiative and the value you choose.

-Here are some examples made by some students at Al-Azhar Institutes:





Lesson (5)

Tolstoy's Masterpiece: War and Peace

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

- talk about “War and Peace”, as two contrasting concepts and as a literary work.
- read a text about Tolstoy’s “War and Peace” novel for gist.
- read a text about Tolstoy’s “War and Peace” novel for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- use adjectives in context correctly.
- listen to a fiction story for specific information.
- justify their choice of “War and Peace”.





Ex. 1 Discuss

I can talk about "War and Peace", as two contrasting concepts and as a literary work.

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



- 1 What is the connection between "War and Peace"? Do you think they are synonyms or antonyms?
- 2 Do you know the person in the picture? Can you guess if he was a writer, scientist or politician?
- 3 Have you ever heard about the novel "War and Peace"? What do you think it discusses?
- 4 If you haven't read this novel, would you like to read it? Why?
- 5 Who do you think is responsible for living in a peaceful world?



Ex. 2 Read and Answer

I can read a text about Tolstoy's "War and Peace" for gist.

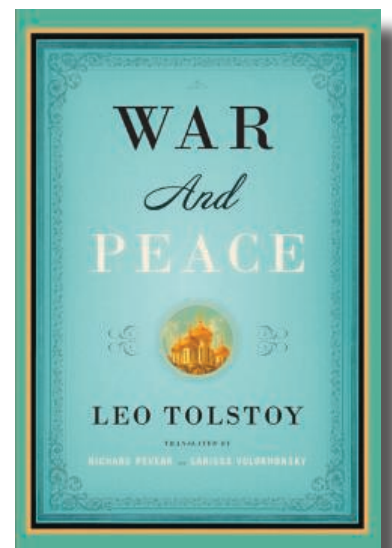
- Read this text and answer the following question:

What is this text about?

.....

"War and Peace" is a grand adventure written by a famous Russian author named Leo Tolstoy. The novel takes you back in time to the Napoleonic Wars, a period of history filled with excitement and change. It's a big book, with over 1,200 pages, but every page is a treasure trove of stories, ideas, and lessons.

First published in 1869, "War and Peace" is considered Tolstoy's **masterpiece**. It tells the tale of how



the French **invasion** of Russia affected many Russian families. Some parts of the book are like deep conversations about life, making it more than just a regular story.

“War and Peace” is not just a long book, it is a fascinating journey. It is unique because it tells the story in different ways, from different perspectives, and even lets you into the characters’ thoughts. It asks big questions and talks about important ideas in a way that is easy to understand. It is not just about war, but also about everyday life. Reading this book makes you feel like you are living the adventure with the characters.

“War and Peace” is a special part of Russian **literature**. It shows how authors can be creative and innovative with their writings. The book is full of surprises and **intertwines** many different stories. It makes you feel a range of **emotions**, from joy to sorrow, especially because Tolstoy uses literary techniques like **metaphor** and **irony** to bring the story to life. Even though it’s a big book, it’s definitely worth reading because it’s a captivating story that continues to inspire readers today.

CRITICAL THINKING

Do you think war or peace is Man’s choice? Why?

Scan to read the whole novel.



DID YOU KNOW?

Leo Tolstoy was a Russian writer who primarily wrote novels and short stories. Later in life, he also wrote plays and essays. His two most famous works are the novels War and Peace and Anna Karenina.



Ex. 3 Read again, then Answer

I can read a text about Tolstoy's "War and Peace" novel for specific information.

- 1 According to the text, why is "War and Peace" different from other classic novels?
 - a) It's not about war.
 - b) It's not written in a way that makes you feel like you're right there with the characters.
 - c) It doesn't have any surprises or different stories happening at the same time.
 - d) It has different ways of telling the story, like using different points of view.
- 2 What does the text say about the length of "War and Peace"?
 - a) It's a short book that's easy to read.
 - b) It's a really long book that's not worth reading.
 - c) It's a really long book, but it's also really interesting.
 - d) It's a really long book that's only about war.
- 3 What is the importance of "War and Peace" in Russian literature?
 - a) It's a book that shows how authors were able to do new and different things with their writings.
 - b) It's a book that talks about important ideas in an easy-to-understand way.
 - c) It's a book that is a part of a special time in French literature.
 - d) It's a book that is not worth reading because it's too long.
- 4 How does "War and Peace" differ from other books of its time?
 - a) It's a book that is only about war.
 - b) It's a book that doesn't have any surprises or different stories happening at the same time.
 - c) It's a book that is hard to understand because it uses different points of view and stream of consciousness.
 - d) It's a book that asks big questions and talks about important ideas, but it does it in a way that's easy to understand.

5 “Peace and War” is not just about war, but also about..... .

- a) things that happen to soldiers
- b) things that happen in people's everyday lives
- c) soldiers' love stories
- d) bad effects of war



Ex. 4 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1 - Invasion	() The study of fundamental questions about existence, knowledge, values, reason, and more
2 - Masterpiece	() Strong feelings such as happiness, sadness, anger, fear, etc.
3 - Philosophy	() A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable
4 - Literature	() An extremely good painting, novel, film, or other works of art
5 - Emotions	() A situation that is strange or funny because things happen in a way that seems the opposite of what was expected
6 - Metaphor	(1) An act of entering a place by force with the intention of taking control
7 - Irony	() Written works, especially those considered of superior or lasting artistic merit
8 - Interwine	() To twist or be twisted together, or to be connected so as to be difficult to separate



Ex. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

- Read the sentences and fill in the gaps with words in the table in Ex. 4.

- 1 He enjoys discussing philosophy with his friends.
- 2 Al Ayyam is one of Taha Hussein's masterpieces.
- 3 The country was under attack from a foreign
- 4 My sister has a degree in English
- 5 His were clear when he won the championship.
- 6 The world's a stage is a from Shakespeare's play 'As You Like It'.
- 7 The trees branches to form a dark roof over the path.
- 8 Be careful! Your speech is full of and you look impolite.



Ex. 6 Read and Complete

I can use adjectives in context correctly.

- Read the sentences and complete them with adjectives from the box below.

everyday – important – peaceful – famous – different – historic – amazing – special

- 1 The book I read was amazing.
- 2 I'd like you to read this special novel.
- 3 "War and Peace" is a novel by Tolstoy.
- 4 This story tells us about what happens at People's lives.
- 5 We should respect others and acceptpoints of view.
- 6 This book is full of and useful ideas.
- 7 The peace treaty between Egypt and Israel was aevent.
- 8 Peace treaties helped establishrelations among nations.



TOP TIP

Adjectives

Adjectives are words used to describe a noun or a pronoun. They usually come before the noun. They can be used after verb to (be).



REMEMBER

Everyday, one word, is an adjective meaning "used or seen daily," but every day, two words, is an adverb phrase meaning "daily".

Scan to learn more
about adjectives



Ex. 7 Listen and Complete

I can listen to a fiction story for specific information.

- Listen to a fiction story entitled "Land of Cactus Thistles" and complete the missing words from the words in the box.

park - weeding - island - roses - suddenly - forest - frightened - killed - peace - conflicts - secretly - injured

In ancient times, there were two tribes living on an island; 'the Dark Tribe' and 'The Light Tribe'. Every now and then the two tribes fought each other and many people were **killed**. Some representatives of the two tribes agreed to divide the island into two parts; and they agreed to plant a forest of Cactus Thistles as borders between the two tribes. Many years passed, but the two tribes were in **conflicts**.



One day, a girl from the Dark Tribe, called Amal, was playing with her doll near the when she suddenly saw a huge cat. The girl was so and found no way to escape, except for the way of the forest. Amal quickly ran into the forest but her two legs werebadly by the cactus thistles. Amal was almost near the Light Tribe, but she fell to the ground and started to cry loudly. A young girl from the Light Tribe, called Noor, heard her and went inside the forest. Noor could help Amal and tied her legs with a scarf she had. She offered to take her home, so that her mum could help her get better.



Amal went home with Noor and told them her

story. Noor's mum was sorry for her and offered to take her home through a secret passage in the forest. Amal kept visiting Noor and they decided to help their two tribes live together in

To their surprise, Amal and Noor heard Noor's father talking about a battle between the two tribes tomorrow morning. Both of the girls were so sad, but Amal **suddenly** stood up and said, "I have an idea."



At night, Amal decided to go to the warehouse of her tribe and put rose seeds inside the cannons, and so did Noor. At the day of the battle, the Dark Tribe soldiers fired their cannons at the Light Tribe who did the same. Unexpectedly, the Dark Tribe found roses fall on them not fire, and also the Light tribe foundfall on them. Both of the tribes felt sorry for what they did and for the years they spent fighting each other. Immediately, the two tribes started all the cactus thistles till they were face to face. They shook hands and hugged each other.

The two girls came and told their families about their plan. Their families and all the people at the two tribes were so proud of them. They decided to live in peace together and call their "Light of Hope". They also designed a beautiful instead of the cactus thistles forest, so that people can meet and children can play. Since then, the two tribes lived happily in peace forever.



CRITICAL THINKING

Do you think children could have a role in establishing peace?
Why? Why not?

REMEMBER

Most adverbs end with **ly** such as happily, loudly and suddenly, however there are some adjectives that end with **ly** such as friendly.





Ex. 8 Answer and Draw

I can justify my choice of 'war or peace'.

Answer the following question, justifying your choice:

Which one do you prefer: War or peace? Why?

.....

.....

.....

.....

.....

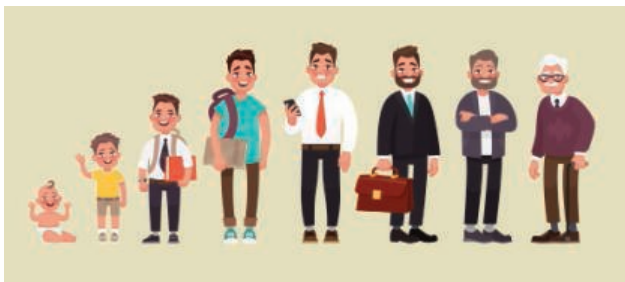
Draw a picture that shows your choice.

Mini-Project

"Working Together for a Peaceful World" Facebook Group

- This is a whole class project.
- Ask your English teacher to invite you to the group "Working Together for a Peaceful World".
- You need to share the link of the group everywhere, inviting your family, friends and relatives to join it.
- Prepare useful ideas, topics, pictures, advice, and stories related to living in a peaceful world to be posted on the group.
- Invite foreign people from all over the world to join the group.
- You can have "Call for Peace" interviews with some prominent figures in your school/ institute and community and post them on the group.
- Design or choose suitable profile pictures for this group.
- Here are some examples:





Unit 6

Coming of Age



Grammar

- Present Perfect (using have, has + PP)

Phonics

- Homographs i.e. ball (n-v) - band (v-n)
- bank-fine – mean- bat – bar – bow – fit
- minute

Language Functions

Giving advice (quotes)



Critical Thinking

Why is it important to accept the changes and challenges in our lives?

What do we learn from people's biographies?

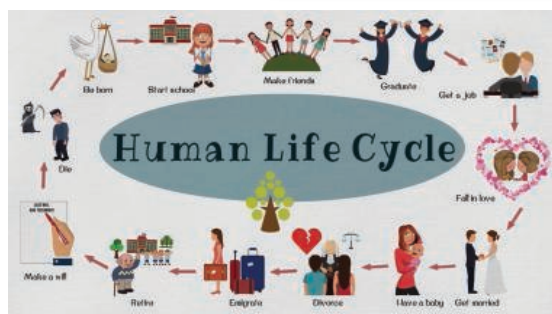
Do we need to celebrate our achievements? Why and How?

“Growing old is mandatory, but growing up is optional.”

– Walt Disney

Study Skills

- Meditation and Problem solving
- Curiosity and reflective thinking



Lesson (1)

Growing up: Embracing Change

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

- talk about the idea of growing up.
- read a text about growing up and embracing change for the main idea.
- read a text about growing up and embracing change details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- ask and answer about embracing change.
- listen to a text about “Embracing Change” for specific information.
- write a piece of advice about how to embrace change.





Ex. 1 Discuss

I can talk about the idea of growing up.

- 1 "Growing old is mandatory, but growing up is optional." What do these words mean to you? Do you agree with this opinion? Why?
- 2 What does it mean to grow up from your point of view?
- 3 Have you experienced change in your life? How did you respond to it?
- 4 What lessons have you learned from a difficult change or failure in a situation you have had?

"Growing old
is mandatory,
but growing up
is optional."

- Walt Disney



Ex. 2 Read and Answer

I can read a text about growing up and embracing change for the main idea.

- Read the text about growing up and embracing change and answer the following question:

- What is the main idea of the text?
 - a. Change is always negative and should be avoided.
 - b. The author has experienced many changes in his life.
 - c. Embracing change can lead to personal growth and success.
 - d. The author's family moved to another country when they were in high school.

Growing up and **embracing** change can be challenging, but it's an important part of life. Change is inevitable, and it's up to us to choose how we respond to it. Sometimes, change can be **unexpected** and difficult to handle. For example, when I was in grade four, my family had to move suddenly to another country because of my parents' business **failure**. It was a big change for me, and



I felt scared and lonely in my new surroundings. But I learned that embracing change can lead to personal growth and new opportunities.

Change can be a good thing, even if it's not what we planned for. I've experienced many changes in my life like moving to different countries and changing careers. At first, it was hard to accommodate, but I learned to be flexible and open-minded. Each change brought new experiences and helped me become more **confident** in myself. Change can also teach us important lessons; even if things don't go the way we want them to. It's important to see failure as a chance to learn and grow.



Embracing change can lead to personal growth and success. It's not always easy, but it can be worth it. Change can help us discover new things about ourselves and adapt to new situations. It can also make us more **resilient** and able to handle **challenges**. When we embrace change, we open ourselves up to new opportunities and possibilities. Change is a part of life, and by embracing it, we can create a better future for ourselves. So, let's be brave and embrace the changes that come our way!

CRITICAL THINKING

Why is it important to accept the changes and challenges in our lives?



Ex. 3 Read again, then Answer

I can read a text about growing up and embracing change details.

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

- 1 According to the passage, why did the author's family move to another country?
- a) The author wanted to experience living in a different country.
 - b) The author's parents wanted to start a new business.
 - c) The author's parents' business failed.
 - d) The author's family was looking for better opportunities.

- 2** What was the author's initial reaction to the sudden move to another country?
- Excitement and anticipation
 - Fear and loneliness
 - Curiosity and adaptability
 - Relief and contentment
- 3** Based on the passage, the author believes change is important because it ...
- helps us overcome fear and loneliness.
 - brings new experiences and opportunities for personal growth.
 - allows us to plan and control our lives better.
 - prevents us from becoming too comfortable in our surroundings.
- 4** What does the author mean by saying, "Change can also teach us important lessons; even if things don't go the way we want them to"?
- Change always leads to positive outcomes.
 - Change helps us avoid failures and mistakes.
 - Change provides opportunities for personal growth, even in difficult situations.
 - Change is a necessary part of life and should be embraced.
- 5** Which statement best summarizes the author's perspective on embracing change?
- Change is inevitable and must be endured.
 - Change is always difficult and should be avoided.
 - Change can be challenging but leads to personal growth and new opportunities.
 - Change is unnecessary and disrupts our lives.



Ex. 4 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1 -Embracing (verb)	() Able to recover quickly from difficulties; tough
2 -Unexpected (adjective)	(1) Accepting or welcoming something willingly
3 - Resilient (adjective)	() Not expected or predicted; surprising

Word	Definition
4- Surroundings (noun)	() The environment or conditions in which someone or something exists
5- Failure (noun)	() Having belief in oneself; self-assured
6- Confident (adjective)	() Difficult and requiring effort or determination
7- Challenging (adjective)	() The lack of success in achieving a goal or desired outcome



Ex. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

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

Resilient - Embracing- Unexpected - Surroundings - Failure - Confident - Challenging

- 1 He is a resilient person and accepts the new ideas openly.
- 2 My uncle's arrival was He came today although he said he would come next week.
- 3 is a new start for success.
- 4 This task is, but I will do my best to finish it.
- 5 Being is an important trait for a good businessman.
- 6 My brother is successful at changes and challenges.
- 7 My aunt lives in a strange area and she is afraid of all the



Ex. 6 Ask and Answer

I can ask and answer about embracing change.

- In pairs ask and answer about embracing change using these three pictures.



Do you usually embrace change?

Sure.

Can you mention an example?

Yes. I left my old school and joined a new one.

How did you embrace this change?example?

I started to make new friends.



Ex. 7 Listen and Complete

I can listen to a text about "Embracing Change" for specific information.

- Listen to a text about "Embracing Change" and complete the missing words.

Embracing Change

Change is a way of life in our rapidly evolving world. Learning to embrace change is crucial for our personal growth and well-being. To embrace change, we can adapt the following strategies:

- 1 Cultivate a Growth Mindset: Embrace the beliefs that challenges are opportunities for growth and learning.
- 2 Stay Open-minded: to new ideas and perspectives. Embracing change requires aand open mindset that welcomes and novelty.
- 3 Embrace Discomfort: Change often involves stepping out of our zones. Embrace the discomfort that comes with change as it is a part of the growth process.

- 4 Seek Support and Guidance: Surround yourself with a network of friends, family, or mentors who can offer guidance and during times of change.
- 5 Focus on Self-Care: Change can be emotionally taxing. Prioritize self-care and well-being to maintain a outlook .
- 6 Set Realistic Goals: During periods of change, set small, goals that align with your values and aspirations.
- 7 Learn from Change: Learning from change helps us more in the future.

Scan to know more about
"Embracing Change and Growing up".



Ex. 8 Write a Piece of Advice

I can write a piece of advice about how to embrace change.

- Think of a piece of advice for your classmates to help them and yourself embrace change.

My advice to embrace change

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Lesson (2)

Personal Growth: Finding my Path

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

- talk about personal growth and what it requires.
- read a text about personal growth for gist.
- read a text about personal growth for details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- comment on a university professor's speech about children's growth.
- distinguish between the past simple and past participle forms of regular and irregular verbs.
- use the present perfect tense in context accurately.
- write a balanced report of a controversial issue.





Ex. 1 Discuss

I can talk about personal growth and what it requires.

- In groups, discuss the following questions:



- 1 What is personal growth all about?
- 2 What are some activities that can help achieve personal growth?
- 3 Why is taking care of yourself important for personal growth?
- 4 What does personal growth require?
- 5 How long does personal growth take?
- 6 Who can help you on your personal growth journey?



Ex. 2 Read and Choose

I can read a text about personal growth for gist.

- What is the most suitable title for the below text?

- a) "Comparing Yourself to Others: The Key to Personal Growth"
- b) "The Art of Imitation: Becoming Someone Else for Personal Growth"
- c) "Embracing Personal Growth: Finding Your Own Path to Fulfillment"
- d) "Neglecting Self-Care: The Secret to Personal Growth"

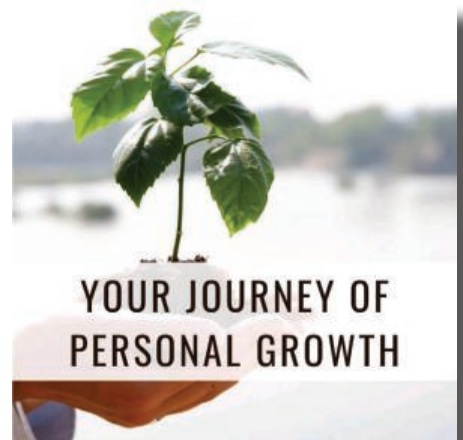
Personal growth is all about finding your own path in life and becoming the best version of yourself. It's not about **comparing** yourself to others or trying to be like someone else. Instead, it is about focusing on your own journey and making positive changes in your life.

