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Presidency of Al-Azhar Institutes

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Scope and Sequence

Unit	Listening	speaking	reading	Writing	Vocabulary
(5) intelligence	<ul style="list-style-type: none"> Human intelligence 	<ul style="list-style-type: none"> A class debate about multiple intelligences 	<ul style="list-style-type: none"> the concept of multiple intelligences 	A problem and solution essay Forgetfulness and (I can manage my time)	<ul style="list-style-type: none"> Phrasal verbs Idioms related to Intelligence
(6) Social Networking	Social media benefits	Social media applications	Social networking sites	Advantages and disadvantages essay	<ul style="list-style-type: none"> Interjections Idioms about Technology
(7) The Ozone Layer	The Ozone Layer Significance	Protecting the ozone layer Conducting an interview with a partner about the ecosystem	The ozone layer	Cause and effect essay Climate change Global Warming	<ul style="list-style-type: none"> Acronyms & initials Idioms related to the climate
(8) Excellence in Islam	Quality of work	the concept of quality in Islam	Excellence Work Mastery	e-mail about Truthfulness Honesty	<ul style="list-style-type: none"> Contractions Idioms related to managing life successfully

Grammar	Phonology	Language functions	Critical thinking	Research Time	Project Time
<ul style="list-style-type: none">• <i>Reflexive pronouns</i>• <i>Abstract nouns</i>• <i>Compound nouns</i>	<ul style="list-style-type: none">• <i>Assimilation 1</i>	<ul style="list-style-type: none">• <i>Expressing persuasion</i>	<ul style="list-style-type: none">• <i>Intelligences</i>	<i>the characteristics of each Multiple intelligence</i>	<ul style="list-style-type: none">• <i>Interpreting a Quranic verse related to skills and abilities</i>
<ul style="list-style-type: none">• <i>The adverb clause of purpose</i>• <i>Adverb clause of result</i>• <i>Relative clauses (definite and indefinite)</i>	<ul style="list-style-type: none">• <i>Assimilation 2</i>	<ul style="list-style-type: none">• <i>Asking for personal information</i>	<ul style="list-style-type: none">• <i>social networking sites in our lives</i>	<i>The definition & the significance of communication</i>	<ul style="list-style-type: none">• <i>Interpreting a Quranic verse related to moral wall</i>
<ul style="list-style-type: none">• <i>If only/ I wish</i>• <i>Verb + gerund or infinitive</i>• <i>Verb + gerund and infinitive</i>	<ul style="list-style-type: none">• <i>connected speech 1 (intrusion)</i>• <i>Intrusive /j/ & /w/</i>	<ul style="list-style-type: none">• <i>Expressing apology</i>	<ul style="list-style-type: none">• <i>Different kinds of pollution</i>	<ul style="list-style-type: none">• <i>Ozone layer and the climate change</i>	<ul style="list-style-type: none">• <i>Interpreting a Quranic verse related to the environment</i>
<ul style="list-style-type: none">• <i>The comparison of adjectives</i>• <i>Demonstrative pronoun</i>• <i>Indefinite pronouns</i>	<ul style="list-style-type: none">• <i>connected speech 2 (intrusion)</i>• <i>Intrusive /r/</i>	<ul style="list-style-type: none">• <i>Expressing prediction</i>	<ul style="list-style-type: none">• <i>Quality of work</i>	<ul style="list-style-type: none">• <i>Excellence</i>	<ul style="list-style-type: none">• <i>Interpreting a Quranic verse related to work mastery</i>

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Unit 5

Intelligence



- ★ **Reading:** Multiple intelligences
- ★ **Writing:** Forgetfulness
- ★ **Listening:** Human intelligence
- ★ **Speaking:** Multiple intelligences
- ★ **Vocabulary:** Phrasal verbs
- ★ **Grammar:** Reflexive pronouns
Abstract nouns
Compound nouns
- ★ **Language Functions:** Expressing persuasion
- ★ **Pronunciation:** Assimilation
- ★ **Research:** Multiple intelligences
- ★ **Critical thinking:** Intelligences
- ★ **Project:** Interpreting a Quranic verse

Multiple Intelligence Theory

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

- ★ recognize the meaning of unfamiliar target words using picture prompts.
- ★ use newly learnt vocabulary in context appropriately.
- ★ read a text about multiple intelligences for specific information.
- ★ recognize the inconsistency of an argument about multiple intelligences.
- ★ identify the smartness of each type of intelligence.
- ★ use the e-dictionary to identify the different parts of speech.
- ★ recognize the meaning of new phrasal verbs.
- ★ speak with mates about the features of each type of intelligence.
- ★ use reflexive pronouns accurately.
- ★ pronounce assimilation correctly.
- ★ conduct a research project about intelligence.
- ★ write an introduction of a problem solution essay properly.