There are many ways to achieve personal growth. One way is through practices like yoga and **meditation**. These activities can help you become more **mindful** and aware of your thoughts and emotions. They can also help you develop a sense of inner peace and calm. Another way to grow is through creative expression, like painting or writing. These activities allow you to express yourself and explore your emotions.



Taking care of yourself is also important for personal growth. This means making time for **self-care** activities like taking a bath or going for a walk. It also means **nurturing** your relationships with others. Building positive and healthy relationships can help you grow and **thrive**.

Remember, personal growth is a lifelong journey. It's not something that happens overnight. It takes practice and patience. But with **dedication** and a **willingness** to learn and grow, you can become the best version of yourself. So, embrace **self-responsibility**, focus on your own journey, and watch yourself grow.



Ex. 3 Read again, then Answer

I can read a text about personal growth for details.

- 1 According to the text, what are some practices that can help achieve personal growth?
- a) Comparing oneself to others and imitating their behaviors.
 - b) Engaging in creative activities like painting or writing.
 - c) Avoiding self-care activities to focus solely on personal development.
 - d) Ignoring one's own thoughts and emotions.

2 How does the text describe personal growth?

- a) A one-time event that happens overnight.
- b) A lifelong journey of self-improvement and self-development.
- c) A process of conforming to societal expectations.
- d) A result of imitating others and comparing oneself to them.

Interpretive Questions:

3 What is the significance of focusing on one's own journey for personal growth?

- a) It helps individuals understand their values and aspirations.
- b) It promotes competition and comparison with others.
- c) It discourages self-reflection and introspection.
- d) It limits personal growth to imitating others.

4 How do practices like yoga and meditation contribute to personal growth?

- a) They distract individuals from their thoughts and emotions.
- b) They enhance self-awareness and promote inner peace.
- c) They discourage individuals from expressing themselves creatively.
- d) They hinder the development of healthy relationships.

5 Why is self-care considered important for personal growth, according to the text?

- a) It prevents individuals from focusing on their own journey.
- b) It distracts individuals from personal development efforts.
- c) It nurtures inner peace, well-being, and supports healthy relationships.
- d) It hinders the process of self-reflection and self-improvement.



Ex. 4 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1 - Mediation	() The practice of caring for yourself when you are ill or to stop yourself from becoming ill.
2 - Dedication	() Caring for and encouraging the growth and development of someone or something.
3 - Self-care	() The state of being accountable for one's own actions and choices.
4 - Nurturing	(1) The act of giving your attention to only one thing ;or a serious thought .
5 - Personal growth	() The willingness to give a lot of time and energy to something because it is important.
6 - Self-responsibility	() To grow, develop, or be successful.
7 - Mindful	() Examining the similarities and differences between two or more things.
8 - Willingness	() The process of improving oneself and developing one's abilities and potential.
9 - Comparing	() The quality of being happy to do something if it is needed.
10 - Thrive	() Being fully aware and conscious of one's thoughts, feelings, and actions.



Ex. 5 Read and Fill in the Gaps with the words in Ex. 4.

I can use newly learnt vocabulary in context correctly.

- 1 Many cases are settled out of court through mediation or other means.
- 2 The manager thanked the staff for their dedication and enthusiasm.
- 3 The therapist will teach the patient to do at home.
- 4 His business in the years before the war.
- 5 She believes that is important for achieving success in life.
- 6 He was always himself to his classmates, which made him feel insecure.
- 7 She spent time her plants, watering them regularly and providing them with sunlight.
- 8 Taking means acknowledging your mistakes and taking steps to make amends.
- 9 She shows a to work on her own initiative.
- 10 Be of your surroundings.



Ex. 6 Read and Comment

I can comment on a university professor's speech about children's growth.

- Read this speech by Dr. Attia Essayed about children's growth and comment on it .

My dear children, you are the most precious gift that Allah, Exalted be He, has given us. You are the future of our nation and our faith. You have the potential to achieve great things and make the world a better place. But to do that, you need to work hard and be honest. You need to plant good seeds in your hearts and minds, so that you can harvest beautiful flowers. You need to remember that Allah is always watching over you and helping you. He wants you to follow His path and the example of His Prophet, peace be upon him.

You are not alone in this journey. We, your parents and teachers, are here to support you and guide you. We love you and we are proud of you. We want you to grow up to be strong, confident, and faithful Muslims. We want you to be happy and successful in this worldly life and in the Hereafter. May Allah blesses you and protects you always.



I think

.....

This is a very inspiring and motivating speech for the children. It expresses love and care for them and encourages them to strive for excellence and virtue.



Ex. 7 Look and Write

can distinguish between the past simple and past participle forms of regular and irregular verbs.

TOP TIP

PRESENT PERFECT TENSE

Affirmative				
subject		auxiliary		past participle
I / you / we / they	+	have	+	lived studied eaten
he / she / it	+	has		
Negative				
subject		auxiliary		past participle
I / you / we / they	+	haven't	+	lived studied eaten
he / she / it	+	hasn't		
Question				
subject		auxiliary		past participle
have	+	I / you / we / they	+	Lived studied eaten
has	+	he / she / it		

- Look at the following verbs and write the simple past and past participle forms.

infinitive form	simple past	past participle
1. work	worked	worked
2. do	_____	_____
3. eat	_____	_____
4. call	_____	_____
5. begin	_____	_____
6. give	_____	_____
7. answer	_____	_____
8. see	_____	_____
9. have	_____	_____
10. go	_____	_____
11. study	_____	_____
12. teach	_____	_____
13. make	_____	_____
14. talk	_____	_____



Ex. 8 Read and Complete

I can use the present perfect tense in context accurately.

Read the sentences and complete the missing parts with the verb in the present perfect tense.

Live- know- eat- write- speak- give- buy- work- take - find - do- meet

- 1 I met Ahmed at the store. We haven't met each other for 20 years.
- 2 We many new words since we started this course.
- 3 That's a wonderful movie. I haveit 3 times.
- 4 Mr. Abdul-Allah and Mrs. Fatma have been for 10 years.
- 5 Mazen is my neighbor. He has next door for 7 years.
- 6 Nancy has several letters to her parents since she travelled abroad.



Ex. 9 Write a Report

I can write a balanced report of a controversial issue.

- Choose one of the following challenging situations and write a report about it:

- 1** You have moved to a big new city in Australia, and you don't understand people well.
- 2** It was your first time to visit a factory in a school trip. Your friend borrowed your mobile and forgot it there.

TOP TIP

How to write a report

- Start with a clear introduction that explains what the report is about.
- Organize your information into clear sections with headings.
- Use simple language.
- Make sure to include facts and details to support your ideas,
- Always check your work for spelling and grammar errors before submitting.

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Handwriting practice area with 20 sets of dotted lines for tracing on a white background.

Lesson (3)

Milestone and Routines

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

- talk about the importance of routines and milestones.
- read a text about routines and milestones for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- utilize vocabulary, expressions and tone of voice to engage the audience within a presentation or performance.
- listen to a dialogue for specific information.
- identify root word, prefixes and suffixes, e.g. im, in, ful.
- use different genres as models for writing, e.g. a report.





Ex. 1 Think

I can talk about the importance of routines and milestones.



- 1 Do you think it is important to have a fixed routine? Why?
- 2 What are the benefits of having a routine for children?
- 3 What age are children ready for routines?
- 4 How can having a routine help children and parents?
- 5 How do milestones help project teams in project management?



Ex. 2 Read and Answer

I can read a text about routines and milestones for specific information.

- Read this text about routines and milestones and answer the questions.

Establishing **routines** and **milestones** are crucial for both children and project management. Routines provide structure and predictability for toddlers and children, fostering confidence and reducing conflicts. They allow children to move smoothly through their day, learn from repetition, and gain a sense of control. Similarly, milestones in **project** management serve as markers for significant events, decisions, and **deliverables**. They aid project teams in staying on track, understanding project objectives, and facilitating effective planning and scheduling.

By implementing age-appropriate tasks and adjusting activities to fit family needs, parents can establish routines with their children. Meanwhile, milestones in project management signify progress and ensure project success. Ultimately, routines and milestones play pivotal roles



in fostering stability, predictability, and achievement, be it in the lives of children or the realm of project management.

1 According to the text, the benefits of having routines for children are

- a) reducing conflicts and increasing flexibility.
- b) enhancing creativity and independence.
- c) building confidence and reducing meltdowns.
- d) encouraging spontaneity and unpredictability.

2 Routines help children gain a sense of control by ...

- a) eliminating all unexpected events from their day.
- b) allowing them to participate in age-appropriate tasks.
- c) encouraging them to resist any changes to their routine.
- d) providing them with a rigid and inflexible schedule.

3 In project management, the purpose of milestones is to ...

- a) mark important events and show forward progress.
- b) create tasks that take time to complete.
- c) provide flexibility in project planning.
- d) eliminate the need for project scheduling.

4 Routines benefit both children and parents by ...

- a) fostering independence and encouraging rebellion.
- b) reducing conflicts and facilitating smoother transitions.
- c) limiting creativity and discouraging flexibility.
- d) increasing meltdowns and bedtime battles.

5 Milestones are important in project management to ...

- a) create unnecessary tasks and increase workload.
- b) ensure project success and track progress.
- c) eliminate the need for project objectives.
- d) discourage project teams from staying on track.



Ex. 3 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1 - Milestones	() Feeling sure about one's own abilities or qualities.
2 - Routines	() A planned undertaking with specific goals and objectives.
3 - Confident	() The final products or outcomes of a project.
4 - Meltdowns	(1) Important events, dates, decisions, and deliverables in a project.
5 - Flexibility	() An emotional outburst or breakdown.
6 -Structured	() The process or period of changing from one state or condition to another.
7 - Project	() Regularly followed sequence of activities or procedures.
8 - Deliverables	() The ability to adapt or change easily.
9 - Transition	() Organized and arranged in a systematic way.
10 - Scheduled	() The act of doing or saying something again and again.
11 - Repetition	() Arranged or planned according to a timetable or agenda.



Ex. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

- Read the following sentences and fill in the gaps with the words in Ex. 2.

- 1 The completion of the website design was a milestone in the project.
- 2 When he didn't get his way, he had a meltdown and started crying.
- 3 She has a morning that includes brushing her teeth, getting dressed, and eating breakfast.
- 4 After practicing for weeks, she felt about her performance in the play.
- 5 She showed by adjusting her plans when unexpected changes occurred.
- 6 The teacher provided a lesson plan for the students.
- 7 They are working on a new construction
- 8 The report and presentation are the for this.
- 9 Moving to a new school can be a difficult for some children.
- 10 Practicing the piano with helps improve muscle memory.
- 11 The meeting is for 2:00 PM.



Ex. 5 Listen, Read and Perform

I can utilize vocabulary, expressions and tone of voice to engage the audience within a presentation or performance.

- Listen to the following podcast, then play roles and perform it.

Farah: Hello, everyone! Peace be upon you. You are listening to our evening podcast, where we talk to kids from different parts of the world. Today, we have two special guests: Nayara and Asho. They will tell us about their lives, their cultures, and their challenges. Let's welcome them with a big applause! 🖐️



Nayara: Hi, everyone! I'm Nayara, and I'm from Gaza.

Do you know where Gaza is? It's a small strip of land on the Mediterranean Sea, next to Egypt. I'm 11 years old, and I live with my parents and my two brothers. Life in Gaza is not easy. We are under a blockade, which means we can't get many things that you might take for granted, like food, water, medicine, and school supplies. We also have very little electricity. Sometimes, we only have

power for a few hours a day. That means we can't use the internet, watch TV, or play video games like other kids. We have to find other ways to have fun, like playing with our friends, reading books, or drawing pictures. We also go to school six days a week, but our school is often crowded and noisy. Sometimes, we hear bombs and gunshots outside. We are scared of war, because we have seen it many times before. Once, a journalist asked us if we ever talk about the last war. We said no, because we don't know which one was the last one. We are always afraid of the next one.



Farah: Wow, Nayara, thank you for sharing your story with us. You are very brave and strong. We hope that one day, you will have freedom in your homeland. Now, let's hear from our second guest, Asho. Asho, please tell us about yourself.

Asho : Hi, everyone! I'm Asho, and I'm from Japan. Do you know where Japan is? It's an island country in East Asia, with many volcanoes and mountains. It's also one of the most advanced and rich countries in the world. Japan is famous for its culture and traditions, which are very different from other places. In Japan, we learn to be curious, respectful, and responsible from a young age. We also learn to appreciate our parents, teachers, and elders. I wake up at 6:30 in the morning, and I go to school by bike. My school starts at 8:30, and I have classes until 3:00. We have a lot of subjects, like math, science, history, and English. We also have music, art, and physical education. We don't have a cafeteria in our school, so we bring our own lunch boxes. My favorite lunch is rice with vegetables and meat, fried chicken, soup, and milk. We eat our lunch in our classrooms, and we clean up after ourselves. We also have a break time, when we can play outside, in the gym, or on the rooftop. We have a lot of fun games, like dodgeball, tag, and jump rope. After school, I go home and do my homework.

Farah: Thank you, Asho, for telling us about your life in Japan. You are very smart and diligent. We hope that you will continue to learn and grow in your beautiful country. Now, we have reached the end of our podcast today..



I can listen to a dialogue for specific information.

1 Nayara is from

- a) China
b) Egypt
c) Gaza
d) Japan

2 What does Asho do after school?

- a) He does his homework. b) He plays video games.
c) He cleans his classroom. d) He watches TV.

3 How does Nayara feel about war?

- a) She is angry and wants revenge. b) She is scared and wants peace.
c) She is indifferent and doesn't care. d) She is hopeful and optimistic.

4 What is one of the traditions that Asoh follows in Japan?

- a) He wears a kimono for ceremonies. b) He eats sushi for lunch.
c) He bows to his parents. d) He writes haiku poems.

5 The main purpose of the podcast is to

- a) compare and contrast the lives of kids from different countries.
- b) inform and educate the listeners about different cultures and challenges.
- c) persuade and motivate the listeners to take action for global issues.
- d) To entertain and amuse the listeners with stories and jokes.



I can identify root word, prefixes and suffixes, e.g. im, in, ful.

Word	Part of speech (v, n, ...)	Adding a prefix	Adding a suffix
Predict	verb		.....
.....		Unachievable	.....
Deliver		.....	.....
.....	noun	.....	Effective
Flex		.....	Flexibility
Facilitate		.....	.....
Understand	verb	.....	.....
.....		Mismanagement	
Success	noun		Successfully



- Write a report about your daily routine and what you wish change to make it better.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson (4)

Challenges and Discoveries

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

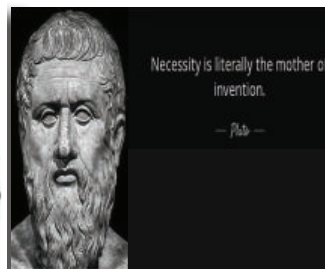
- talk about past and future challenges and inventions.
- read a text about challenges and discoveries for the main idea.
- read a text about challenges and discoveries for details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- ask and answer questions to introduce new ideas.
- recognize unfamiliar words and homographs, e.g. bat, minute.
- select appropriate non-fiction style and form to suit specific purposes i.e. persuasive paragraphs.





Ex. 1 Think

I can talk about past and future challenges and inventions



- 1 What challenges did people face in the past?
- 2 What did they discover to overcome their challenges?
- 3 “Necessity is the mother of invention.” Do you agree with this quote? Why? Why not?
- 4 Can you think of some inventions to help people in their daily life?
- 5 Can you predict any other inventions in the future that might facilitate our lives?



Ex. 2 Read and Answer

I can read a text about challenges and discoveries for the main idea.

- Read the text and answer the following question:

The main idea of the text below is ...

- A) challenges and discoveries are only important in specific fields.
- B) challenges and discoveries lead to new knowledge and advancements.
- C) challenges and discoveries have no impact on the world.
- D) challenges and discoveries are only faced by scientists.

Challenges and **discoveries** are a part of many different fields and areas of study. For example, artists face challenges in their careers, such as networking and finding **inspiration**. Scientists and engineers also encounter challenges as they explore and discover new things. In fact, engineers play a big role in helping scientists make new discoveries by designing tools and systems for **experiments**. Biologists, for instance, need engineers to create better tools for studying the body and brain. They also rely on engineering to develop new methods for understanding genes



and diseases. Engineers are even involved in the exploration of space, where they help overcome **obstacles** like radiation and the need for sustainable resources. So, challenges and discoveries are important in many different areas of study!

Not only do challenges and discoveries happen in specific fields, but they also have an **impact** on the world as a whole. For example, researchers have made discoveries about the global economy and how it is changing. They have also faced challenges in understanding how criminal organizations **operate** in the world. These challenges raise important issues for law enforcement and government structures. In addition, challenges and discoveries in materials and science have led to the development of new materials with unique **properties**, like self-healing and flow. These materials have many practical applications, from engineering recyclable plastics to controlling the consistency of paint. So, challenges and discoveries not only affect specific fields, but also have a broader impact on society.

Challenges and discoveries are exciting because they lead to new knowledge and **advancements**. They push us to think differently and find solutions to problems. Whether it's an artist finding inspiration, a scientist making a new discovery, or an engineer designing a new tool, challenges and discoveries are an important part of learning and growing. So, if you're interested in **pursuing** a career in any field, remember that challenges and discoveries are a natural part of the journey. Embrace them, learn from them, and use them to make a positive impact on the world!



Ex. 3 Read again, then Answer

I can read a text about challenges and discoveries for details.

1 According to the text, how do challenges and discoveries impact society?

- A) Challenges and discoveries have no impact on society.
- B) Challenges and discoveries only impact specific fields of study.
- C) Challenges and discoveries have a broader impact on society.
- D) Challenges and discoveries only impact artists.

2 What is one example of how engineers contribute to scientific discoveries?

- A) Engineers design tools and systems for experiments.
- B) Engineers create better tools for studying the body and brain.
- C) Engineers help overcome obstacles in space exploration.
- D) Engineers make new discoveries about the global economy.

3 What are some challenges that artists face in their careers?

- A) Artists struggle with finding inspiration.
- B) Artists have difficulty networking.
- C) Artists face financial challenges.
- D) Artists lack technical skills.

4 Why are challenges and discoveries exciting?

- A) They make us lazy.
- B) They push us to think differently and find solutions to problems.
- C) They help us be artistic.
- D) They are funny.

5 How do challenges and discoveries impact the development of new materials?

- A) Challenges and discoveries have no impact on the development of new materials.
- B) Challenges and discoveries lead to the creation of materials with unique properties.
- C) Challenges and discoveries only impact specific fields of material science.
- D) Challenges and discoveries hinder the development of new materials.



Ex. 4 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1 - Challenges	() Scientific tests or trials that are done to learn something or prove something.
2 - Discoveries	() The effect or influence that something or someone has on something or someone else.
3 - Inspiration	(1) Difficult tasks or situations that test one's abilities or skills.
4 - Experiments	() Things that block one's way or make it hard to achieve a goal.
5 - Obstacles	() The feeling of being motivated or stimulated to do something creative or innovative.
6 - Impact	() The act of following or chasing someone or something or trying to get or achieve something.
7 - Operate	() The act or process of finding something new or unknown.
8 - Properties	() To work or function in a particular way or to control or use a machine or device.
9 - Advancements	() The act or result of making progress or improving something.
10 - Pursuing	() The qualities or features that something or someone has or the things that someone owns.



Ex. 5 Read and Fill in the Gaps.

I can use newly learnt vocabulary in context correctly.