Task 1

Get Ready

I can recognize the meaning of unfamiliar target words using picture prompts.

Target Vocabulary

psychologist - appreciate - interpersonal - logical - visual - kinesthetic
- naturalistic - potential - verbal - auditory - naturalistic

A Match the vocabulary from column "A" with their synonyms in column "B" using the pictures.

A

1 Naturalistic



B

() Linguistic

2 Logical



() Value

3 Visual



() Rational

4 Verbal



() Optical

5 Appreciate



(1) Physical

B Read the following sentences, and fill in the blanks with the suitable word from the list.

I can use newly learnt vocabulary in context appropriately.

kinesthetic	interpersonal	psychologist	significant	intrapersonal
potential	naturalistic	distinguishing	visual	auditory

- 1 A kinesthetic learner prefers to learn through hands-on experiences and movement.
- 2 A learner prefers to learn through pictures, diagrams, and videos.
- 3 An learner prefers to learn through verbal lectures and discussions.
- 4 A learner prefers to learn through observing and interacting with nature.
- 5 An learner prefers to learn through self-reflection and introspection.
- 6 An learner prefers to learn through working with others and discussing ideas.
- 7 A is a professional who studies human behavior and mental processes.
- 8 between different types of learners is important for educators to create effective teaching strategies.
- 9 Everyone has to learn and grow.

**Task 2****Reading**

I can identify the main ideas in a website blog about the liver.

A Pre-Reading Questions:

Look at the pictures, then answer the following questions:

1 "Everyone is intelligent, but on their own way." Do you agree with this saying? Why?

.....

2 Do you think that people are smart in the same way and the same degree? Why? Why not?

.....

3 Do you think that there are different types of intelligence? guess any of them.

.....

4 In which area do you feel particularly skilled? How did you come to recognize this area of strength?

.....

.....

**B Reading Comprehension:**

I can read a text about multiple intelligences for specific information.

Read the following text, then answer the questions:

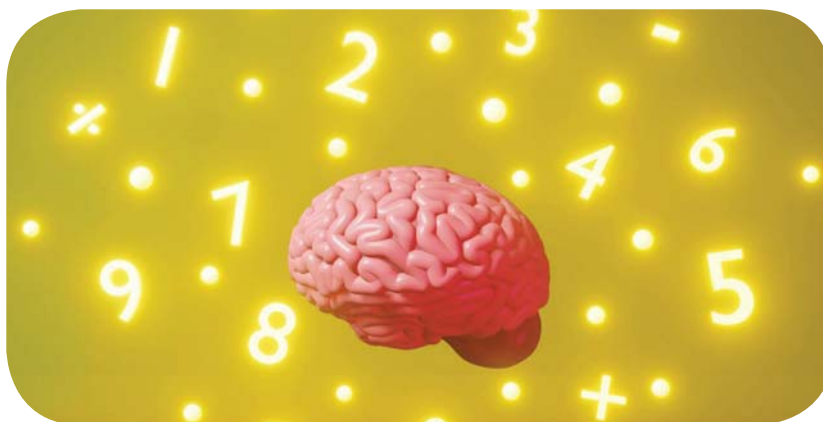
As a psychologist, I appreciate the concept of multiple intelligences and its potential to aid individuals in comprehending their strengths and weaknesses. By acknowledging and fostering their unique aptitudes, individuals can attain more success and gratification in their personal and professional lives.



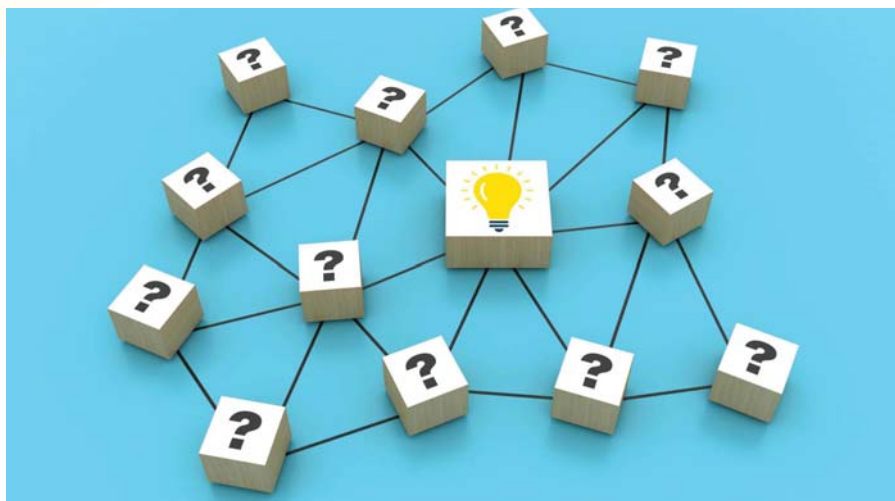
Interpersonal intelligence is a critical aspect of multiple intelligences, which requires the ability to comprehend and communicate proficiently with others. This is a crucial skill in various social and professional environments, and individuals with strong interpersonal intelligence can develop robust relationships and work effectively in teams.