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

- 1 I met a lot of obstacles during my journey, but finally I managed to reach home safely.
- 2 You should be interested in pursuing your career to be successful.
- 3 You need to overcome the and achieve your goals.
- 4 I like doing scientific in the science lab.
- 5 Wafaa likes to read book about great inventions and
- 6 You need to check the device and make sure everything is connected.
- 7 Dr. Mahmoud worked for three months to add the new to the machine to work better.
- 8 Her mother's speech has a great on her.
- 9 My father was a brave soldier. He is a great to us.



Ex. 6 Ask and Answer

I can ask and answer questions to introduce new ideas.

What role do engineers play in helping scientists make new discoveries?



How have challenges and discoveries in materials science impacted society?



Why are challenges and discoveries important in different areas of study?



What challenges do artists face in their careers?



How do challenges and discoveries impact society as a whole?





Ex. 7 Fill in the Gaps

I can recognize unfamiliar words and homographs, e.g. bat, minute.

TOP TIP

Homographs

are one of two or more words spelled alike but different in meaning or derivation or pronunciation (such as the bow of a ship, a bow and arrow)

Examples	
ball (n-v)	<ul style="list-style-type: none">• Bounce the ball and try and hit it over the net.• My hands were balled into fists.• A formal dance.
- band (v-n) -	<ul style="list-style-type: none">• The band was playing old Beatles songs.• She always ties her hair back in a band.• Many insects are banded black and yellow.
bank-	<ul style="list-style-type: none">• I worked for a bank.• He jumped in and swam to the opposite bank.
fine -	<ul style="list-style-type: none">• If you want to use cheese instead of chicken, that's fine.• Offenders will be liable to a heavy fine.
mean	<ul style="list-style-type: none">• worthy of little regard.• what does this word mean?.
bat -	<ul style="list-style-type: none">• I am afraid of bats.• It's his first time at bat in the major leagues.
bar	<ul style="list-style-type: none">• She was sitting at the bar.• I ate three bars of chocolate
- bow	<ul style="list-style-type: none">• This is done with a formal bow to the king or queen.• She had a red bow in her hair.
- fit -	<ul style="list-style-type: none">• His clothes did not fit him very well.• You must be very fit if you do so much running.
minute	<ul style="list-style-type: none">• I'll be back in a few minutes.• You'd better minute that point.

For more and more
homographs, scan this code.



(ball- minute- bowed- band - Bank - mean -bat - bar - bow- fit)

- 1 Not tipping makes me feel mean.
- 2 The people before the emperor.
- 3 I want you to think about that and let it for a
- 4 I had a at that concert.
- 5 If you want to buy this car, you need to borrow a sum of money from the
- 6 The for this journey has gone from 200 - 300



Ex. 8 Write an Extensional Paragraph

I can select appropriate non-fiction style and form to suit specific purposes i.e. persuasive paragraphs.

-Write a paragraph to persuade your readers to be resilient to challenges.

The following are guiding questions.

- 1 How have you faced challenges in your own life? Reflect on a specific situation and explain how you overcame it.
- 2 Think about a time when you made a new discovery or learned something new. How did it make you feel? How did it change your perspective?
- 3 Consider the impact of challenges and discoveries on society. Can you think of any examples from your own community or the world around you?

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

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Lesson (5)

Celebrating our Journeys

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

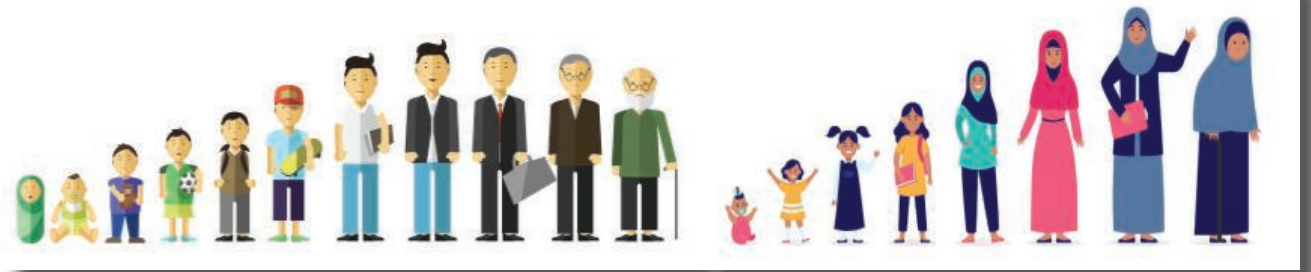
- talk about their life journey.
- read a text about their life journey for the main idea.
- read a text about their life journey for specific information.
- recognize new vocabulary using definitions.
- listen to a biography of a famous Egyptian scientist for specific information.
- read a text about celebrating their own journey for gist.
- write an autobiography expressing the things they did and they are proud of.
- draw a picture about their life journey so far.





Ex. 1 Think

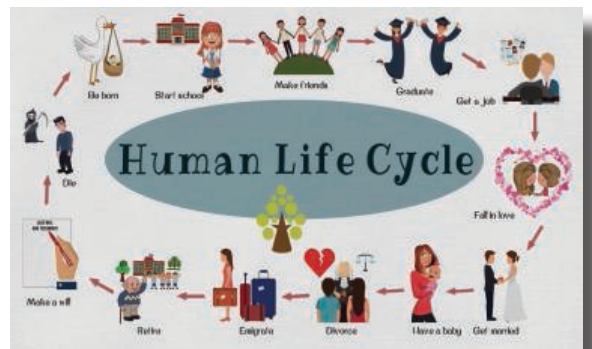
I can talk about my life journey.



1 Do you think our life is a journey that has a start and an end?

2 Can you put the following life stages in order?

early childhood- infancy- middle childhood, adolescence- early adulthood, middle adulthood - old age.



Infancy -

3 Look at the picture of 'Human life cycle'. What do you think is the most relaxing stage?

4 Which stage is the most difficult?

5 Do you have any ideas that can help in having a peaceful life journey?



Ex. 2 Read and Answer

I can read a text about my life journey for the main idea.

What is the main idea of this passage?

- A) Growing older is a beautiful journey that we should embrace and celebrate.
- B) Getting older is something to be celebrated because we have so much to offer and can make a positive impact on the world around us.

C) It's important to stay positive and remember that every day is a gift.

D) We should plan for the future and make sure there are resources in place to support us as we age.

Getting older is a special **journey** that we should celebrate. It's important to include people of all ages in our communities and make sure everyone is treated equally. As we grow older, we gain **wisdom** and have so much to offer to others. Each day is a gift, and we should make the most of it. We now know that things can change quickly, so it's important to appreciate every moment.

Sometimes, we can get caught up in comparing ourselves to others. We see their successes on social media and feel like we're not good enough. But here's the truth: you are **unique** and special in your own way.

Embracing your uniqueness is an act of **self-love** and celebrating your personal journey to success. We all have different experiences, talents, and dreams that make us who we are. So, let go of comparison and start honoring yourself.



When we achieve something, it's important to celebrate it, no matter how big or small. Sometimes, we set high expectations for ourselves and forget to acknowledge the small victories. But those small victories are important too. They show that we're making **progress** and moving forward.

As we get older, we have learned many lessons that we can share with others. We've made mistakes and learned from them, and we've also learned from the people we've met along the way. It's important to share our knowledge and help others avoid making the same mistakes. We've also learned that material things don't matter as much as the people we have in our lives. Spending time with loved ones and giving back to those in need is what really matters.



There are many ways to **celebrate** aging and enjoy this special time in our lives. We can start walking with a friend or a pet, smile more, and find activities we love to do. We can also spend more time with the people we love and have fun, even if it means not always acting our age. It's important to stay positive and remember that every day is a gift. We can also work on leaving a legacy by creating a photo album or writing an autobiography for our family. And of course, we should never forget to dance and enjoy the simple pleasures in life.

So, don't be afraid to share your story and celebrate your journey. You have a unique voice and experiences that deserve to be heard. It's important to remember that we are all aging, and we should support and care for one another. We should also plan for the future and make sure there are resources in place to support us as we age. Let's celebrate aging and make sure everyone can age with **dignity** and be a valued part of their community.



Ex. 3 Read again, then Answer

I can read a text about my life journey for specific information.

1 How can we celebrate aging?

- a) By spending time with loved ones and giving back to those in need
- b) By creating a photo album or writing an autobiography for our family
- c) By walking with a friend or a pet, smiling more, and finding activities we love to do
- d) By reflecting on our experiences and sharing our wisdom with others.

2 Why is it important to embrace our uniqueness?

- a) Because it helps us compare ourselves to others and feel good about ourselves.
- b) Because it shows that we are not good enough compared to others.
- c) Because it is an act of self-love and celebrating our personal journey to success.
- d) Because it makes us feel special and unique in our own way.

3 What does the text suggest about celebrating small victories?

- a) They are not important and should be ignored.
- b) They show progress and moving forward, no matter how big or small.
- c) They are only important if they are big achievements.
- d) They are a waste of time and energy.

4 What does the underlined word 'autobiography' mean?

- a) A fiction story about other people
- b) Our own life story
- c) Others' life stories
- d) A narrative story about different people

5 What does the underlined pronoun 'them' refer to?

- a) Lives
- b) Stories
- c) Journeys
- d) Mistakes.



Ex. 4 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1 - Journey	() The ability to make good judgments based on knowledge and experience.
2 - Progress	() The regard and care for one's own well-being and happiness.
3 - Unique	(<u>1</u>) A long and often difficult process of personal development or change.

4 - Dignity	() Being the only one of its kind; distinct or different from others.
5 - Self- love	() Forward movement towards a goal or improvement.
6 - Celebrate	() To honor and show joy for a special event or achievement.
7 - Wisdom	() The quality of being worthy of honor and respect.



Ex. 5 Listen and Complete

I can listen to a biography of a famous Egyptian scientist for specific information.

- Listen to a short biography of Samira Moussa and complete the missing words.

The Biography of Samira Moussa (the Famous Egyptian Atom Scientist)



Samira Moussa is the first Egyptian atom scientist. She was born in 1952 AD in a village belonging to the Zefta Center in Gharbia Governorate. She was nicknamed Miss Korea of the East. She was also a assistant at the Faculty of Science at King Fouad I

Samira Moussa founded the Egyptian Atomic Authority in 1948, and won a to study atoms at the University of California in America. There, the American authorities offered her American, but she chose to to Egypt.

She came up with a chemical equation to make an atomic using materials available to everyone. She also a doctorate in atomic radiation from the United Kingdom. She died in California in 1952 in a car that is still shrouded in today.

REMEMBER

A **biography** is a story that one person writes about the life of another person.

An **autobiography** is the biography of oneself narrated by oneself.



Ex. 6 Read and Select a Title

I can read a text about celebrating my own journey for gist.

- 1 Sharing your success with others.
- 2 Giving yourself a treat.
- 3 Reflecting on and writing down your accomplishment
- 4 Learning something new.
- 5 Creating something new.

Celebrating your own journey is a wonderful way to appreciate yourself and your achievements. There are many ways you can celebrate yourself, such as:

- Reflecting on and writing down your accomplishments. You can make a list of everything you have done that makes you proud, big or small. This will help you recognize your strengths and value yourself more.
-You can reward yourself with something that makes you happy, such as a delicious meal, a relaxing massage, a new book, or a trip to a place you love. You deserve to enjoy the fruits of your hard work and dedication.
-You can tell your friends, family, colleagues, or mentors about your achievements and how you feel about them. You can also express your gratitude to those who supported you along the way. This will strengthen your relationships and inspire others to celebrate themselves too.
-You can use your creativity to make something that reflects your journey, such as a poem, a song, a painting, or a collage. You can also share your creation with others or keep it for yourself as a reminder of your journey.
-You can challenge yourself to learn a new skill, a new language, a new hobby, or a new topic that interests you. This will help you grow as a person and discover new possibilities for yourself.



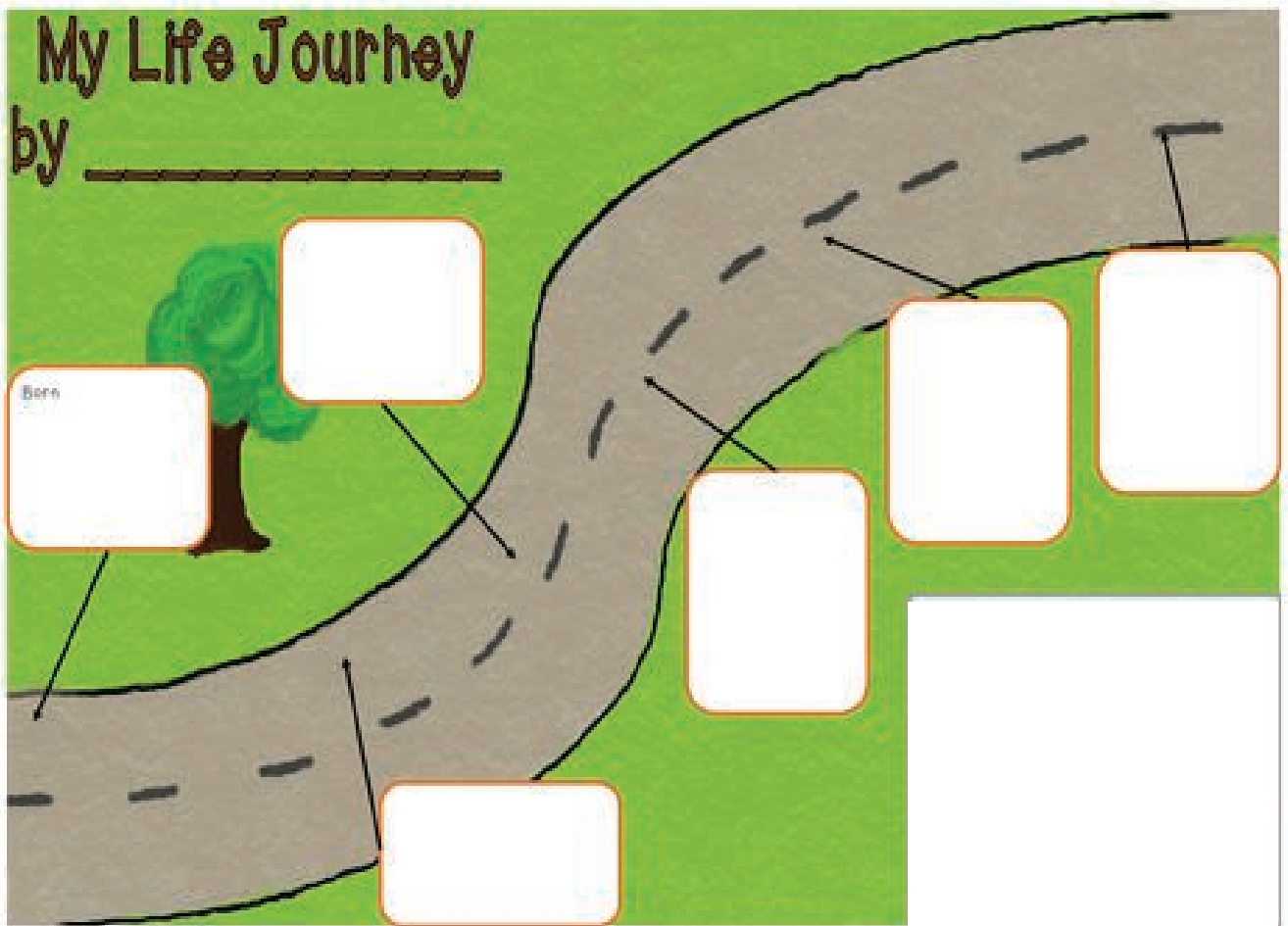
Ex. 8 Make Your Own Life Journey Drawing

I can draw a picture about my life journey so far.

-Think of 6 big things that have happened in your life so far. Start with being born.

-You could include things like starting nursery, starting school, moving house, getting a pet, a special event.....

-It's up to you.



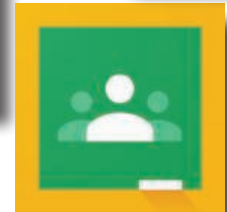
Mini project

My Commitment Plan

-In groups of five, make your own commitment plan.

-Here is an example to guide you:

Who can Support and encourage me?	What are three steps I can take toward achieving this goal?	What do I want in the next five years? What major life area does this concern?
My parents My siblings My friends	1. Think positive statements about myself. 2. Do things that I enjoy. 3. Surround myself with supportive people.	To feel good about myself, my life and the people I am around
What do I want in the next five years? What major life area does this concern?	What are three steps I can take toward achieving this goal?	Who can Support and encourage me?



Unit 7

The Future of Education

Grammar

- The future with (am/ is/ are) going to + infinitive
.....for future plans
- The first conditional "If"



Phonics

- The triphthongs (eɪə , aɪə, ɔɪə, əʊə, aʊə)

Language Functions

Asking for clarification:

- What do you mean



Critical Thinking

- Do you think that we won't need to build any schools in the future? If so, what about the emotional side in our life?



Study Skills

- Searching



Lesson (1)

School of Tomorrow

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

- talk about the future of school .
- read a text about tomorrow's school for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in a context correctly.
- listen to dialogue about the future required skills for specific information.
- identify the different parts of speech using an e-dictionary.
- use the correct form of the future with (am/is/ are) + going to appropriately.
- write a paragraph about tomorrow's school using the internet.





Ex. 1 Discuss

I can talk about the future of school.

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



- 1 Do you think that the role of teachers and students will change in the future? How?
- 2 How might technology change the way we learn in the future?
- 3 What skills should schools teach to prepare students for the future jobs?
- 4 How might schools in the future help us connect with students from other countries?
- 5 How can schools encourage students to be more creative and innovative?



Ex. 2 Read and Answer

I can read a text about tomorrow's school for specific information.

Have you ever wondered what schools will be like in the future? Well, there are a lot of different ideas about what "Tomorrow's Schools" will look like. One idea is that technology will play a big role in how we learn. Some people worry that technology can be **distracting**, but kids don't seem to have a problem with it. In fact, sitting still and listening to a boring lesson can be a bigger problem for them.

Another idea for "Tomorrow's Schools" is to give parents more say in how schools are run. This means that parents can be part of a **school board** and help make decisions about things **like hiring** teachers and managing the school's money. But there are some challenges to this idea, like making sure that everyone has a chance to be on the board and that the board **is fair** to everyone.

There are also other ideas for "Tomorrow's Schools" that focus on things like

making sure all students have the support they need to learn and grow. This includes things like providing extra help for students with **disabilities** and making sure that schools are inclusive and welcoming for everyone. It's important to make sure that every student has a chance to succeed.

So, there are a lot of different ideas for what "Tomorrow's Schools" could be like. It's exciting to think about how education might change in the future and how it can help all students reach their full **potential**.

1 The main idea of this text is ...

A) there are many different ideas for what 'Tomorrow's Schools' could be like.

B) technology will play a big role in how students learn in the future.

C) parents should have complete control over how schools are run.

D) students do not need any support to succeed in school.