Logical intelligence is another crucial intelligence, which necessitates the ability to reason, solve problems, and think critically. This is an essential skill in many domains, including science, mathematics, and engineering, individuals with strong logical intelligence can excel in these areas.



Visual and kinaesthetic intelligences are also vital, as they require the ability to perceive and manipulate the physical world. Individuals with strong visual intelligence can create mental models of reality, while those with strong kinaesthetic intelligence can express ideas and emotions through physical movement.



Naturalistic intelligence is an important intelligence that involves the ability to appreciate and comprehend the natural world, including an understanding of plants, animals, and other natural phenomena, as well as an appreciation for the beauty and complexity of nature.

Intrapersonal intelligence is essential, as it involves self-knowledge and self-understanding. Individuals with strong intrapersonal intelligence can reflect on their thoughts and emotions and use this knowledge to guide their actions and decisions.



Unit 5

Verbal and auditory intelligences are also significant, requiring the ability to use language effectively and to perceive sounds. Individuals with strong verbal and auditory intelligence can often excel in fields such as writing, journalism, and music.



Finally, spatial intelligence is critical, as it requires the ability to comprehend and manipulate natural objects and ideas. This includes understanding maps, charts, and other visual representations of data, as well as the ability to follow detailed instructions and carry out complex tasks.



In conclusion, the concept of multiple intelligences provides a valuable framework for understanding and appreciating the diverse talents and abilities of individuals. By acknowledging and developing their unique strengths, individuals can reach their full potential and achieve greater success and satisfaction in their lives.



One study tip for learning a foreign language: individuals with strong auditory intelligence can benefit from listening to podcasts or music in the target language, while those with strong visual intelligence may find it helpful to use flashcards or watch movies with subtitles. Similarly, those with strong interpersonal intelligence can practice speaking with native speakers or join language exchange groups, while those with strong logical intelligence may find it helpful to break down grammar rules and practice applying them in different contexts. By incorporating multiple forms of learning, individuals can enhance their language acquisition and develop a more comprehensive understanding of the language.



Answer the following questions:

- 1 What is interpersonal intelligence and why is it important in social and professional settings?
- ◆ It is the type of intelligence that help individuals communicate proficiently with others. It is important in social and professional settings individuals with strong interpersonal intelligence can develop robust relationships and work effectively in teams.
- 1 Based on the text, do individuals with strong visual intelligence necessarily have strong kinaesthetic intelligence as well?

.....

.....

- 2 Do you believe that the concept of multiple intelligences is a useful framework for understanding individual talents and abilities? Why or why not?

.....

.....

- 3 Based on the above text, explain the term "intrapersonal intelligence" in your own words.

.....

.....

Choose the correct answer:

- 1 Every person possesses different intelligences to degree.
☐ a some ☐ b various ☐ c highest ☐ d similar
- 2 A person who has intelligence can give an accurate speech.
☐ a verbal ☐ b musical ☐ c visual ☐ d auditory

Unit 5

- 3 Persons who have higher levels of intelligence prefer working in groups.
- a intrapersonal
 - c interpersonal
 - b kinesthetic
 - d visual
- 4 Which intelligence requires the ability to reason, solve problems, and think critically?
- a Interpersonal intelligence
 - c Logical intelligence
 - b Visual intelligence
 - d Intrapersonal intelligence
- 5 Individuals with strong visual intelligence can
- a comprehend and communicate proficiently with others
 - b create mental models of reality
 - c reason and solve problems
 - d appreciate and comprehend the natural world
- 6 Which intelligence involves self-knowledge and self-understanding?
- a Interpersonal intelligence
 - b Logical intelligence
 - c Intrapersonal intelligence
 - d Naturalistic intelligence
- 7 Verbal and auditory intelligences require the ability to
- a perceive and interpret sounds
 - b manipulate concrete objects and ideas
 - c appreciate and comprehend the natural world
 - d reason and solve problems

Top-Tip

Paraphrasing is a useful technique to express an idea using different words or sentence structures. It allows you to convey the same message in a unique and fresh way. You can add variety to your writing and avoid repetition. For instance, you can rephrase "She sang a beautiful song" to "Her vocal performance was captivating and stunning."

C Post-Reading Activities

I can recognize the inconsistency of an argument about multiple intelligences

- **Read the following excerpts and identify the inconsistency in this argument.**

- 1 People who are strong in logical-mathematical intelligence are naturally good at solving complex problems.

logical-mathematical intelligence may provide individuals with the ability to solve difficult mathematical problems.

- 2 logical intelligence is a type of intelligence that is separate from other cognitive abilities.

- 3 A student argues that they should not have to study subjects they are not good at because it does not align with their dominant intelligence.

- 4 An educator states that they have identified a student's dominant intelligence type based solely on their performance in a single subject.

- 5 All individuals have the same level of intelligence, and it can be accurately measured by a single IQ test.

Top-Tip

Identifying inconsistency of an argument means recognizing conflicting or missing information within an argument, evaluating its impact on the validity of the argument, and using critical thinking to form accurate conclusions. It is an important skill that helps to recognize unreliable arguments.

You can follow the following procedures:

1. Carefully read and analyze the argument.
2. Check for logical consistency.
3. Evaluate the relevance and reliability of evidence.
4. Consider alternative perspectives.
5. Identify common fallacies.
6. Synthesize information.

D Match the type of intelligence with its smartness.

I can identify the smartness of each type of intelligence.

Intelligence		Smartness
1 Visual/ spatial	f	a Self-smart
2 Linguistic	.....	b Music smart
3 Kinesthetic	.....	c Nature smart
4 Logical	.....	d People smart
5 Musical	.....	e Word smart
6 Intrapersonal	.....	f Picture smart
7 Interpersonal	.....	g Number smart
8 Naturalistic	.....	h Body smart



Task 3

Vocabulary File

I can use the e-dictionary to identify the different parts of speech.

Dictionary Work:

A Use the e-dictionary to complete the table.

Word	Part of speech
1 Psychologist	noun
2 Appreciate
3 Logically
4 Auditory
5 Potential
6 Include
7 Visual

B Fill in the gaps with the suitable words from the box below:

logical	visual	potential	appreciate	distinguish	natural
---------	--------	-----------	------------	-------------	---------

- 1 That child shows great potential; he's a talented musician.
- 2 They think she killed her husband, but they have no evidence.
- 3 Students need the ability to construct a argument.
- 4 We really your help for us.
- 5 A individual makes use of maps, charts, videos, and pictures.
- 6 She couldn't whether it was right or wrong.

**Task 4****Phrasal Verbs**

I can recognize the meaning of new phrasal verbs.

A Choose the correct phrasal verb from the wheel to complete the following sentences.

- 1 Many creative individuals express their emotions through their artwork.
- 2 The team was able to the project successfully due to their exceptional teamwork.
- 3 It's important to your mistakes and learn from them.
- 4 John has always been able to his ideas writing.
- 5 The scientist was able to her research using advanced technology.
- 6 I want to my skills and a new hobby.

Phrasal verbs

A phrasal verb is a verb combined with an adverb, or a preposition, or sometimes both, to give a new meaning, for example go in for, win over and see to:



Unit 5

- 7 The detective was able to the investigation and catch the criminal.
- 8 The player was able to her emotions her movements.



Task 5

Read to speak

I can speak with mates about the features of each type of intelligence.

In small groups (spatial intelligence group, logical-mathematical intelligence group, and naturalistic intelligence group) discuss the following:

- ◆ What this type of intelligence means.
- ◆ How it can be developed.
- ◆ The features of each group.



Task 6

Grammar File: Reflexive Pronouns

I can use reflexive pronouns accurately.

A Choose the correct answers to complete the following sentences:

- 1 Her dog parked when it saw in the mirror.
- a herself b itself
- c themselves
- 2 Did you go on holiday by or with your families?
- a yourself b ourselves
- c yourselves
- 3 Beginner drivers aren't allowed to drive by
- a ourselves b themselves
- c yourselves

Top-Tip

Reflexive pronouns are words ending in -self or -selves that are used when the subject and the object of a sentence are the same (e.g., I believe in myself). They can act as either objects or indirect objects. The nine English reflexive pronouns are: myself, yourself, himself, herself, oneself, itself, ourselves, yourselves, and themselves. e.g. I fell over and hurt myself.

4 Who was with Aseel when you saw her? Nobody, she was by

(a) herself

(b) itself

(c) himself

5 He got up and

(a) shaved

(b) shaved himself

(c) shaved herself.

6 Why do you blame

(a) myself

(b) yourself

(c) herself

7 Every parent needs to take a break for now and again.

(a) themselves

(b) himself

(c) herself

8 Let be associated with men of good judgement.

(a) myself

(b) yourself

(c) herself

B Put the suitable reflexive pronoun to complete the following sentences:

1 After the game, the football player hurt himself when he accidentally collided with another player on the field.

2 She was feeling a bit down today, so she decided to cheer up by doing some yoga and meditation.

3 Although they worked well as a team, each member of the group should be proud of for contributing to the project's success.