2 What is one idea for 'Tomorrow's Schools'?

A) Technology playing a big role in how students learn

B) Parents having no say in how schools are run

C) Students not needing any support to learn and grow

D) Schools being exclusive and unwelcoming

3 What is one challenge regarding giving parents more say in how schools are run?

A) Making sure everyone has a chance to be on the school board

B) Ensuring that technology is not distracting in the classroom

C) Providing extra help for students with disabilities

D) Making sure schools are inclusive and welcoming

4 What is one concern about technology in 'Tomorrow's Schools'?

A) Technology being distracting for students

B) Parents not having a say in how schools are run

C) Students not needing any support to learn and grow

D) Schools being exclusive and unwelcoming

5 What is one potential benefit of giving parents more say in how schools are run?

- A) Ensuring that schools are fair and inclusive
- B) Making sure technology is not distracting in the classroom
- C) Providing extra help for students with disabilities
- D) Allowing students to learn at their own pace

6 What is one potential challenge of implementing technology in 'Tomorrow's Schools'?

- A) Students finding technology distracting
- B) Parents not having a say in how schools are run
- C) Students not needing any support to learn and grow
- D) Schools being exclusive and unwelcoming



Ex. 3 Read and Match

I can recognize new vocabulary using definitions

Word	Definition
1 - Distracting	() The possibility or likelihood of something happening or being developed in the future
2 - School board	() Conditions that make it harder for someone to do certain things or have equal access in society
3 - Hiring	(<u>1</u>) Causing someone to lose focus for attention
4 - Fair	() The quality of treating everyone equally and giving them what they deserve
5 - Disabilities	() is when a company starts to employ someone. It's like when they choose someone to work for them.
6 - Potential	() is a group of people who are in charge of making decisions about education in a school district.



Ex. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in a context correctly.

Fairness - distracting – disabilities - school board - Hiring – potential

- 1 The noise from the construction outside was distracting, making it hard for me to concentrate on my homework.
- 2 With hard work and dedication, she has the to become a great musician.
- 3 The members have a big impact on your education, so it's important to vote and choose the right people for the job.
- 4 is an important part of running a company. It helps them find the right people to work for them and make their company successful.
- 5 is important because it gives everyone an equal chance to succeed.
- 6 People with may need extra help or accommodations.



Ex. 5 Listen, Act and Complete

I can listen to dialogue about the future required skills for specific information.

Ahmed: Hey Kareem, what's up? Where are you off to?

Kareem: Hi Ahmed! I'm heading to my computer class. It's so cool!

Ahmed: Awesome! Learning about computers is so important. It's like getting ready for a big adventure in the future world!

Kareem: absolutely true! But you know what? It's not just about computers. There's more to it.

Ahmed: Really? Like what?

Kareem: Well, we need to be super communicators, problem solvers, team players, and always asking 'why?' and 'how?' – you know, staying curious, resilient, innovative, and adaptable.

Ahmed: Oh, I get it! So, it's not just about knowing stuff, but also thinking in new ways and being open to cool ideas, right?

Kareem: Exactly! I'm also learning how to use the internet in awesome ways. It's like exploring a digital universe!

Ahmed: That's a great start. And hey, technology keeps changing, so we'll keep learning new things, forever!"

Kareem: Yeah, and that's what makes life an adventure. We're like trailblazers for exploring new technology.



- ❶ Learning about computers is like getting ready for a big adventure in the future world!
- ❷ It's not just about There's more to it.
- ❸ We need to, problem solvers, team players, and always asking 'why?' and 'how?'
- ❹ It's not just about knowing, but also thinking in new ways .
- ❺ I'm also learning how to use the internet in ways.
- ❻ Technology keeps changing. We'll keep new things.
- ❼ We're like trailblazers for.....new technology.
- ❽ The skills mentioned in the text are:

- | | |
|--------------------------------|---------|
| 1. <u>Communication skills</u> | 2. |
| 3. | 4. |
| 5. | 6. |



Ex. 6 Complete the Table

I can identify the different parts of speech using an e-dictionary.

Noun	Adjective	Adverb
1 - curiosity	Curious	Curiously
2 - official	.....	.....
3 - critic	.....	critically
4 - digit	.....	.....
5 - excitement	.....	excitedly
6 - education	educational	.....
7 - interest	.....	interestingly



Ex. 7 Read and Complete

I can use the correct form of the future with (am/is/are) + going to appropriately.

TOP TIP

(am, is, are + going to + infinitive) for plans

We can use going to talk about our future plans.

Future: be (am/is/are + going to + infinitive. (I am going to work.)

I'm going to write my homework tonight.

They're going to watch a film this weekend.

For negatives, use not after am, is or are.

I'm not going to read that book.

He's not going to ride a bike.

They're not going to visit us.

For questions, change the order of am, is or are and the person.

Are you going to buy a new T-shirt? Yes, I am.

Is she going to have pizza for dinner? No, she isn't.

What are we going to do tonight?



- Read the following sentences and complete them using (am/is/are) + going to.....

- 1 I want to study computer studies. I am going to study it next year.
- 2 Mazen needs to take a holiday. He..... take one this summer.
- 3 We must have a break. We have a short one later.
- 4 They need volunteers to help with the marathon. We help with the marathon next weekend.
- 5 Mai wants to do more exercise. She do some swimming next month.
- 6 I'd love to visit Havana! I..... visit that city next year.
- 7 I've always wanted to go down the Nile. Igo down the Nile for my next holiday.
- 8 I've never tried Chinese food. I try it when I go to China.
- 9 Ahmed's daughter wants to change her school. She..... change her school in September.
- 10 I'm fed up staying at home. I want to walk somewhere. I walk by the river this weekend.



Ex. 8 Read and Rewrite

Read and rewrite the following sentences using the future form of (am/is/are going to + infinitive)

- 1 They get a new computer. They have already an old one.
They aren't going to get a new computer. They have an old one.
- 2 The plane is moving. It takes off very soon.
.....
- 3 I turn it up, so you can hear it.
.....
- 4 Look at the clouds! It rains soon.
.....

5 We fly to Venice in June. I'd like to visit Paris.

.....

6 My computer is old, so my dad buys me a new one for my birthday.

.....

7 After I graduate, I attend medical school and become a doctor.

.....

8 They drive to school tomorrow.

.....

9 Mona's sister has a baby.

.....

10 I help you with the bags.

.....



Ex. 9 Search and Write

I can write a paragraph about "tomorrow's School" using the internet.

- Search the internet about tomorrow's school and write about what you have found.

- You can write about:

1 What will the school look like?

2 How can you deal with your teachers and your colleagues?

3 How can you choose the field of studying you like?

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Lesson (2)

Cool Tools for Learning

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

- talk about virtual learning.
- read a text about virtual learning tools for details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in a context correctly.
- figure out the purpose of different apps of virtual learning.
- search and write the purpose of different educational apps.
- use an educational app for learning the language.
- write a paragraph about an educational app using the internet.





Ex. 1 Discuss

I can talk about virtual learning.

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



- 1 How has learning online changed the way you think about school?
- 2 What do you like most and least about virtual classrooms?
- 3 If you could design a virtual learning game or app for your classmates, what would it be like and how would it help you learn better?
- 4 How can we use virtual learning to make new friends and learn about different cultures around the world?
- 5 Imagine a school in the future: How do you think virtual learning will change, and what new things do you think students will be able to do?



Ex. 2 Read and Answer

I can read a text about virtual learning tools for details.

Are you ready to discover some cool tools for learning? These tools can make your learning experience more fun and exciting!

First, let's talk about some online teaching tools. These tools can help teachers make their lessons more **interactive** and **engaging**. For example, there's ISpring Free, which can turn a boring PowerPoint presentation into an online course with **quizzes**. Kahoot is another tool that allows teachers to create fun activities and learning games for students. With Edpuzzle, teachers can create interactive lessons with audio notes and quizzes. These tools can make learning more enjoyable for both teachers and students!

Next, let's explore some virtual learning tools. These tools are perfect for online or hybrid classes. One tool is Ozobot, which allows students to learn core subjects in a hands-on and **collaborative** way. Buncree is another tool that helps teachers engage their students with interactive activities. Bakpax is an AI tool



that can **instantly** grade student work, saving teachers time. And with Pear Deck, teachers can make their lessons interactive so that every student can participate. These tools can make **virtual learning** more effective and exciting!

Although using technology can sometimes be **challenging**, it's important to be a **risk-taker** and try new things. Just like Susan, a Spanish teacher, who wanted to give her students more **opportunities** to practise their language skills. She used Flipgrid, an app that allowed her students to record their responses to **prompts** in Spanish. This made the **assessment** process easier and more comfortable for her students. Even though she had some technical difficulties, she didn't **give up** and kept trying. It's important to never stop learning!

So, whether you're a teacher or a student, these cool tools can help make learning more enjoyable and effective. Give them a try and see how they can **enhance** your learning **experience**! Remember, never stop learning and exploring new tools!

1 The main idea of this text is

- A) learning can be challenging but it's important to never stop trying.
- B) virtual learning tools are more effective than online teaching tools.
- C) technology can make learning less enjoyable and effective.
- D) teachers should use a variety of tools to engage their students.

2 What is one benefit of using virtual learning tools?

- A) Virtual learning tools can help students practice their language skills.
- B) Virtual learning tools can instantly grade student work.
- C) Virtual learning tools can make virtual learning more effective.
- D) Virtual learning tools can turn a boring PowerPoint presentation into an online course with quizzes.

3 What is one benefit of using Bakpax?

- A) Bakpax can help students practice their language skills.
- B) Bakpax can instantly grade student work.
- C) Bakpax can make virtual learning more effective.
- D) Bakpax can turn a boring PowerPoint presentation into an online course with quizzes.

4 What is one benefit of using Edpuzzle?

- A) Edpuzzle can turn a boring PowerPoint presentation into an online course with quizzes.
- B) Edpuzzle can instantly grade student work.
- C) Edpuzzle can help students practice their language skills.
- D) Edpuzzle can create interactive lessons with audio notes and quizzes.

5 What is one benefit of using Ozobot?

- A) Ozobot can help students practice their language skills.
- B) Ozobot can instantly grade student work.
- C) Ozobot can make virtual learning more effective.
- D) Ozobot can turn a boring PowerPoint presentation into an online course with quizzes.

6 What is one benefit of using Quizlet?

- A) Quizlet can help students practice their language skills.
- B) Quizlet can instantly grade student work.
- C) Quizlet can make virtual learning more effective.
- D) Quizlet can turn a boring PowerPoint presentation into an online course with quizzes.



Ex. 3 Read and Match

I can recognize new vocabulary using definitions

word	Definition
1. Interactive	(...) The knowledge or skill gained from seeing, doing, or feeling things
2. Engaging	(...) Things that make something happen or make someone decide to do something
3. Quizzes	(...) To investigate something to learn more about it

4. Collaborative	(<u>1</u>) Involving or requiring the participation or involvement of a person
5. Explore	(...) Happening right away, without any delay or waiting
6. Virtual learning	(...) Interesting and holding the attention or interest of someone
7. Instantly	(...) A test of knowledge, especially a brief written or oral examination
8. Challenging	(...) The act of evaluating or judging the quality, importance, or value of something
9. A risk-taker	(...) To improve or increase the quality, value, or extent of something
10. Opportunities	(...) Involving two or more people working together to achieve a common goal
11. Prompts	(...) To stop doing or to stop having something
12. Assessment	(...) Chances or possibilities for doing something
13. Give-up	(...) Difficult and tests your abilities
14. Enhance	(...) A person who is willing to try new things and take chances
15. Experience	(...) A way of learning that uses computers and the internet to teach students.



Ex. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in a context correctly.

explore – instantly – prompts – risk-taker – opportunities – give up – experience-
enhance – assessment – challenging – engaging – Virtual learning – quizzes –
interactive – collaborative

- 1 We will explore the forest to learn about different types of trees.
- 2 Virtual learning is also called digital learning or e-learning.
- 3 She is a and always tries new activities.
- 4 When the bell rang, the students stood up and lined up.
- 5 The teacher gave us to help us think of ideas for our writing.
- 6 The teacher used anto measure how well the students understood the lesson.
- 7 There are many for learning in school.
- 8 We have weekly in math class.
- 9 Hesmoking as he suffers from health problems.
- 10 Going on a field trip is a great
- 11 Adding fresh herbs can the flavor of a dish.
- 12 The math problem was, but I didn't give up.
- 13 The project is a performance .
- 14 The movie kept the audience entertained.
- 15 When you play a video game and the characters respond to what you do, that's



Ex. 5 Complete the Table

I can figure out the purpose of different apps of virtual learning.

- Read the text in Ex. 2 again and complete the following table with the purpose of each app.



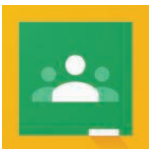



The app	The purpose
1 - iSpring Free	It can turn a boring PowerPoint presentation into an online course with quizzes
2 - Kahoot
3 - Edpuzzle
4 - Ozobot
5 - Buncee
6 - Bakpax
7 - Pear Deck
8 - Flipgrid

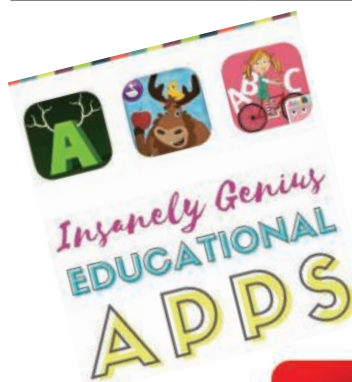


Ex. 6 Internet Search

I can search and write the purpose of different educational apps.

- Search the internet and write the purpose of the following apps.

1. Cake		Cake is an app that teaches English and encourage you to learn new words and expressions.
2. Dollingo		.....
3. Google Classroom		.....
4. Remind		.....
5. BrainPOP		.....
6. SoloLearn		.....



12 Best Apps for Students Learning





Ex. 7 Your Turn

I can use an educational app for learning the language.



10 BEST APPS for Students



Choose the apps and complete the table.

<p>I have learnt some words.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>I have learnt some idioms.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>I can use the words in a context.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>I can use the idioms in a context.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Ex. 8 Search and Write

I can write a paragraph about an educational app using the internet.

- Search the internet for a useful educational app and write about it.

- You can write about:

- 1 How can you use it?
- 2 What is the purpose of the app?
- 3 What have you learnt from this app?

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Lesson (3)

Artificial Intelligence and Education

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

- talk about the uses of Artificial Intelligence in the field of Education.
- read a text about Artificial Intelligence for the main idea
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- differentiate between virtual reality and augmented reality using an infographic.
- listen to a dialogue about Artificial Intelligence and special needs for specific information.
- find a story using AI tools.
- search about the benefits of some AI tools.
- write a paragraph about one of the Artificial Intelligence tools in the field of education using the internet.





Ex. 1 Discuss

I can talk about artificial intelligence .

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



- 1 What are some potential future uses of AI in education?
- 2 How does AI save teachers time in education?
- 3 In what ways do you think AI could make learning more fun for you?
- 4 Can you think of any other ways AI could help improve education?
- 5 Do you have any concerns or reservations about the use of AI in education?
- 6 How do you think AI could be used to enhance creativity and critical thinking skills in your school?



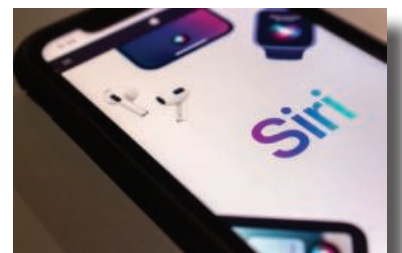
Ex. 2 Read, Match, then Answer

I can read a text about Artificial Intelligence for the main idea.

- Read the text and match the following ideas to the paragraphs.

- a) Artificial Intelligence helps teachers with administrative tasks and saves time
- b) Artificial Intelligence is used in education to make learning more exciting and personalized
- a) Artificial Intelligence has the potential to make a big impact in the future.
- b) Artificial Intelligence can provide insights and immersive experiences for better learning

...(b)... **Artificial Intelligence**, or AI, is a technology that is being used in many different **industries**, including education. In fact, 92% of schools are already using AI regularly. AI can be used by teachers, students, and other



school staff to make learning more exciting and **personalized** for everyone. AI is not just something from science fiction movies, it's actually all around us. For example, voice recognition technology like Siri and Alexa use AI to understand and respond to our commands.

..... In education, AI is already making a big difference. One way AI is being used is to help teachers with their **administrative** tasks, like grading exams. This saves teachers time and allows them to focus more on preparing lessons and teaching. AI can also personalize the learning experience for students. Not every student learns at the same pace, so AI can help create personalized lessons and activities for each student. This makes learning more fun and helps students learn better.



..... AI also has the potential to do even more in the future. It can help teachers track students' progress more accurately and offer insights that might be difficult to obtain otherwise. AI can also provide immersive educational experiences using **virtual reality** and **augmented** reality technologies. This can make learning more engaging and exciting for students. AI can even help identify students who might be at risk of **struggling** academically or **dropping** out, so that **interventions** can be put in place early on. Overall, AI has the potential to make education more inclusive and **accessible** for all students.



..... AI is already being used in education and has the **potential** to make a big impact in the future. It can help teachers with administrative tasks and personalize the learning experience for students. AI can also provide insights and **immersive** experiences that make learning more engaging. It's an exciting technology that is changing the way we learn and teach.

TOP TIP

Artificial Intelligence (AI)

is the intelligence of machines or software, not humans or animals. It's like when a computer can think and make decisions on its own. AI is used in many things we use every day, like Google Search, YouTube recommendations, and self-driving cars. It can also understand human speech, like Siri and Alexa.

1 What is the main idea of this passage?

- A) AI is a technology that is being used in many different industries.
- B) AI is already making a big difference in education.
- C) AI has the potential to do even more in the future.
- D) AI can help teachers track students' progress more accurately.

2 What is one potential future use of AI in education mentioned in the text?

- A) AI can help teachers with administrative tasks.
- B) AI can provide immersive educational experiences using virtual reality and augmented reality technologies.
- C) AI can replace traditional teaching methods.
- D) AI can make learning more challenging for students.

3 What is one way AI is being used to help teachers in education?

- A) AI is being used to grade exams.
- B) AI is being used to replace teachers in the classroom.
- C) AI is being used to make learning more difficult for students.
- D) AI is being used to track students' progress accurately.

4 What is one way AI can make learning more exciting for students?

- A) AI can provide immersive educational experiences using virtual reality and augmented reality technologies.
- B) AI can grade exams more quickly and accurately.
- C) AI can track students' progress more closely.
- D) AI can create standardized lesson plans for all students.

5 How is AI being used in education?

- A) AI is being used to help teachers with administrative tasks and personalize the learning experience for students.
- B) AI is being used to replace teachers in the classroom.
- C) AI is being used to make learning more difficult for students.
- D) AI is being used to track students' progress accurately.

6 How can AI help identify students who might be at risk of struggling academically or dropping out?

- A) By tracking their attendance records
- B) By analyzing their grades and test scores
- C) By monitoring their social media activity
- D) By conducting interviews with their parents



Ex. 3 Read and Match

I can recognize new vocabulary using definitions.

Word	Definition
1. Artificial Intelligence	a) Relating to the management and organization of tasks and duties in an office or business (2)
2. Administrative	b) Categories of businesses that produce goods or provide services
3. Immersive	c) Tailored or customized to meet individual needs or preferences
4. Industries	d) A branch of computer science that deals with the creation and development of intelligent machines that can perform tasks without human intervention (1)
5. Personalized	e) Providing a deeply engaging and absorbing experience that fully surrounds and involves the senses
6. Struggling	f) A simulated experience that can be similar to or completely different from the real world, typically using headsets and other devices to create an immersive environment
7. Accessible	g) A technology that overlays digital information or virtual objects onto the real world, enhancing the user's perception and interaction with their environment
8. Interventions	h) Having difficulty and having to try really hard to do something
9. Dropping out	i) Leaving school before finishing your education
10. Virtual reality	j) Ways to help someone or make something better
11. Augmented reality	k) Something that is easy to reach or use



Ex. 4 Read and Match

I can use newly learnt vocabulary in context correctly.

struggling - accessible - artificial intelligence - dropping out- industry - virtual reality- personalized - augmented reality - administrative - interventions - immersive

- 1 **Artificial Intelligence** is used in self-driving cars to help them navigate and make decisions.
- 2 The automotive **industry** includes companies that manufacture cars, trucks, and motorcycles.
- 3 The online shopping website recommends products based on your previous purchases.
- 4 The students explored ancient civilizations through simulations.
- 5 The museum uses to bring historical artifacts to life and provide interactive experiences for visitors.
- 6 The assistant helped with scheduling appointments and managing paperwork.
- 7 The virtual reality game provided an experience, making the player feel like they were inside the game.
- 8 Teachers use to help students learn better.
- 9 The remote desert area was only by helicopter.
- 10 It's important to remember that can have long-term consequences.
- 11 She is with her math homework.