4 They decided to treat to a fancy dinner to celebrate their anniversary.

5 In order to improve your overall wellbeing, it's important to take care of by eating healthy foods, exercising regularly, and getting enough sleep.

6 She reminded to be careful while driving and to always wear a seatbelt.

- 7 The cat hurt when it accidentally scratched while playing with a toy.
- 8 He enjoyed teaching how to bake a cake from scratch.



Task 7 Pronunciation Assimilation

I can pronounce assimilation correctly.

A Identify instances of assimilation in the following sequences and explain each case.



Top-Tip

Assimilation is a general term in phonetics for the process by which a speech sound becomes similar or identical to a neighboring sound.

/n/ changes to /m/ before /m/, /b/ or /p/
He is in Paris.

/θ/ changes to /s/ before /s/
Both Samy and Amre are clever.

/t/ changes to /p/ before /m b p/
He left before you arrived.

/t/ changes to /k/ before /k g/
He went in a fast car.

/d/ changes to /k/ before /g/
She is a good girl.

1 [gold mine, lord mayor, hold back	→	/d/ changes to /b/ before /m, b or p/
2 .....	→	.....
3 .....	→	.....
4 .....	→	.....
5 .....	→	.....

B Say these phrases, then try to identify places where assimilation might occur and comment on each case.

phrase	Assimilation
cat broke	/t/ changes to /p/ before /m, b or p/
both sad
looked blank
couldn't quite
quite believe
ten minutes
input gadgets



Task 8

Research Time

I can conduct a research project about intelligence.

Think and Research:

- ◆ Research the characteristics of each intelligence and identify real-life examples of individuals who excel in each intelligence.
- ◆ Compare and contrast two different types of intelligences.
- ◆ How can we develop our abilities according to the multiple intelligences theory?





Task 9

Writing File

I can write an introduction of a problem solution essay properly.

With the help of this sample introduction, write an introduction to a 3-paragraph essay about (I can manage my time).

Forgetfulness**Introduction:**

Forgetfulness is a common issue that affects people of all ages and can have a significant impact on daily life. People may forget important appointments, tasks, or even their own personal information. This essay will explore the problem of forgetfulness and propose practical solutions for improving memory and reducing forgetfulness.

● A general topic sentence

● The supporting evidence

I can manage my time**Introduction:**

.....

.....

.....

.....

Top-Tip

A problem and solution essay is a writing type that identifies a problem and proposes a solution. The essay aims to persuade the reader that the problem exists and that the proposed solution is valid, with supporting evidence and refutation of opposing viewpoints.

It has three main parts:

- introduction
- body
- conclusion

The introduction should contain:

- Providing background information about the problem being addressed, including why it is important and who it affects.
- A thesis statement stating the problem being addressed and the proposed solution.

Intelligence Quotient [IQ]

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

- ★ recognize the meaning of unfamiliar target words using their antonyms and picture prompts.
- ★ listen to a text for gist.
- ★ listen to a text for specific information.
- ★ recognize the meaning of new phrasal verbs.
- ★ identify the meaning of unknown words using context in a listening text.
- ★ use newly learnt vocabulary in context correctly.
- ★ use an e-dictionary to identify the synonyms and antonyms of some words.
- ★ take part in a virtual interview with a celebrity about intelligence.
- ★ use abstract nouns accurately in writing.
- ★ express persuasion making use of some phrases.
- ★ develop new ideas about the multiple intelligence theory.
- ★ write a body paragraph to a problem solution essay properly.



Task 1

Listening File

I can recognize the synonym of unfamiliar target words using picture prompts.

A Get Ready:

Target Vocabulary

inherited - dimensions - roughly - housed - complex - awareness -
retentive - flexible - crystallized - highly-gifted - potential - dictated
- myth - crucial



Unit 5

B Match the vocabulary from column “A” with their antonyms in column “B” using the pictures.

I can recognize the meaning of unfamiliar target words using their antonyms and picture prompts.

A

1 complex



B

() insignificant

2 myth



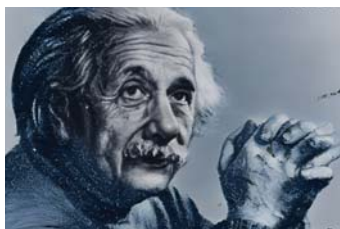
(1) simple

3 crucial



() average

4 highly-gifted



() ignorance

5 awareness



() truth

C Pre-Listening Questions:

- 1 Is intelligence something inherited or acquired?
.....
- 2 What are the components of intelligence? How are they different?
.....
- 3 How can you boost intelligence?
.....

D Listen to the following text and suggest a suitable title:

I can listen to a text for gist.

.....

Practicing problem-solving techniques and engaging in activities that require cognitive flexibility, such as learning a new language or taking up a musical instrument, can help improve overall cognitive function and intelligence.

E Choose the correct answers of the following sentences:

I can listen to a text for specific information.

- 1 Which of the following best describes intelligence according to Professor Detlef Rost?
 - a The ability to learn new things
 - b The ability to solve new problems, to learn from the experience and to use that experience to help you solve other problems
 - c The ability to store information in the brain
 - d The ability to speak multiple languages
- 2 Where is intelligence housed?
 - a In the heart
 - b In the liver
 - c In the brain
 - d In the lungs

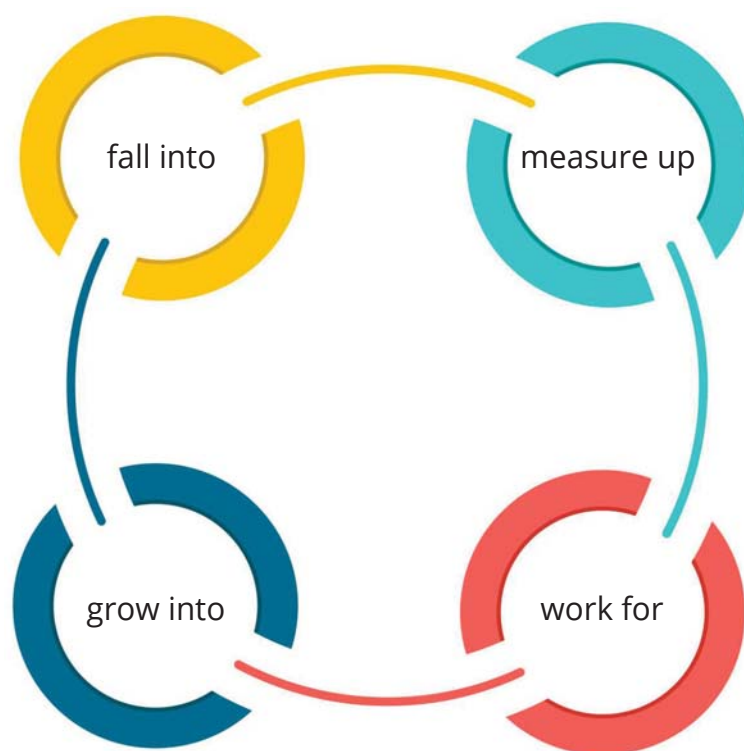
- 3 What do intelligence tests measure?
 - a Spatial awareness and linguistic ability
 - b Mathematical ability and spatial awareness
 - c Retentive ability and mathematical ability
 - d Retentive ability and linguistic ability
- 4 What are the two basic components of intelligence?
 - a Fluid intelligence and crystallized intelligence
 - b Crystallized intelligence and retentive ability
 - c Fluid intelligence and retentive ability
 - d Crystallized intelligence and linguistic ability
- 5 What is the average IQ?
 - a Between 115 and 130
 - b Between 85 and 115
 - c Below 85
 - d Above 130
- 6 According to the text, is chess an indication of an intelligent person?
 - a Yes, it is
 - b No, it is not
 - c It depends on the person's IQ score
 - d The text doesn't provide enough information
- 7 What is the best way of boosting the ability of gifted people?
 - a Special programs for highly gifted people
 - b Education
 - c A combination of education and special programs
 - d Experience and exercises

8 Is an individual's potential dictated solely by their IQ score?

- a Yes, he/ she is.
- b No, he/ she is not.
- c It depends on the individual.
- d The text doesn't provide enough information.

F Choose the correct phrasal verb from the wheel to complete the following sentences.

I can recognize the meaning of new phrasal verbs.



- 1 The new employee is trying hard to the expectations of the manager.
- 2 With regular exercise and a balanced diet, you can a healthy lifestyle.
- 3 The little boy has potential to a great athlete in the future.
- 4 I accidentally the trap of overspending during the holiday season.

G Match the words in column (A) with their definition in column (B).

I can identify the meaning of unknown words using context in a listening text.

A		B
a Inherited	2	1 Capable of being bent or changed
b Dimensions	.....	2 Received genetically from one's parents or ancestors
c Housed	.....	3 The measurable aspects of something
d Retentive	.....	4 The capacity to remember or retain information
e Flexible	.....	5 The location or place where something is kept
f Crystallized	.....	6 Knowledge and skills acquired through education and experience
g Potential	.....	7 The possibility or likelihood of something happening or existing

H Choose the correct word from the box to complete the following sentences:

I can use newly learnt vocabulary in context correctly.

inherited	dimensions	roughly	housed	retentive
flexible	crystallized	potential	dictated	

- 1 The ability to solve new problems, to learn from experience, and use that experience to solve other problems describes intelligence potential.
- 2 Intelligence is in the brain.