Ex. 5 Complete the Following Infographic

I can differentiate between virtual reality and augmented reality using an infographic.

Virtual reality

Augmented reality





Ex. 6 Listen, Act and Answer

I can listen to a dialogue about Artificial Intelligence and special needs for specific information.

Ahmed: Have you heard about the importance of Artificial Intelligence for special needs?

Nadia: Yes, it can be a very valuable addition to work with students with disabilities.

Nadia: One way AI can help is by reducing the amount of paperwork that teachers have to do.

Ahmed: Really? then they will have enough time to concentrate on teaching and assisting their students.

Nadia: AI is a new tool, but we have to be careful because some information is private and shouldn't be shared.

Ahmed: I understand.

Nadia: Another way AI can help is by helping teachers write Individualized Education Programs (IEPs). These are special plans for students with disabilities.

Ahmed: Okay. Can the teacher just follow the plan given by AI?

Nadia: Sure. AI can give teachers ideas for what to put in the plans. AI can even help students interact with websites by reading the content out loud. This can be helpful for students who find the websites too hard to look at.

Ahmed: I think it will be useful for blind students.

Nadia: That's right.

1 Artificial Intelligence is useful for teaching students with disabilities? Give two examples.

- AI can help teachers write Individualized Education Programs (IEPs). These are special plans for students with disabilities.
- AI can give teachers ideas for what to put in the plans.

2 How can AI be misused?

3 What are individualized Education Programs?

4 How can AI help students with a problem with watching videos or reading text on the computer?

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5 What do you think about the future of AI in different fields unlike the disabilities?

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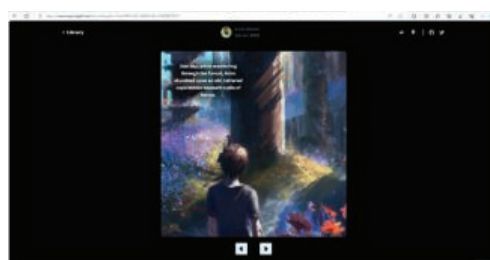
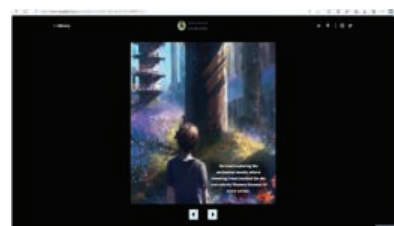
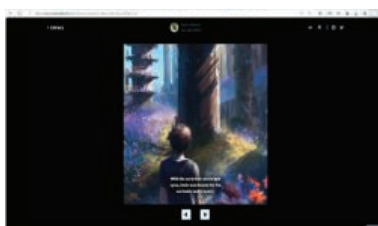
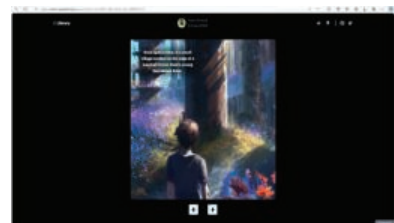
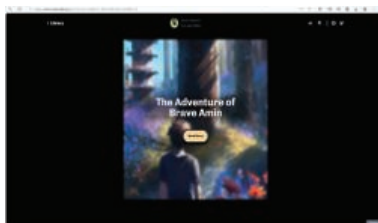
Ex. 7 Your Turn

I can find a story using AI tools.

Visit this link to read the story you like, then Show your own Story

<https://www.mystoryelf.com/>

The following story is a model for you.





Ex. 8 Search and Write

I can search about the benefits of AI Tools.

- Search about the importance of some AI Tools and complete the table.

Google Bard	It can have conversations with people.
ChatGPT	It can generate
Dropbox	.....
Symantec Endpoint Protection	.....
Outmatch	.....
Chatbots	.....
Conker AI	.....



Ex. 9 Write a Paragraph

I can write a paragraph about one of the artificial Intelligence tools in the field of education using the internet.

Write a bout one of the Artificial Intelligence tools in the field of education

Use these ideas:

- 1 The name of the tool
- 2 How do you use it?
- 3 What can you do using this tool?

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Handwriting practice lines consisting of 25 horizontal dotted lines.

Lesson (4)

My Big Educational Dreams

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

- talk about their educational dreams.
- read a text about how they can achieve their dreams for details.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- use phrasal verbs and collocations in context appropriately.
- use the first conditional "If" to connect sentences correctly.
- write their own sentences using the first conditional "If".
- write a blog about their future dream and how to achieve it.

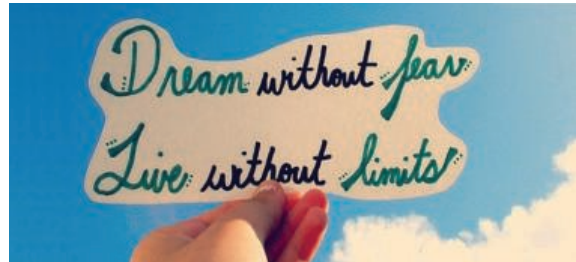




Ex. 1 Discuss

I can talk about our educational dreams.

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



- 1 Have you ever talked to someone about your dreams and how you will achieve them?
- 2 What are some of your big dreams for the future? How do they align with your values and interests?
- 3 What steps can you take to start working towards attaining your big dreams? How can you stay motivated and focused on achieving them?
- 4 Why do you think it's important to have big dreams? How can they help you in your personal and professional life?



Ex. 2 Read and Answer

I can read a text about how I can achieve my dreams for details.

Do you ever think about your big dreams for the future? It's exciting to imagine all the amazing things you could do and be! Dreams are important because they help us see what we want and **motivate** us to work hard to make them come true. But sometimes, it can be hard to figure out what our dreams are or how to **achieve** them. That's why it's helpful to ask ourselves some questions and **explore** our interests and values.

One way to start dreaming big is by asking ourselves what drives us and keeps us going. What are the things that we care about the most? What are our **core values**? For example, if you care deeply about helping others, you will achieve your dream to become a teacher or a doctor, so you can make a positive impact on people's lives. Knowing what we care about can help us choose a dream that aligns with our values and makes us happy.

Another important question to ask ourselves is what we love doing. What are the things that make us feel excited and **passionate**? It could be anything from playing a musical instrument to cooking delicious meals. Our passions can give us **clues** about what kind of career or hobbies we might enjoy. If we love art, maybe we could become an artist or a graphic designer. Exploring our interests can help us discover our dreams.

It's also helpful to talk to others and learn from their experiences. We can ask people about their dreams and how they achieved them. We can also invite people who work in different fields to visit our school or classroom and share their stories. Hearing about other people's dreams and journeys can inspire us and give us ideas for our own dreams.

Remember, dreaming big is important because it helps us set goals and work towards them. It's okay if our dreams change over time or if we're not sure what our dreams are yet. The most important thing is to keep exploring, asking questions, and believing in ourselves. With hard work, **perseverance**, **resilience** and **determination**, we can make our big educational dreams come true!

1 What is the main idea of this passage?

- A) Dreams are not important for success.
- B) Exploring our interests and values can help us discover our dreams.
- C) It is impossible to achieve our dreams.
- D) We should never change our dreams.

2 What is one way to start dreaming big?

- A) By talking to others and learning from their experiences
- B) By copying someone else's dreams
- C) By giving up on your passions
- D) By ignoring your core values

3 Why is it important to talk to others and learn from their experiences?

- A) Talking to others and learning from their experiences can help us gain inspiration and ideas for our own dreams.
- B) Talking to others and learning from their experiences is a waste of time.
- C) Talking to others and learning from their experiences will make us unhappy.
- D) Talking to others and learning from their experiences can help us become rich and famous.

4 Why is it important to explore our interests and values when dreaming big?

- A) Exploring our interests and values can help us discover our true passions and dreams.
- B) Exploring our interests and values is a waste of time.
- C) Exploring our interests and values will make us unhappy.
- D) Exploring our interests and values can help us become rich and famous.

5 Why is it important to set goals when dreaming big?

- A) Setting goals helps us work towards our dreams and stay motivated.
- B) Setting goals is a waste of time.
- C) Setting goals will make us unhappy.
- D) Setting goals can help us become rich and famous.

6 Why is it important to believe in ourselves when dreaming big?

- A) Believing in ourselves gives us the confidence and motivation to pursue our dreams.
- B) Believing in ourselves is a waste of time.
- C) Believing in ourselves will make us unhappy.
- D) Believing in ourselves can help us become rich and famous.



Ex. 3 Read and Match

I can recognize new vocabulary using definitions.

word	Definition
1. Motivate	(.....) To search or investigate thoroughly
2. Achieve	(.....) Having or showing strong emotions or beliefs about something
3. Explore	(<u>1</u>) To provide someone with a reason or incentive to do something
4. Core values	(<u>2</u>) To successfully reach or accomplish a goal or desired outcome



5. Passionate	(.....) Pieces of information that help solve a problem or mystery
6. Clues	(.....) Fundamental beliefs or principles that guide a person's behavior and decision-making
7. Perseverance	(.....) The quality of being firm in purpose or resolute in achieving a goal
8. Resilience	(.....) The ability to recover quickly from difficulties or bounce back from adversity
9. Determination	(.....) Steadfastness in doing something despite difficulty or delay in achieving success



Ex. 4 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

**motivate - achieve - core values - passionate - clues - perseverance - resilience
determination – inspired**

- 1 The coach's pep talk motivated the team to play their best.
- 2 She was inspired about animal rights and volunteered at the local shelter.
- 3 Honesty, respect, and responsibility were some of the school
- 4 The detective found several that led her to the suspect.
- 5 Despite facing many obstacles, her to succeed never wavered.
- 6 After years of hard work, she was able to her dream of becoming a published author
- 7 Her artwork others to pursue their own creative passions.
- 8 Despite facing many challenges, her helped her overcome obstacles and achieve success.
- 9 Her in studying every night paid off when she aced the exam.



Ex. 5 Read and Complete

I can use phrasal verbs and collocations in context appropriately.

**figure out - keeps us going- care about - impact on - aligns with- talk to-
learn from - hear about- set goals- come true**

- 1 I need to figure out how to solve this problem.
- 2 There are many things that can care about in life.
- 3 I my friends and want to make sure they are happy and safe.
- 4 The young people leaving the village had a big the community.
- 5 The post was deleted because it didn't the values of this website.
- 6 Do you like to your friends and family?
- 7 We can also our teachers and books.
- 8 I shall be delighted to you at once.
- 9 When you, it's important to make sure they are realistic and achievable.
- 10 Dreams can if we work hard.



Ex. 6 Read and Rewrite

I can use the first conditional "if" to connect sentences correctly.

Read the sentences and rewrite using the first conditional "if":

TOP TIP

The first conditional of If

Structure of the first conditional.

1) If + subject + verb in present simple* (comma) / subject + will, can, may + infinitive.

- If + present simple, ... will + infinitive
- It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.
- If it rains, I won't go to the park.
- If I have enough money, I'll buy some new shoes.
- She'll miss the bus if she doesn't leave soon.
- If I see her, I'll tell her.



1 I earn some money. I go abroad.

If I earn some money, I will go abroad.

2 Ahmed has enough time. He go to the club.

If Ahmed has enough time, he will get go to the club.

3 You speak English well, you get this job.

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4 You don't pay attention. A car hits you.

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5 I finish that letter. I have time.

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6 You drop that glass. It breaks.

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7 He comes early. He meets her.

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8 I visit my aunt. I go to London.

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9 I have enough money. I buy that coat.

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10 It is hot tomorrow. We go to the beach.

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Ex. 7 Write your own Sentences

I can write my own sentences using the first conditional "If".

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Ex. 8 Write a Blog

I can write a blog about my future dream and how to achieve it.

- Write a blog about “What do you want to be in the future” and Share it with your friends.

The term "blog" is a shortened form of "weblog". A blog is often written in an informal or conversational style.

Write your blog here.

Lesson (5)

Our Vision for a Better Education System

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

- talk about the vision for a better education system.
- read a dialogue about the future of the education system for specific information.
- figure out new phrasal verbs and collocations using definitions.
- identify words with triphthongs.
- read a text about the future of education system for the main idea.
- recognize new vocabulary using definitions.
- identify the definition of some words.
- identify the irregular forms of the plural of nouns end in *um*.





Ex. 1 Discuss

I can talk about the vision for a better education system

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



- 1 How will classrooms need to be designed in the future?
- 2 What will teachers need to be in the future?
- 3 What are some potential benefits of creating innovative learning spaces and environments?
- 4 What changes do you think might happen in education in the future?
- 5 Why do you think it's important for everyone to have access to a good education?



Ex. 2 Read and Choose the Correct Answer

I can read a dialogue about the future of the education system for specific information.

Nadia: I think in 20 years from now, education will look very different from what it is today.

Mona: That is an interesting topic, my friend. Why have you thought of it?

Nadia: Because it is really an interesting idea, and the future will be shaped by education. I also saw a flyer about it.

Mona: I see. There are many ideas and predictions about what the future holds for schools and learning.

Nadia: Yes, Let's explore some of them! I think that students will have more control over how they learn and what they learn.

Mona: That is interesting. Then they might be able to choose subjects that interest them and learn at their own pace.

Nadia: I think technology will play a big role in this, with students using computers and other devices to access information and complete assignments.

Mona: Not only that but another important change in education will give students more ownership of their learning. Instead of just listening to lectures, students will be encouraged to take an active role in their education.

Nadia: That is already happening. Students now work on projects and choose topics that they are passionate about.

Mona: Do you think this will help them develop higher-level thinking skills and become more engaged in their learning?

Nadia: Yes, I think so. And, in the future, our schools will also need to rethink their classrooms and learning environments. The traditional classroom setup might not be the best way for students to learn.

Mona: Schools should create more innovative and creative spaces where students can collaborate and work on projects.

Nadia: This could include spaces outside of the classroom, like coffee shops or other community spaces.

Mona: That is exciting, and the future of education can look bright, exciting and inspire students.

Nadia: What a fun environment education can be, with advancements in technology and a focus on personalized learning, students will have more power and opportunities to explore their interests and learn in a way that works best for them.

Mona: Yes, It's an exciting time to be a student!

1 Education will look..... in the future

a) much the same as today.

b) very different from today.

c) like robots are teaching.

2 Students will have..... over how they learn and what they learn.

a) less control

b) more control

c) about the same amount of control

3 Changes have already occurred in education, like

- a) having no teachers in the classroom
- b) students working on projects that they are passionate about
- c) students taking turns teaching other students

4 Even spaces outside of the classroom can become a place of learning.....

- a) the gym or playing field
- b) coffee shops or other community spaces.
- c) the students' homes.

5 Students will have more to explore their interests.

- a) more opportunities
- b) more challenges
- c) more obstacles

6 The future of the educational system will improve.....

- a) The lower level of thinking skills
- b) The higher level of thinking skills
- c) no skills



Ex. 3 Read and Complete the Table

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

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

1. <u>shaped by</u>	The way something is made or created
2. information	The ability to find and use information effectively
3. at their own pace	Students can learn in their own way and at their own speed.
4. over	The power to direct or manage something
5. ....up	The way something is arranged or planned



6. assignments.	Doing a specific job or task that we have been given
7. an active role	Being involved and participating in something
8. bright	Being optimistic and finding something good in a bad situation
9. on	When you give a lot of attention to one thing or person



Ex. 4 Read and Circle

I can identify words with triphthongs.

REMEMBER

Triphthongs

A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.

Triphthong: 5 closing diphthongs with 'ə' added on the end.

- eɪ + ə = eɪə, as in layer
- aɪ + ə = aɪə, as fire
- ɔɪ + ə = ɔɪə, as in loyal
- əʊ + ə = əʊə, as in lower
- aʊ + ə = aʊə, as in power

Technology and Education

The topic of technology and education can never come to a final conclusion, for since technology is always changing and educational methods always also change. While some aspects of the new technology are slower to be adopted by some schools, all schools today are participating. But we can say a few things about the topic. For example, higher education, which gives the student more power in society, is increasingly dependent on new technology, which does include much more than computers. One should never have lower expectations of how rapidly a student learns to use technology today. That would be like underestimating the buyer of a product when he or she knows when something is not worth purchasing.



Ex. 5 Read and Sort

hour, fire, loyal, player, our, lower, employer, buyer, higher, fewer, power
slower, mower, royal, flyer, shower

<i>eɪə</i>	<i>aɪə</i>	<i>ɔɪə</i>	<i>əʊə</i>	<i>aʊə</i>
layer	fire	loyal	lower	power
.....
.....
.....



Ex. 6 Read and Match, then Answer

I can read a text about the future of education system for the main ideas.

- Read the text and match the following ideas with the suitable paragraph.

- Students will want personalized and flexible learning.
- Schools will need to create innovative learning spaces.
- The future of education is full of possibilities.
- Teachers will need to be more creative and innovative.

(d) Have you ever wondered what education will be like in the future? Well, there are many things that could change in the next 20 years. One thing that might happen is that teachers will have to be more creative and innovative in how they teach. Students will also become even more **tech-savvy** and demanding as consumers of education.

(.....) In the future, schools will need to focus on **personalization** and **customization**. This means that students will want to learn in a way that is flexible and personalized to their interests and needs. They will want to have a say in what they learn and how they learn it. Schools will also need to improve their **curricula** to include skills like **coding, design, sustainability, and financial literacy**.

(.....) Another change that might happen is that schools will need to create innovative learning spaces and environments. This means that classrooms will need to be designed in a way that encourages creativity and innovation. Just like how people go to coffee shops to work on creative projects, schools will need to create spaces that inspire students to think creatively.

(.....) The future of education looks exciting and full of possibilities. Teachers will need to be more creative, students will have more say in their education, and schools will need to create innovative learning spaces. So, get ready for a future where education is personalized, creative, and full of opportunities!

1 What is the main idea of this passage?

- A) Education in the future will be exactly the same as it is now.
- B) Education in the future will be less creative and innovative.
- C) Education in the future will be more personalized, creative, and full of opportunities.
- D) Education in the future will be less focused on student needs and interests.

2 According to the text, what is one change that might happen in education in the future?

- A) Teachers will become less creative and innovative in how they teach.
- B) Students will become less tech-savvy and demanding as consumers of education.
- C) Schools will focus on personalization and customization.
- D) Curricula will no longer include skills like coding, design, sustainability, and financial literacy.

3 What do students want in their learning experience according to the text?

- A) To have no say in what they learn and how they learn it.
- B) To learn in a way that is inflexible and impersonalized.
- C) To learn only traditional subjects like math and science.
- D) To learn in a flexible and personalized way based on their interests and needs.

4 What is one skill that schools might need to include in their curricula in the future?

- A) Public speaking
- B) Cooking
- C) Gardening
- D) Financial literacy

5 What is one change that might happen in the future in terms of learning spaces?

- A) Classrooms will need to be designed in a way that encourages creativity and innovation.
- B) Classrooms will become smaller and more crowded.
- C) Classrooms will no longer exist.
- D) Classrooms will only have traditional desks and chairs.