- 3 There is no exact definition of intelligence, but it can
be described as the ability to solve new problems.
- 4 The brain's ability is measured in intelligence tests.
- 5 intelligence is influenced by education and training.
- 6 The second component of intelligence can continue to grow
into old age, known as intelligence.
- 7 Intelligence is not the only factor that dictates an individual's
.....
- 8 Chess is not an indication of intelligence; it is a
- 9 Experience and exercises do play a role in boosting
intelligence.
- 10 Special gifted and talented programs are considered out of date,
and education is the best way to boost the of gifted
individuals.

I Give the synonyms and antonyms of these words:

I can use an e-dictionary to identify the synonyms and antonyms of some words.

Word	Synonym	Antonym
Inherited	<u>Inborn</u>	<u>acquired</u>
Dimensions		
Housed		
Retentive		
Flexible		
Crystallized		
Potential		
Inherited		



Task 2

Listen to Speak

A Celebrity Interview:

I can take part in a virtual interview with a celebrity about intelligence.

- ◆ Divide the class into pairs or small groups.
- ◆ Assign each group a celebrity or well-known figure (fictional).
- ◆ Each group must create a list of questions for their assigned celebrity about intelligence.
- ◆ One member of the group will act as the interviewer and the other(s) will act as the celebrity.

Top-Tip

You can use the following questions:

- How do you define intelligence?
- Do you think intelligence is inherited or can it be developed?
- How do you retain information effectively?
- What memory techniques have you found most useful?
- How do you evaluate information to determine its reliability?

-
-
-
-



Task 3

Grammar File

Abstract Nouns

I can use abstract nouns accurately in writing.

A Underline the abstract noun in the following sentences (you can find more than one word in a sentence):

- ◆ My computer's processing speed is a testament to its intelligence.
- ◆ The library is a great place for learning about history.
- ◆ The teacher shared her knowledge of calculus with her students.

Top-Tip

Abstract nouns are naming words that you cannot see, smell, touch or perceive by any of your five senses. Words like love, time, beauty, and science are all abstract nouns because you can't touch them or see them.

Here are some more examples of abstract nouns:

- *Intelligence*
- *Ability*
- *Experience*
- *Potential*
- *Quotient*

- ◆ The old oak tree was a symbol of wisdom and strength.
- ◆ The artist's perception of the world was reflected in her paintings.
- ◆ The photo album was filled with cherished memories of my childhood.
- ◆ The counselor's understanding of human behavior helped her to help her clients.
- ◆ The sculptor's creativity was evident in the unique design of her latest work.
- ◆ The engineer's problem-solving skills were put to the test when the machine broke down.
- ◆ The lawyer's reasoning was sound and convincing, and the jury agreed.

B Fill in the blanks using the abstract noun form of the words given in brackets:

- 1 The appearance (appear) of the clown at the circus made us laugh.
- 2 (kind) is a good virtue.
- 3 The immense (strong) of the fighter makes him the winner.
- 4 The prefects in our school have (leader) qualities.
- 5 (cruel) to animals makes us all sad.
- 6 It is my (please) to be in the event.
- 7 Their (friend) will last for long.
- 8 Can you believe that guy's (brilliant)?



Task 4

Language Functions Persuasion

I can express persuasion making use of some phrases.

A Complete the following mini-dialogue expressing your agreement or disagreement.

1 **Sama:** You're smart, so I probably don't have to tell you that it's important to maintain your study.

♦ **Aseel:**

2 **Adam:** You simply won't find a better job. If I were you, I'd apply for it.

♦ **Kareem:**

3 **Reem:** If you've come across my office, you're probably looking for some great help. Will I see you?

♦ **Aseel:**

4 **Omar:** Join me for this session on Smart Ways of Thinking, you may change your way of life.

♦ **Ayman:**

5 **Hamdy:** More than 80% of student in class depend on learning by heart not understanding.

♦ **Mohammad:**

Top-Tip

Persuasive strategies used by teachers, parents, and public speakers. Persuasion involves trying to convince someone else to do something, to change their mind or to align with your way of thinking. You should:

Persuasive phrases and words:

- "I strongly believe that..."
- "In my opinion..."
- "It is clear to me that..."
- "After careful consideration, I believe that..."
- "Without a doubt..."
- "I am convinced that..."
- "There is no denying that..."
- "I am of the firm belief that..."
- "I cannot emphasize enough how strongly I feel that..."
- "It is my sincere belief that..."