6 What is one change that might happen in education in the future?

- A) Teachers will become less creative and innovative in how they teach.
- B) Students will become less tech-savvy and demanding as consumers of education.
- C) Schools will focus on personalization and customization.
- D) Curricula will no longer include skills like coding, design, sustainability, and financial literacy.

7 What do students want in their learning experience according to the text?

- A) To have no say in what they learn and how they learn it.
- B) To learn in a way that is inflexible and impersonalized.
- C) To learn only traditional subjects like math and science.
- D) To learn in a flexible and personalized way based on their interests and needs.



Ex. 7 Read and Match

I can recognize new vocabulary using definitions

1. Personalization	.....The subjects comprising a course of study in a school or college
2. Customization	.....Helping people understand how to make good choices when they buy things.
3. Curricula	.....The ability to be maintained at a certain rate or level without causing damage to the environment or depleting resources
4. Consumers of education	...(1)....The act of making something suitable for an individual person or group

5. Coding	.....Well-informed about or proficient in the use of modern technology, especially computers.
6. Financial literacy	...(2)....The act of modifying something to suit individual preferences or requirements
7. Sustainability	.....The ability to understand and manage money effectively.
8. Tech-savvy	.....The process of creating instructions for computers to follow.



Ex. 8 Read and Choose the Correct Word

I can identify the definition of some words.

Consumers of education - Financial literacy - Personalization - Coding - Sustainability - Tech-savvy - Customization - Curricula

- 1 They help people understand how to make good choices when they buy things. (Consumers of education)
- 2 It is important for everyone, regardless of their age or income level. (Financial literacy)
- 3 It allows students to learn in a way that suits their interests and needs. (.....)
- 4 It enables students to have a say in what they learn and how they learn it. (.....)
- 5 It is used to create websites, apps, and other technologies that we use every day. (.....)
- 6 Taking care of the environment, making sure everyone has what they need, and making smart choices about money. (.....)
- 7 It means being good with technology, especially computers. It's a skill that can help you do well at work and in your personal life. (.....)
- 8 All the things we learn in school. It's everything from the lessons we have to the activities we do. (.....)



Ex. 9 Write the Plural Form

I can identify the irregular forms of plural of nouns ending in *-um*.

- Using an e-dictionary, write the plural form of these nouns:

TOP TIP

Irregular formation of nouns ending in -um

Words ending in -um shed their -um and replace it with -a to form a plural.
For example: curriculum - curricula

Singular (-um)	Plural (-a)
1. Curriculum	Curricula (also curriculums)
2. Datum	
3. Memorandum	
4. Bacterium	
5. Stratum	

Mini-Project

Al-Azhar Pupils E- Magazine

-This is a whole-class project.

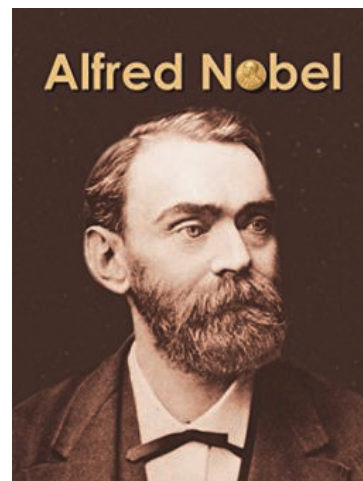
-With the help of your teacher, create a web platform or an app.

-You can set your content on a free web platform like Wix.com

-You can upload what you want like videos, audios, files.....etc to create your own E-magazine.

Remember to:

1. Identify the goals of your E- magazine
2. Identify the best platform
3. Create the content plan
4. Choose design elements



Unit 8

Be Noble to Win Nobel

Grammar

- The past simple tense
- Second conditional if
(If+ sub + past simple, sub +would/ would not+ inf).
- Indefinite pronouns

Phonics

- 'th' as /θ/ and /ð/

Language Functions

- Using 'What would you do if' for hypothetical situations

Critical Thinking

- Do you think dynamite is a double-edged invention? Why? Why not?
- Do you think children have the chance to be Nobel Laureates? Why? Why not?

Study Skills

- Self-management



Lesson (1)

Alfred Nobel's Noble Idea

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

- talk about Alfred Nobel and the Nobel Prize idea.
- read a text about 'How the idea of the Nobel Prize emerged' for specific information.
- read a text about 'How the idea of the Nobel Prize emerged' for details.
- identify the meaning of new unfamiliar words by their definition
- use newly learnt vocabulary in context correctly.
- listen to a text about 'Alfred Nobel' for specific information.
- use the past simple appropriately in context.
- use their background knowledge to guess the correct answer.
- write a blog post about Alfred Nobel.



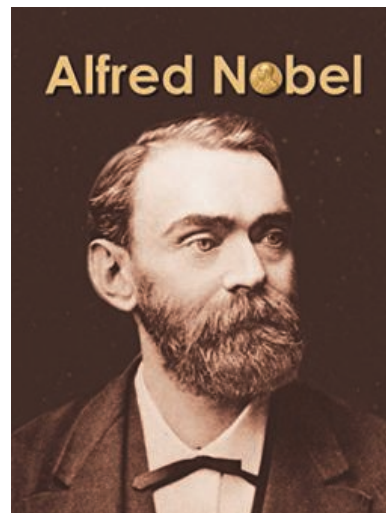


Ex. 1 Discuss

I can talk about Alfred Nobel and the Nobel Prize idea.

- In groups, discuss the following questions:

- 1 Have you ever heard of Alfred Nobel? Was he a scientist, doctor, or teacher?
- 2 What do you know about the Nobel Prize?
- 3 How often is the Nobel Prize awarded?
- 4 Why do you think Alfred Nobel created the Nobel Prize?
- 5 Can you name the categories of the Nobel Prize?
- 6 Who, in your opinion, deserves to win the Nobel Prize?
- 7 Which country do you think has the most Nobel Prize winners?



Ex. 2 Read and Answer

I can read a text about 'How the idea of the Nobel Prize emerged' for specific information.

- Read this text about 'How the Idea of the Nobel Prize Emerged' and answer the following question::

Who started the idea of the Nobel Prize?

.....

How did the Idea of the Nobel Prize Emerge?

Long ago, during the 19th century, there lived a remarkable man named Alfred Nobel. He was a true inventor, just like his father. Together, they **embarked** on a daring journey to improve a powerful, yet dangerous **explosive** called nitroglycerine. Their goal was to make it safer and more stable without sacrificing its strength. However, their path was full of danger, and tragedy struck their family when their laboratory exploded, taking the life of Alfred's beloved younger brother, Emil.

Undeterred by this devastating loss, Alfred pressed on. He discovered a way to enhance nitroglycerine by adding a soft powder made from ancient fossil remains

called Diatomaceous. Through his ingenuity, he created a safer and easier-to-handle substance, which he named dynamite. This invention soon became highly sought after in the mining industry, factories, and large construction projects around the world. With his newfound success, Alfred Nobel became a **wealthy** man.

In 1896, Alfred Nobel **passed away**, but before his departure, he made a **profound** decision about his vast wealth. Despite having no direct family, wife, or children, he wanted to leave a lasting **legacy** that would benefit humanity. Thus, he established a prestigious award known as the Nobel Prize. This extraordinary prize would honor those who had made **remarkable** contributions for the enhancement of humankind.

Alfred Nobel carefully divided the Nobel Prize into different categories. Physics, chemistry, and medicine were obvious choices, as they held great significance in his own scientific **pursuits**. However, Nobel had a **passion** for poetry, which he had nurtured since his youth. Therefore, literature became another distinguished category of the Nobel Prize. Additionally, being a citizen of the world, Nobel was committed to the growing peace movement. Hence, he dedicated another category solely to peace, recognizing those who worked **tirelessly** for harmony among nations.

In 1968, a sixth prize was added to the Nobel Prize family. This new prize, known as the Nobel Memorial Prize in Economic Sciences, was established in memory of Alfred Nobel. It celebrated individuals who made **groundbreaking** contributions to the field of economics.

Alfred Nobel's vision and generosity continue to inspire generations, reminding us that even one person's idea can lead to incredible progress. So, let us remember the legacy of Alfred Nobel and strive to make our own contributions to the world in meaningful ways.

DID YOU KNOW?

The two countries who have the most Nobel Prize winners are the United States of America, 400 winners and the United Kingdom, 137 winners.

Scan to watch a YouTube video on the same topic.





Ex. 3 Read again, then Answer

I can read a text about 'How the idea of the Nobel Prize emerged' for details.

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

- 1** What substance did Alfred Nobel add to nitroglycerine to make it safer and easier to handle?
 - a) Diatomaceous
 - b) Dynamite
 - c) Fossil remains
 - d) Explosive powder

- 2** Alfred Nobel established the Nobel Prize to
 - a) honor his scientific achievements
 - b) recognize outstanding contributions to humanity
 - c) promote peace among nations
 - d) inspire future generations of inventors

- 3** What does the inclusion of a literature category in the Nobel Prize suggest about Alfred Nobel?
 - a) He had a deep appreciation for artistic expression.
 - b) He valued the impact of written works on society.
 - c) He wanted to encourage creativity and imagination.
 - d) All of the above

- 4** How did Alfred Nobel's personal experiences influence his decision to establish the Nobel Prize?
 - a) By witnessing the devastating consequences of explosives
 - b) Through his desire to leave a positive legacy for humanity
 - c) By recognizing the importance of scientific advancements
 - d) All of the above

- 5** In your opinion, what impact has the Nobel Prize had on the world and the pursuit of knowledge?
 - a) It has incentivized groundbreaking research and innovation.
 - b) It has elevated the status of exceptional individuals in various fields.
 - c) It has fostered global collaboration and cross-disciplinary work.
 - d) All of the above



Ex. 4 Match the words to their definitions

I can identify the meaning of new unfamiliar words by their definitions.

Word	Definition
1. Remarkable	a) Not discouraged or prevented from acting
2. Embarked	b) A substance capable of causing a sudden release of energy
3. Explosive	c) Exceptionally noteworthy or impressive (1)
4. Undeterred	d) Started or began a journey (2)
5. Wealthy	e) Having a large amount of money or possessions
6. Passed away	f) No longer alive or present
7. Profound	g) Activities or interests pursued with dedication
8. Legacy	h) Working persistently and without giving up
9. Pursuits	i) Deeply significant or meaningful
10. Passion	j) Innovative or revolutionary, pushing
11. Tirelessly	k) Something left behind or handed down by a predecessor
12. Groundbreaking	l) Strong enthusiasm or intense emotion for something



Ex. 5 Read and Complete

I can use newly learnt vocabulary in context correctly.

- Read the sentences and complete them with one of the words below.

**pursuit - passion - embarked - tirelessly - remarkable -
explosive - undeterred - wealthy - passed away - profound**

- 1 The remarkable achievements of Alfred Nobel included various fields, such as science, technology, and innovation.
- 2 With great determination, Alfred Nobel embarked on a lifelong journey of discovery and invention.
- 3 The nature of dynamite makes it highly and potentially dangerous if mishandled.
- 4 by setbacks, Alfred Nobel continued to push the boundaries of scientific exploration.
- 5 Alfred Nobel's inventions and business ventures made him
- 6 After years of dedicated work, Alfred Nobel..... ; leaving behind a lasting impact on the world.
- 7 The impact of Alfred Nobel's contributions can still be felt today, as his legacy continues to inspire future generations.
- 8 Alfred Nobel's of knowledge and innovation led him to excel in various scientific pursuits.
- 9 His for literature and the arts fueled his desire to include a category for literature in the Nobel Prize.
- 10 The Nobel Prize recognizes individuals who have dedicated themselves to advancing humanity and making significant contributions in their respective fields.



Ex. 6 Listen and Answer

I can listen to a text about 'Alfred Nobel' for specific information.

- Listen to a text about 'Alfred Nobel' and Choose the correct answer :

1 What was Alfred Nobel's first patent for?

- a) Dynamite
- b) Explosives
- c) Chemistry
- d) Physics

2 What did Alfred Nobel invent?

- a) The Nobel Prizes
- b) Dynamite
- c) Nitroglycerine
- d) Explosives

3 Why did Alfred Nobel invent dynamite?

- a) To make money
- b) To win a prize
- c) To create an explosive liquid
- d) To find a safer way to use nitroglycerin

4 Where did Alfred Nobel work in Paris?

- a) In a chemist's laboratory
- b) In a grocery store
- c) In a famous university
- d) In a factory

5 What did Alfred Nobel do with his fortune?

- a) He kept it for himself.
- b) He donated it to create the Nobel Prizes.
- c) He used it to travel around the world.
- d) He invested it in new inventions.

6 Who receives the Nobel Prizes?

- a) Scientists who have made important discoveries
- b) People who have donated money
- c) Alfred Nobel's family
- d) Politicians who have worked for peace

7 What is Alfred Nobel's legacy?

- a) His inventions and the Nobel Prizes
- b) His wealth and success
- c) His education and languages
- d) His family and childhood



Ex. 7 Change the Present Simple into Past Simple

I can use the past simple appropriately in context.

- Change the underlined present simple verbs into past simple.

- 1 Alfred Nobel is interested in science.
Alfred Nobel was interested in science.
- 2 Alfred Nobel becomes very successful and wealthy.
.....
- 3 Alfred and his brothers receive great education.
.....
- 4 He does not keep the money for himself.
.....
- 5 I do not have a car.
.....
- 6 She is not late for school.
.....
- 7 My father travels to Europe a lot.
.....
- 8 We take lots of photos with our camera.
.....

CRITICAL THINKING

Do you think dynamite is a double-edged invention? Why? Why not?

TOP TIP

The Past Simple Tense

To make a sentence in the past simple tense, use the second conjugation of the verb, in affirmative, and did not +infinitive, in negative.

Examples:

The scientist invented a new cure for cancer.

He did not receive a prize last year.





Ex. 9 Read and Guess the Correct Answer

I can use my background knowledge to guess the correct answer.

﴿ إِنَّمَا يَخْشَى اللَّهَ مِنْ عِبَادِهِ الْعُلَمَاءُ ﴾ [فاطر: ٢٨]

It is only those who have knowledge among His slaves that fear Allâh.

(Surah: Fatir: 28)

Why do you think that scientists and those who have knowledge fear Allâh?

- a) Because they do mistakes
- b) Because they are afraid
- c) Because they see God's greatness in the whole universe
- d) Because they are lazy



Ex. 9 Write a Blog Post

I can write a blog post about Alfred Nobel.

- Write a blog post about Alfred Nobel and tell young people about your opinion of this noble person and his noble idea.

Write your blog post here.

Lesson (2)

Egyptian Nobel Laureates

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

- talk about Egyptian Nobel Prize Laureates.
- read a text about 'Egyptian Nobel Laureates' for the main idea.
- read a text about 'Egyptian Nobel Laureates' for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- make sentences using the second conditional if correctly.
- listen to a text about two Nobel Laureates for specific information.
- ask and answer questions about two Nobel Laureates.





Ex. 1 Discuss

I can talk about Egyptian Nobel Prize Laureates.

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



- 1 Do you know the Egyptian Public figures in the pictures?
Name the ones you know.
- 2 Can you guess how many Egyptians won the Nobel Prize?
- 3 Who are the Nobel Prize laureates/ winners among those public figures?
- 4 Do you feel proud of the Egyptian Nobel Laureates?
- 5 Do you think it was easy or difficult for them to be Nobel Laureates?
- 6 Who is the Egyptian that you wish to be a Nobel Prize winner?



Ex. 2 Read and Choose the Correct Answer

I can read a text about 'Egyptian Nobel Laureates' for the main idea.

- Read this text about 'Egyptian Nobel Laureates' and choose the correct answer for the following question:

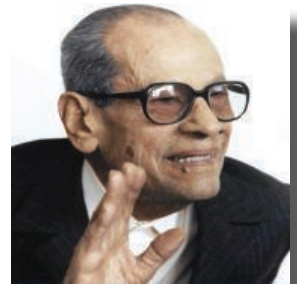
What is the main idea of this text?

- A) Egyptian Nobel Laureates are famous for their achievements in literature.
- B) Egypt has produced some amazing Nobel Laureates who have made a significant impact on the world.
- C) The Nobel Prize is awarded to individuals who have made important contributions to society.
- D) **Anwar El-Sadat** played a crucial role in negotiating a peace treaty between Egypt and

Israel.

Did you know that Egypt has produced some amazing Nobel Laureates? These are people who have won the **prestigious** Nobel Prize for their **incredible achievements**. Let's learn about these **remarkable** individuals!

One of the Egyptian Nobel **Laureates** is Naguib Mahfouz. He won the Nobel Prize in Literature in 1988. Naguib Mahfouz was born in Cairo, Egypt in 1911. He was a **talented** writer who wrote over 30 novels and 350 short stories. His stories often explored important questions about life, society, and love. Mahfouz's works were so powerful that they formed an Arabian narrative art that applies to all mankind. This means that his stories were relatable to people from all around the world!



Another Egyptian Nobel Laureate is Ahmed Zewail. He won the Nobel Prize in Chemistry in 1999. Ahmed Zewail was a brilliant chemist who studied chemical reactions over incredibly short time scales. He used lasers to observe these reactions in real time. His research could lead to new ways of **manipulating** chemical reactions and even faster electronics. Zewail's work was truly innovative!



Anwar El-Sadat is another Egyptian Nobel Laureate. He won the Nobel Peace Prize in 1978. Anwar El-Sadat was the President of Egypt from 1970 to 1981. He played a **crucial** role in **negotiating** a peace treaty between Egypt and Israel. This treaty helped bring peace to the region and led to the recovery of the Sinai Peninsula. Anwar El-Sadat's efforts were recognized and celebrated with the Nobel Peace Prize.



Finally, the last one is the lawyer and government official Mohamed ElBaradei, who was director general (1997– 2009) of the International Atomic Energy Agency (IAEA) and briefly served as the **interim** vice president of Egypt (2013). In 2005 ElBaradei and the IAEA were jointly awarded the Nobel Prize for Peace for their efforts to prevent the use of atomic energy for military purposes.



These are the amazing Egyptians who were Nobel Laureates. Their achievements have made a significant impact on the world and have brought honor to Egypt. We should be proud of these remarkable individuals and their **contributions** to humanity! Now, it's your turn: Do you wish to be a Nobel Prize Laureate one day? What would you do to win this prize? What would you do if you won this prize?



Ex. 3 Read again, then Answer

I can read a text about 'Egyptian Nobel Laureates' for specific information.

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

- ❶ What evidence does the text provide to support the claim that Egyptian Nobel Laureates have made a significant impact on the world?

Their achievements have brought honor to Egypt.

- ❷ How did Ahmed Zewail observe chemical reactions?

- ❸ What is the significance of Naguib Mahfouz's works?

- ❹ Who was the first Egyptian to win the Nobel Prize?

- | | |
|-------------------|----------------------|
| a) Ahmed Zewail | b) Anwar El-Sadat |
| c) Naguib Mahfouz | d) Mohamed ElBaradei |

- ❺ What impact did the peace treaty negotiated by Anwar Sadat have?

- a) It brought honor to Egypt.
- b) It led to the recovery of the Sinai Peninsula.
- c) It won him the Nobel Peace Prize.
- d) It helped bring peace to the region.

- ❻ Two Egyptians were awarded the Nobel Prize in the same category, which was

- | | |
|------------|---------------|
| a) physics | b) literature |
| c) peace | d) medicine |



Ex. 4 Read and Match

I can recognize new vocabulary using definitions.

1. Prestigious	(.2.) Unbelievable; difficult to believe or comprehend
2. Incredible	(.....) A person or organisation awarded the Nobel Prize
3. Achievement	(.....) The process of returning to a normal state or condition after a setback or injury
4. Remarkable	(.1.) Having a high reputation; honored and respected
5. Laureate	(.....) Having a natural aptitude or skill in a particular area
6. Talented	(.....) Something accomplished successfully; a notable accomplishment
7. Manipulating	(.....) Worthy of attention or notice; extraordinary
8. Crucial	(.....) The act of giving or doing something to help achieve a goal or benefit others
9. Negotiating	(.....) Temporary
10. Recovery	(.7.) To control something or someone to your advantage
11. Interim	(.....) Extremely important or necessary
12. Contribution	(.....) Engaging in discussions or conversations to reach an agreement



Ex. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

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

interim- crucial - recovery -negotiating- Laureates- talented- prestigious -
incredible - achievements - remarkable

- 1 Anwar El-Sadat played a crucial role in negotiating the peace treaty.
- 2 He is the interim manager. He will quit this position when the owner of the company arrives.
- 3 Naguib Mahfouz's writing talent was, as he wrote over 30 novels.
- 4 The of these Nobel Laureates have had a significant impact on society.
- 5 Naguib Mahfouz was a writer who captivated readers with his storytelling.
- 6 The of the Sinai Peninsula was a significant outcome of the peace treaty.
- 7 The achievements of all the Nobel laureates are
- 8 The president takes decisions.
- 9 We are proud of the Egyptian Nobel
- 10 Nobel Prize is a award that recognizes outstanding achievements.



Ex. 6 Read and Put the Verbs between Brackets in the Correct Form

I can make sentences using the second conditional if correctly.

TOP TIP

The second conditional 'if' is used to imagine present or future situations that are impossible or unlikely in reality.

If + subject+ past simple tense, subject would/'d / wouldn't+ infinitive

Examples: If we had a garden, we could have a dog.
I'd buy a big house if I had a lot of money.
If you were late, you would not attend the party.

- 1 If I had (have) enough money, I would buy (buy) a car.
- 2 If the weather wasn't (not be) so bad, we would go (go) to the park.
- 3 You would get (get) wet if it rained (rain).
- 4 If I (be) taller, I (buy) this dress.
- 5 If you (go) to bed earlier you (not be) so tired.
- 6 If he (fall), he (hurt) himself.
- 7 He (be) happy if he (win) the Nobel Prize.
- 8 He (travel) more if he (be) younger.
- 9 If you (read) some examples, it (be) easier to answer.
- 10 If she (come) late, she (not attend) the ceremony.



Ex. 7 Listen and Complete the Tables

I can listen to a text about two Nobel Laureates for specific information.

- Do you know that there are two other people who were born in Egypt, but they were not Egyptians, and were also Nobel Prize Laureates?

- Listen to a text about these two persons and complete the tables.

Name	Dorothy Hodgkin
Nationality	British
When and where was she born?	May 1910 ,12, in Cairo, Egypt
Who supported her do experiments?	Her
What are some of her famous discoveries?	- Figuring out the structures of penicillin and
When was she awarded the Nobel Prize?	In
What is remarkable about her?	She was the woman ever to win the Nobel Prize in Chemistry.

Name	Yasser Arafat
Nationality	.....
When and where was he born?	was born in Cairo, Egypt in August 1929
What was his job?	Arafat was the Chairman of the Palestine Liberation Organization and the of the Palestinian National Authority.
When was he awarded the Nobel Prize?	In
Why was he awarded the Nobel Prize?	For his efforts to create in the Middle East





Ex. 8 Ask and Answer

I can ask and answer questions about two Nobel Laureates.

- In pairs, ask and answer questions about the two Nobel Laureates in Ex. 7.

What nationality is
Dorothy Hodgkin?

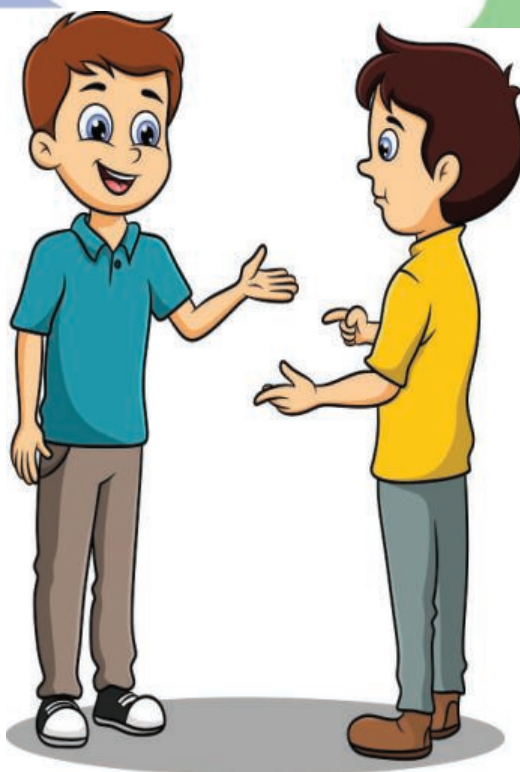
She is British.

When and where was
she born?

She was born on May ,12
1910, in Cairo, Egypt.

Who supported her do
experiments?

.....
.....



Lesson (3)

Nobel Peace Laureates

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

- talk about peace, giving their own opinions.
- listen to a text about Nobel Peace Prize for specific information.
- ask and answer questions using the second conditional "if" for hypothetical situations.
- give reasons behind their answers concerning some quotes by Nobel Peace Prize Winners.
- use newly learnt vocabulary in context correctly.
- use context to guess the Nobel Peace Prize Laureate.
- use their background knowledge to guess the correct translation of a verse.
- write a peace message to the whole world.

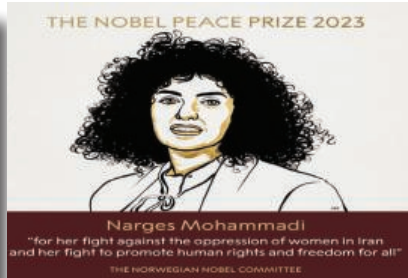




Ex. 1 Discuss

I can talk about peace, giving my own opinions.

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



- 1 What do you think peace means?
- 2 Do you think peace is an important need to all humans? Why? Why not?
- 3 What can you do in your everyday life to promote peace and understanding between people?
- 4 What do you think the Nobel Peace Prize Laureates get as a prize?
- 5 Who can be a Nobel Peace Prize winner: men, women, or both?
- 6 Do you think the winners get money? If yes, what would you do with the money if you won the Nobel Prize?



Ex. 2 Listen and Complete

I can listen to a text about Nobel Peace Prize for specific information.

- Listen to a text about 'Nobel Peace Prize' and complete the sentences.

- 1 The Nobel Peace Prize is a special award given to people who have done great work to promote peace between nations.
- 2 It was established in by Alfred Nobel.
- 3 The prize is given out every by the Norwegian Nobel Committee.
- 4 The winner receives a medal, a diploma, and a prize.
- 5 The award is usually given to individuals, but sometimes it is given to
- 6 The Nobel Peace Prize has been awarded times to 141 Nobel Prize Laureates.



7 The International Committee of the has been awarded the Nobel Peace Prize three times .

For more information,
scan this code.



Ex. 3 sk and Answer

I can ask and answer questions using the second conditional "if" for hypothetical situations.

<i>Win the Nobel Peace Prize</i>	<i>Meet The Grand Imam</i>	<i>Attend The Nobel Prize Ceremony</i>	<i>Be one of the Nobel Prize Committee</i>
			

What would you do if you won the Nobel Peace Prize?

I would donate half of the money to my country.





Ex. 4 Read and Answer

I can give reasons behind my answers concerning some quotes by Nobel Peace Prize Winners.

- Read some quotes by Nobel Peace Prize Winners, then answer the questions:

Quotes by Nobel Peace Prize Winners

- A peaceful world cannot long **exist** one-third rich and two-thirds hungry. (Jimmy Carter)
- The best defence of peace is not power, but the **removal** of the causes of war. (Lester B. Pearson)
- We must live together as brothers or we shall **perish** together as fools. (Martin Luther King, Jr.)
- Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free. (the Dalai Lama)
- All works of love are works of peace. It is not how much we do, but how much love we put in the action that we do. (Mother Teresa)
- Peace is much more **precious** than a piece of land. (Anwar Sadat)
- If nations could **overcome** their mutual fear and **distrust** and could meet with **confidence** and good will to settle their differences, they would easily establish a lasting peace. (Fridtjof Nansen)
- Victory can be gained with tanks and **missiles**, but I think that one wins better with truth, **honesty** and logic. (Lech Walesa)
- If you want to make peace with your **enemy**, you have to work with him. Then he becomes your partner. (Nelson Mandela)

From Seeds of Peace by
J. Larson, 1987, New Society.



- 1 "The best defence of peace is not power, but the removal of the causes of war." Which is better to establish peace: physical power or mental power? Why?
.....
- 2 "We must live together as brothers or we shall perish together as fools." Do you agree with Martin Luther King, Jr.? Why? Why not?
.....
- 3 "If you want to make peace with your enemy, you have to work with him." Is it hard or easy to work with your enemy? Why?
.....
- 4 "Mother Teresa said, "All works of love are works of peace." Do you think love and peace are related? How?
.....
- 5 "Peace is much more precious than a piece of land." President Anwar Sadat was a clever leader and politician. What do you think of his words about peace?
.....



Ex. 5 Read and Fill in the Gaps

I can use newly learnt vocabulary in context correctly.

- Read the following sentences and fill in the gaps with the words in Red from the quotes in Ex. 4.

- 1 The city is having problems with trash removal.
- 2 Many people perished during the accident.
- 3 He is not my friend. He is my
- 4 The crown is It's made of pure gold.
- 5 No dinosaurs today.
- 6 is the best policy. So, always be honest.
- 7 I could all the challenges to achieve my goal.
- 8 They refused to shake hands; there was a state of
- 9 We have great in our leaders.
- 10 The sound of the is terrifying. Everyone is afraid.



Ex. 6 Read and Match

I can use context to guess the Nobel Peace Prize Laureate.

- Read the following, and guess the Nobel Peace Prize Laureate:

1- I am an American who received the Nobel Peace Prize 1964. I won the prize for my non-violent struggle to achieve civil rights for black people in the USA. (e)

2- I was an Albanian-Indian Catholic nun and the founder of the Missionaries of Charity. In 1979, I received the Nobel Peace Prize for work undertaken in the struggle to overcome poverty and distress.

3- I was an Egyptian president. I could restore the Occupied Sinai from Israel. I won the Nobel Peace Prize in 1978 for bringing peace to the region after signing the peace treaty with Israel.

4- I'm a South African leader. I was awarded the Nobel Peace Prize in 1993 for my peaceful efforts and for laying the foundations for a new democratic South Africa.

5- I am an Iranian Nobel Laureate. In 2003, I was awarded the Nobel Peace Prize for my pioneering efforts for democracy and women's, children's, and refugee rights. I was the first Muslim woman and the first Iranian to receive the award.

a



Mother Teresa

b



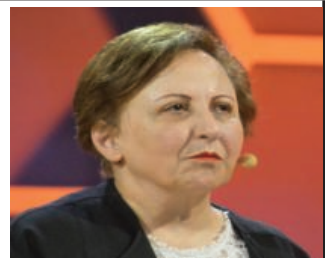
Nelson Mandela

c



Anwar El-Sadat

d



Shirin Ebadi

e



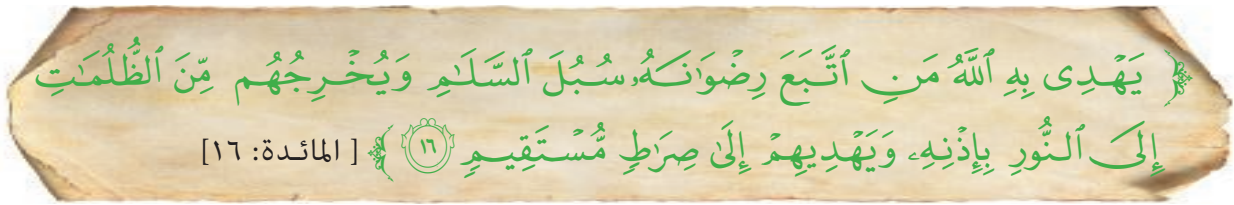
Martin Luther King, Jr



Ex. 7 Read and Choose the Correct Translation

I can use my background knowledge to guess the correct translation of a verse.

- Read the following verse from the Holy Qur'an and choose the correct translation.



- A) By which Allah guides those who pursue His pleasure to the ways of peace and brings them out from darkness into the light, by His permission, and guides them to a straight path
- B) By which Allah guides those who refuse His pleasure to the ways of peace and brings them out from darkness into the light, by His permission, and guides them to a wrong path
- C) By which Allah guides those who avoid His pleasure to the ways of peace and brings them out from darkness into the light, by His permission, and guides them to a straight path
- D) By which Allah does not guide those who pursue His pleasure to the ways of war and brings them out from darkness into the light, by His permission, and guides them to a straight path



Ex. 8 Write a Peace Message

I can write a peace message to the whole world.

- Imagine that you were a Nobel Prize Laureate and write a peace message to the whole world.

-Do not forget to publish your message on the Facebook Group "Working Together for a peaceful World".

.....

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Lesson (4)

The Youngest Nobel Laureates

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

- talk about the idea of age and nationality related to the Nobel Prize.
- read a text about the youngest Nobel Prize Laureates for the main idea.
- read a text about the youngest Nobel Prize Laureates for specific information.
- distinguish between pronouncing 'th' as /θ/ or /ð/.
- listen to a part of Malala Yousafzai's Nobel Lecture for specific information.
- ask and answer questions about Malala Yousafzai.
- write a Nobel Lecture using correct spelling and grammar.





Ex. 1 Discuss

I can talk about the idea of age and nationality related to the Nobel Prize.



- 1 Do you think age is important in order to be awarded the Nobel Prize?
- 2 Can you guess the age of the youngest and the oldest Nobel Prize Laureates?
- 3 Can Nobel Prize Laureates be from different nationalities or they should be from Europe and America?
- 4 What should you do to be a Nobel Prize Laureate?
- 5 Are those who invent or discover something important for humanity the only candidates for Nobel Prize?

- Now go to Ex. 2 to check your guessing.



Ex. 2 Read and Answer

I can read a text about the youngest Nobel Prize Laureates for the main idea.

- Read the text about 'The Youngest Nobel Prize Laureates' and answer the following question:

What is the main idea of the text?

.....

Perhaps you have thought that people who are not too young or too old were awarded the Nobel Prize. But, you will be surprised to know that the oldest one to win the Nobel Prize was the American Leonid Hurwicz, who was 90 when he won the prize in Economic Sciences in 2007. You will even be more surprised to know that there are some individuals who won the Nobel Prize at a young age because of their great efforts and hard work.

One of the youngest Nobel Laureates is Malala Yousafzai. She won the Nobel Peace Prize in 2014 when she was only 17 years old. Malala is from Pakistan and she fought for the right of all children to receive an education. Malala is a hero for standing up for what she believes in.



There are other young Nobel Laureates too. Lawrence Bragg won the Nobel Prize in Physics when he was 25 years old. He was a scientist from Australia who discovered something called crystal structure. Another young winner is Frederick Banting. He won the Nobel Prize in Physiology or Medicine when he was 32 years old. Frederick discovered insulin, which helps people with diabetes.

These young Nobel Laureates show us that age doesn't matter when it comes to making a difference in the world. Hard work and real contributions for the stability, welfare and peace of humankind are the most important factors to be a Nobel Prize winner one day.

CRITICAL THINKING

Do you think children have the chance to be Nobel Laureates?
Why? Why not?



Ex. 3 Read again, then Tick (✓) or (✗)

I can read a text about the youngest Nobel Prize Laureates for specific information.

**- Read the text about 'The Youngest Nobel Prize Laureates' then tick (✓) or (✗).
Correct the false ones.**

- 1** You should be above 30 to win the Nobel Prize. (✗)
Age is not important when it comes to being a Nobel Prize candidate.
- 2** The oldest person, till now, to win the Nobel Prize was above eighty. ()

3 Malala won the Nobel Prize for peace. ()

.....

4 Malala fought for the right of all women to receive education. ()

.....

5 Frederick's discovery helps diabetic people. ()

.....



Ex. 4 Listen and Write /θ/ or /ð/

I can distinguish between pronouncing 'th' as /θ/ or /ð/.

- Listen to the following and write whether the underlined words are pronounced /θ/ or /ð/.

TOP TIP

The unvoiced 'th' /θ/ and the voiced 'th' /ð/

There are 5 rules that should help you determine whether 'th' should be voiced or voiceless.

1. Between two vowels, 'th' is voiced: mother, bother, etc.
2. At the end of the word or before a consonant, 'th' is unvoiced: myth, mouth, throw, etc.
3. When followed by a silent e, 'th' is voiced: bath (unvoiced); bathe (voiced).
4. At the beginning of functional words, 'th' is voiced: the, this, that, those, then, than, they, etc.
5. At the beginning of most other words, th is unvoiced: thunder, theatre, think, etc.

1 There are some individuals who won the Nobel Prize at a young age. /ð/

2 I have thought of a brilliant idea. /θ/

3 They are proud that their daughter won the Nobel Prize. ...

4 This is my book and that is your book.

5 Thank you very much for your support.

6 We have monthly tests at school.

7 I appreciate my father's and brother's support.

8 I'd like to thank my parents whose encouraging words strengthen me.

9 Alfred Nobel was a wealthy man.

10 Let's go to the zoo together.



Ex. 5 Listen and Complete

I can listen to a part of Malala Yousafzai's Nobel Lecture for specific information.

- Listen to a part of Malala's Nobel Lecture on December 2014 ,10 and complete the missing words.

Bismillah hir rahman ir rahim. In the name of God, the most merciful, the most beneficent. Your Majesties, Your Royal Highnesses, distinguished members of the Norwegian Nobel Committee, Dear sisters and brothers, today is a day of great for me. I am humbled that the Nobel Committee has selected me for this precious Thank you to everyone for your continued and love. Thank you for the letters and that I still receive from all around the world. Your kind and encouraging words strengthen and me. I would like to thank my parents for their unconditional Thank you to my for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be and to always speak the—which we strongly believe is the true of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be I am proud, well in fact, I am very proud to be the first Pakistani, and the person to receive this award. Along with that, I am pretty certain that I am also the first of the Nobel Peace Prize who still with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.



Ex. 6 Ask and Answer

I can ask and answer questions about Malala Yousafzai.

- Read the text in Ex. 5 again, after completing the missing words, then ask and answer questions about Malala Yousafzai.

- Ask five questions and answer them.

Here are two examples:

1 What nationality is Malala Yousafzai?

-She is Pakistani.

2 What category did she get the award in?

She got the award in peace.



-Imagine that you were a Nobel Peace Prize Laureate and write your own Nobel Lecture.

-Do not forget to post your lecture on the Facebook group “Working Together for a Peaceful World”.



Lesson (5)

Shall We Work Towards Nobel or Nobility?

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

- talk about noble goals and noble people.
- read a text about 'Noble or Nobel?' for the main idea.
- read a text about 'Noble or Nobel?' for specific information.
- use newly learnt vocabulary in context correctly.
- sort goals into noble goals or Nobel.
- use the indefinite pronouns correctly.
- write a Facebook post about someone who has inspired them.





Ex. 1 Discuss

I can talk about noble goals and noble people.

- In groups, discuss the following questions:



- 1 There is a saying for Mahatma Gandhi, "Be the change you wish to see in the world." What would you like to change in this world?
- 2 Do you think change is easy or difficult? Why?
- 3 Shall we work to get rewards or receive awards only? What else should we work for?
- 4 What could make you happy and proud of yourself: doing something important for humankind or winning the Nobel Prize?
- 5 Can you mention some great public figures who work for the benefit of humanity without waiting for any prizes?
- 6 What is meant by the word 'noble'? Do you know its meaning in Arabic?
- 7 Do you have any noble goals that you want to achieve? Mention some.



Ex. 2 Read and Answer

I can read a text about 'Noble or Nobel?' for the main idea.

- Read the text and answer the following question:

What is the main message of this text?

- A) Small actions can have a big impact on making the world a better place.
- B) The Nobel Prize is an important award given to people who have done amazing things.
- C) The Nobel Prize has had controversies and criticisms over the years.
- D) Anyone can nominate someone for the Nobel Peace Prize.

Noble or Nobel?

When it comes to doing great things in the world, there is a saying, “Be the **change** you wish to see in the world”. This means that if you want to make the world a better place, you should start by doing good things yourself. One way to do this is by having a **noble goal**, which is a goal that connects to your purpose in life. It’s like having a **mission** to make the world a better place. For example, if you care about the environment, your noble goal could be to honor our **interconnectedness** and take actions to protect the earth. By doing small things like buying eco-friendly products or helping others connect with nature, you are working towards your noble goal and making a difference.



The Nobel Prize is a big deal, and it is given out every year. But did you know that anyone can **nominate** someone for the Nobel Peace Prize? That’s right, if you think someone deserves the prize, you can **submit** a nomination. The names of the **nominees** are kept secret for 50 years, so we won’t know who is nominated until a long time later. The Nobel Peace Prize is chosen by a **committee** in Norway, and they have certain criteria for who can nominate **someone**. It can be someone from a national government, a university professor, or even someone who has already won the Nobel Peace Prize. It’s a very important process, and it’s a big honor to be chosen as a **laureate**.

So, whether it’s working towards a noble goal or being nominated for the **Nobel Prize**, there are many ways to make a difference in the world. It’s important to remember that even small actions can have a big impact, and we can all do our part to make the world a better place.



Ex. 3 Read again, then Choose

I can read a text about ‘Noble or Nobel?’ for specific information.

1 What is the meaning of the saying ‘Be the change you wish to see in the world’?

- a) To start by doing good things yourself to make a difference
- b) To wait for others to make the world a better place
- c) To criticize the current state of the world without taking any action
- d) To expect others to change without changing yourself

2 What is a noble goal?

- a) A goal that connects to your purpose in life and aims to make the world a better place
- b) A goal that focuses on personal success and achievement
- c) A goal that is unrelated to making a difference in the world
- d) A goal that can only be achieved by winning the Nobel Prize

3 According to the text, how can you help the environment?

- a) Making posters about the environment
- b) Buying eco-friendly products
- c) Writing posts on social media sites
- d) Planting some trees

4 Who can nominate someone for the Nobel Peace Prize?

- a) Someone from a national government, a university professor, or a previous Nobel Peace Prize winner
- b) Only members of the Nobel Committee
- c) Anyone who has been nominated before
- d) Only individuals with a background in peace studies

5 What is the significance of the Nobel Peace Prize nomination process?

- a) The process is open to anyone without any restrictions.
- b) It involves a public voting system to select the laureate.
- c) Nominees are required to present their achievements in a public forum.
- d) It is a confidential process that keeps the names of nominees secret for 50 years.

6 What does the underlined pronoun 'someone' refer to?

- a) A Nobel Prize Committee member
- a) A Nobel Prize nominee
- c) A governmental official
- d) A University professor



Ex. 4 Read and Complete

I can use newly learnt vocabulary in context correctly.

- read the sentences and complete them with the words in Red from Ex. 2.

- 1 The concept of interconnectedness emphasizes the interdependence of all living beings.



- 2 The names of this global award nominees are kept secret till the day of ceremony.
- 3 Malala Yousafzai won the for her advocacy of girls' education.
- 4 Her is to provide clean drinking water to communities in need.
- 5 The Nobel Peace Prize delivered an inspiring speech at the ceremony.
- 6 I will my plan to the manager tomorrow.
- 7 I have an important to do. It will take a week.
- 8 All the members of the agreed on your project.
- 9 As a Nobel Prize committee member, I have the right to anyone to win the peace prize.
- 10 Be the you want to see in the world.



Ex. 5 Read and Sort

I can sort goals into noble goals or Nobel.

- Read the following and sort them into noble goals or Nobel.

- 1 Finding a cure for a disease to be nominated for an international award
- 2 Working hard for establishing love and peace among students in my school/ institute
- 3 Creating a Facebook group for all people worldwide to spread respect and accepting diversity
- 4 Finding an important discovery to earn a lot of money and be famous worldwide
- 5 Taking part in recycling projects to help save the environment
- 6 Participating in competitions to win prizes
- 7 Follow the steps of Nobel Prize Laureates
- 8 Join a charity for helping the deaf
- 9 Helping the elderly deal with technology
- 10 Presenting my discoveries and inventions in international conferences

Working for Noble Goals	Working for Nobel
2 - Working hard for establishing love and peace among students in my school/ institute	1 - Finding a cure for a disease to be nominated for an international award



Ex. 6 Choose the Correct Pronoun

I can use the indefinite pronouns correctly.

TOP TIP

Indefinite Pronouns

Indefinite pronouns do not refer to a specific person, place, or thing. In English, there is a particular group of indefinite pronouns formed with a quantifier preceded by any, some, every, and no.

	Person	Place	Thing
All	everyone everybody	everywhere	everything
Part (positive)	someone somebody	somewhere	something
Part (negative)	anyone anybody	anywhere	anything
None	no one nobody	nowhere	nothing

1 Everyone (Everyone/ No one) was happy because all of them got rewards.

2 I would like to go somewhere (somewhere / something) nice this summer.

- 3 I won't tell your secret to (anyone/ anything).
- 4 (Someone/ Something) gave me this letter for you.
- 5 I looked for my watch (everywhere/ anywhere), but I could not find it.
- 6 (Anybody/ Somebody) stole my bag.
- 7 (Nobody/ Nothing) can hear me. I'm so scared.
- 8 The committee have certain criteria for who can nominate (no one/ someone) for the prize.
- 9 What's wrong with you? (Something/ Nothing).
- 10 I cannot go (anywhere/ anything) because my leg is broken.



Ex. 7 Write a Facebook Post

I can write a Facebook post about someone who has inspired me.

- **Write a Facebook post about someone or a public figure who has inspired you because he/ she made a difference in the world.**
- Describe who they are and what they have done.
- Mention how their story relates to the concept of the Nobel Prize and its impact on society.
- Mention if he/ she has won the Nobel Prize or any other international or local prize or not.
- Do not forget to post it on the Facebook group "Working Together for a Peaceful World".

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Mini-Project

A New Nobel Prize Category

- This is a whole-class project.
- Think of a new Nobel Prize category to be added to the six categories that already exist.
- Write convincing reasons for your choice.
- Design a logo for this category.
- Mention some public figures related to the category you choose.
- Mention the criteria for choosing the winner for this prize.



Listening Texts



Unit 5

War and Peace

Lesson 1

Ex. 5 Listen and Complete

Operation Badr or Plan Badr was the code name for the Egyptian military operation to cross the Suez Canal and seize the Bar Lev Line of Israeli fortifications on 6th of October 1973. Launched in conjunction with a Syrian assault on the Golan Heights, this attack marked the start of the 6th of October War, or what Israel call "Yom Kippur War" because it coincided with their greatest religious festival.

Operation Badr was preceded by training exercises starting in 1968, operational planning from 1971 onwards and a deception operation. In the opening stages of the attack, known as "the crossing" combat engineers used water cannons to rapidly clear numerous passages through the sand wall lining the east bank of the canal, laid bridges and operated ferries, allowing armor to cross. Egyptian infantry assaulted the Bar-Lev fortifications and were counterattacked by Israeli armor and infantry.

The attack surprised the Israelis, and by 7th of October the crossing was complete, and the east bank of the canal was occupied by five Egyptian infantry divisions. On 7th of October, Israeli armor reserves arrived at the front and launched a counterattack opposite the city of Ismailia. The Egyptian forces were successful in employing anti-tank weapons to repel the Israeli armor and advanced once more. By the end of 8th of October, Egypt occupied a strip of territory along the entire east bank of the canal to a depth of approximately 15 kilometre.

In addition to the canal crossing, Egypt laid a successful naval blockade against Israel in the Red Sea and Mediterranean Sea. In fact a six-hour war revealed six-years of pains. The 1973 war, including the Operation Badr crossing, is commemorated in a special Egyptian museum, the 6th of October Panorama in Cairo and in Damascus.

Lesson 2

Ex. 2 Listen and Complete the Table

The Martyr Ibrahim al-Rifa'i was a rare Egyptian military hero. As a colonel, al-Rifa'i commanded the 39th Special Operations Group, a Navy unit that specialized in crossing the Suez Canal separating Egypt from the Israeli-occupied Sinai. Al-Rifa'i directly led missions, conducting 39 operations between July 1967 and August 1968. Other operations were conducted through early 1970. Al-Rifa'i defended the City of Ismailia in what's called "the Break Hole" at the area of Dafreswar. When Israel crossed the Canal, al-Rifa'i was placed in command of a unit charged with destroying Sharon's bridges, possibly as early as October 16. While standing on the bank of the Canal on October 19, supervising the placement of explosives under the bridge, al-Rifa'i was hit and instantly killed by a round from an Israeli tank. He will always be remembered as one of the Superheroes of 6th of October War.

Though Egypt's victory in the October 1973 war was attributed to the destruction of the Bar Lev line, only few knew the clever mind behind the master plan: Colonel Baki Zaki Youssef. Observing how water moved enormous amounts of sand from the Aswan mountains, before pushing it into the dam, Youssef was inspired to create a cost-effective, non-explosive, and significantly unexpected plan to cross the Bar Lev line in 1973. Israel built this line of defense to prevent Egyptian tanks from entering Israel-occupied Sinai. Since the 100 kilometer line was made of sand, Youssef thought pumping water from the Suez Canal and using it to blast the Bar Lev line would be a success. The idea was approved for being both efficient and non-explosive, as it was not risking the lives of Egyptian soldiers. On 6th of October 1973, the Egyptian army launched a surprise attack on Israeli forces in occupied Sinai. With high-pressure water hoses, floating bridges, and support from the Egyptian air force, the Egyptian army tactically crossed to the other side. Major Baki Zaki Youssef died in 2018, but the history will always remember his military ingenuity.

The late President Mohamed Anwar El-Sadat was not an ordinary politician, as he was distinguished by several talents that made his great charisma, creating his immortal legend as a hero of war and peace. Sadat worked to prepare for the recovery of the Sinai Peninsula from Israel following the setback in the 1967 war, where he managed to defeat it three years after the beginning of his rule in the October 1973 war. Sadat was not only a war hero, but a peace hero as well. On November 20th, 1977, Egyptian President Anwar Sadat gave a historic and courageous speech at the Israeli Knesset which helped pave the way for a comprehensive peace agreement between Israel and Egypt.

Lesson 3

Ex. 5 Listen and Complete the Table

The Egypt-Israel peace treaty was signed in Washington, D.C. on March 1979, 26. It was signed by President Anwar al-Sadat and Menachem Begin, the Prime Minister of Israel, and witnessed by Jimmy Carter, the President of the United States. The main features of the treaty were mutual recognition, cessation of the state of war, normalization of relations, and the withdrawal of Israeli forces from the Sinai Peninsula. Egypt agreed to leave the Sinai Peninsula demilitarized and allowed free passage of Israeli ships through the Suez Canal. The treaty also called for an end to Israeli military rule over the occupied territories and the establishment of full autonomy for the Palestinian inhabitants. The peace treaty between Egypt and Israel was a historic event because it was the first treaty signed between an Arab state and Israel. It was a result of the Camp David Accords, which were signed in 1978. The treaty marked the end of the state of war that had existed since the 1948 Arab-Israeli War. However, the peace between Egypt and Israel has been described as a "cold peace" because relations between the two countries are superficial at best. Cultural exchanges and travel between the two countries are limited, and Israel remains unpopular among the Egyptian public.



Lesson 5

Ex. 7 Listen and Complete

In ancient times, there were two tribes living on an island; 'the Dark Tribe' and 'The Light Tribe'. Every now and then the two tribes fought each other and many people were killed. Some representatives of the two tribes agreed to divide the island into two parts; and they agreed to plant a forest of Cactus Thistles as borders between the two tribes. Many years passed, but the two tribes were in conflicts.

One day, a girl from the Dark Tribe, called Amal, was playing with her doll near the forest when she suddenly saw a huge cat. The girl was so frightened and found no way to escape, except for the way of the forest. Amal quickly ran into the forest but her two legs were injured badly by the cactus thistles. Amal was almost near the Light Tribe, but she fell to the ground and started to cry loudly. A young girl from the Light Tribe, called Noor, heard her and went inside the forest. Noor could help Amal and tied her legs with a scarf she had. She offered to take her home, so that her mum could help her get better. Amal went home with Noor and told them her story. Noor's mum was sorry for her and offered to take her home through a secret passage in the forest. Amal kept visiting Noor and they decided to help their two tribes live together in peace. To their surprise, Hope and Noor heard Noor's father talking about a battle between the two tribes tomorrow morning. Both of the girls were so sad, but Amal suddenly stood up and said, "I have an idea."

At night, Amal decided to go secretly to the warehouse of her tribe and put rose seeds inside the cannons, and so did Noor. At the day of the battle, the Dark Tribe soldiers fired their cannons at the Light Tribe who did the same. Unexpectedly, the Dark Tribe found roses fall on them not fire, and also the Light tribe found roses fall on them. Both of the tribes felt sorry for what they did and for the years they spent fighting each other. Immediately, the two tribes started weeding all the cactus thistles till they were face to face. They shook hands and hugged each other.

The two girls came and told their families about their plan. Their families and all the people at the two tribes were so proud of them. They decided to live in peace together and call their island "Light of Hope". They also designed a beautiful park instead of the cactus thistles forest, so that people can meet and children can play. Since then, the two tribes lived happily in peace forever.

Unit 6

Coming of Age

Lesson 1

Ex. 7 Listen and Complete

Embracing Change

Change is a way of life in our rapidly evolving world. Learning to embrace change is crucial for our personal growth and wellbeing. To embrace change, we can adopt the following strategies:

1. Cultivate a Growth Mindset: Embrace the belief that challenges are opportunities for growth and learning.
 2. Stay Open-Minded: Be open to new ideas and perspectives. Embracing change requires a flexible and open mindset that welcomes innovation and novelty.
 3. Embrace Discomfort: Change often involves stepping out of our comfort zones. Embrace the discomfort that comes with change as it is a part of the growth process.
 4. Seek Support and Guidance: Surround yourself with a supportive network of friends, family, or mentors who can offer guidance and encouragement during times of change.
 5. Focus on Self-Care: Change can be emotionally taxing. Prioritise self-care and wellbeing to maintain a positive outlook and handle change with greater resilience.
 6. Set Realistic Goals: During periods of change, set small, achievable goals that align with your values and aspirations.
 7. Learn from Change: Learning from change helps us adapt more effectively in the future.
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Lesson 5

Ex. 5 Listen and Complete

Samira Moussa is the first Egyptian atom scientist. She was born in 1952 AD in a village belonging to the Zefta Center in Gharbia Governorate. She was nicknamed Miss Korea of the East. She was also a teaching assistant at the Faculty of Science at King Fouad I University.

Samira Moussa founded the Egyptian Atomic Energy Authority in 1948, and won a scholarship to study atoms at the University of California in America. There, the American authorities offered her American citizenship, but she chose to return to Egypt.

She came up with a chemical equation to make an atomic bomb using materials available to everyone. She also obtained a doctorate in atomic radiation from the United Kingdom. She died in California in 1952 in a car accident that is still shrouded in mystery today.

Unit 8

Be Noble to Win Nobel

Lesson 1

Ex. 5 Listen and Answer

Alfred Nobel was a very smart and important person. He was born in Stockholm, Sweden on October 1833 ,21. His father was an engineer and inventor, and his mother ran a grocery store to support the family. Alfred was interested in science from a young age and even filed his first patent when he was only 24 years old. He invented dynamite, which is a very powerful explosive, and he had over 350 patents in his lifetime. Alfred's family moved to Russia when he was a child because his father's business was doing well there. Alfred and his brothers received a great education and learned many languages. Alfred was especially interested in chemistry and physics. He even traveled to Paris to work in a famous chemist's laboratory. While he was living there, he met a chemist who had invented nitroglycerin, which is a very explosive liquid. Alfred saw that nitroglycerin could be very useful, but it was also very dangerous to handle. So, he came up with a safer way to use it and invented dynamite. Alfred Nobel became very successful and wealthy because of his inventions. But he didn't just keep all the money for himself. He wanted to do something good with it. So, he decided to donate his fortune to create the Nobel Prizes. These prizes are given every year to people who have done something really important for the world, like making important scientific discoveries or working for peace. Alfred Nobel's legacy lives on through these prizes and his inventions, like dynamite.

Lesson 2

Ex. 7 Listen and Complete the Table

Dorothy Hodgkin was a chemist from England who won the Nobel Prize in Chemistry. She was born on May 1910, 12, in Cairo, Egypt. Her parents were archaeologists and she grew up in North Africa and the Middle East. Dorothy loved doing experiments and her family supported her by giving her a lab in their attic. She even wrote a book about chemistry for kids. Dorothy went to Oxford University and studied crystallography, which is a way to study the structure of molecules using X-rays. She became really good at it and made important discoveries. One of her biggest discoveries was figuring out the structure of penicillin, which is a medicine that helps fight infections. She also figured out the structure of insulin, which is a hormone that helps control blood sugar. Dorothy was the third woman ever to win the Nobel Prize in Chemistry in 1964.

Yasser Arafat was a Palestinian leader who worked for peace in the Middle East. He was born in Cairo, Egypt in August 1929. Arafat was the Chairman of the Palestine Liberation Organization (PLO) from 1969 to 2004 and the President of the Palestinian National Authority from 1994 to 2004. Arafat studied at the University of King Fuad I and became a civil engineer. In 1994, Yasser Arafat was awarded the Nobel Peace Prize along with Shimon Peres and Yitzhak Rabin for their efforts to create peace in the Middle East. Arafat and the Israeli leaders Peres and Rabin signed the Oslo Accords, which aimed to bring reconciliation between Israelis and Palestinians.

Lesson 3

Ex. 2 Listen and Complete

The Nobel Peace Prize is a special award given to people who have done great work to promote peace between nations and reduce the number of armies. It was established in 1895 by Alfred Nobel, who wanted to encourage people to work together and make the world a better place. The prize is given out every year by the Norwegian Nobel Committee, and the winner receives a medal, a diploma, and a money prize. The award is usually given to individuals, but sometimes it is given to organizations that have done important work for peace, like the International Committee of the Red Cross. The Nobel Peace Prize has been awarded 104 times to 141 Nobel Prize laureates between 1901 and 111 ,2023 individuals and 30 organisations. Since the International Committee of the Red Cross has been awarded the Nobel Peace Prize three times (in 1944 ,1917 and 1963), and the Office of the United Nations High Commissioner for Refugees has been awarded the Nobel Peace Prize two times (in 1954 and 1981), there are 27 individual organisations which have been awarded the Nobel Peace Prize.



Lesson 4

Ex. 5 Listen and Complete

Bismillah hir rahman ir rahim. In the name of God, the most merciful, the most beneficent. Your Majesties, Your Royal Highnesses, distinguished members of the Norwegian Nobel Committee, Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award. Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthen and inspire me. I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth—which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave. I am proud, well in fact, I am very proud to be the first Pakistani, and the youngest person to receive this award. Along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that