6 **Rawan:** People like you and I don't want to see lazy students at schools.

♦ **Mariam:**

7 **Ramadan:** lazy people suffer from diseases. We should practice sports to be fit and healthy.

♦ **Osama:**

8 **Ali:** He depends on cheating to succeed. I think he will never learn or be a good citizen.

♦ **Mazen:**

B Use the following phrases in meaningful persuasive speeches:

(Why students should be allowed to use mobile phones in the classroom).

- ♦ In groups, brainstorm suitable ideas related to the above topic.
- ♦ The group speaker presents the speech to the rest of the class using as many of the introductory phrases as possible.
- ♦ introductory phrases...
- ♦ I strongly believe that...
- ♦ In my opinion...
- ♦ It is clear to me that...
- ♦ After careful consideration, I believe that...
- ♦ Without a doubt...
- ♦ I am convinced that...
- ♦ There is no denying that...
- ♦ I am of the firm belief that...
- ♦ I cannot emphasize enough how strongly I feel that...
- ♦ It is my sincere belief that...



Task 5

Speaking Focus

I can develop new ideas about the multiple intelligence theory.

A Watch the following video, then in groups, discuss the following points:



- 1 According to this video, are the IQ tests the best way to measure one's intelligence?
- 2 What are the reasons behind studying the multiple intelligences theory?
- 3 If you are with a high level of linguistic intelligence what life aspects will you be better at?



Task 6

Critical Thinking

- 1 How can knowing about different types of intelligence help us do better in school and life?
- 2 How can we measure intelligence? What are some of the limitations of IQ tests as a measure of intelligence?
- 3 Is intelligence inherited or can it be developed through education and training? Provide examples to support your answer.
- 4 How can we use our experiences to develop and improve our intelligence?

- 5 What are some of the factors that influence an individual's potential? How can education help to increase this potential for all students, regardless of their IQ scores?

**Task 7****Writing File**

I can write a body paragraph to a problem solution essay properly.

- ◆ Write a body paragraph to a problem/ solution essay.

Body paragraph:

One common problem that many people experience is forgetfulness. There are several potential causes of forgetfulness, including aging, stress, and lack of sleep. To address this problem, one potential solution is to develop habits that promote better memory, such as getting enough sleep, staying physically active, and engaging in mental exercises like crossword puzzles or memory games. Another potential solution is to use tools like reminder apps or calendars to help keep track of important dates and appointments.

● Explanation of the causes

● Discussion of potential solutions.

I can't manage my time**Body paragraph:**

.....

.....

.....

.....

Top-Tip

You remember that the problem /solution essay has three main parts. The introduction, the body and the conclusion.

The body paragraph of a problem/solution essay should contain:

- Explanation of the causes:
- Discussion of potential solutions.

It should have some supporting evidences.

IQ Activities

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

- ★ use synonyms and picture prompts to identify the meaning of unknown words in a context.
- ★ read a text about intelligence quotient for specific information.
- ★ identify the meaning of unknown words using context in a reading text.
- ★ take part in a discussion about the factors affecting the IQ level.
- ★ use idioms about the human intelligence in writing.
- ★ use compound nouns in context accurately.
- ★ write a concluding paragraph to a problem solution essay properly.
- ★ write a complete problem/ solution essay properly.
- ★ carry out a project about a Quranic verse addressing the variation among people.

**Task 1****Get Ready****Target Vocabulary**

Reasoning - Pictionary - Genetic - Intellectual Biological -
Environmental - Crossword puzzles - Executive control - Orienting -
Attention - Physical representations - Interpreting



A Match the vocabulary from column “A” with their synonyms in column “B” using the pictures.

I can use synonyms and picture prompts to identify the meaning of unknown words in a context.

A

1 reasoning



B

() directing

2 intellectual



() explaining

3 biological



() intelligent

4 orienting



(1) logic

5 interpreting



() natural



Task 2

Reading

A Pre-Reading Questions:

• **Look at the pictures, then answer the following questions:**



1 Does the level of intelligence increase and decrease or not. Explain.



2 From your point of view, what are the activities that can increase the level of the IQ?



• **Read the following text, then answer the questions:**

I can read a text about intelligence quotient for specific information.

The IQ (intelligence quotient) is a measure of a person's mental ability. This measurement was popularized in the 1900s by a French psychologist named Alfred Binet. Although it was developed to measure intellectual intelligence level, it is not the only factor determining intelligence; your IQ testing can be a useful marker of your intelligence, but the actions you take and your efforts throughout life can matter just as much.

Remember

Research has shown that handwriting notes instead of typing them can improve memory retention and recall. When students write their notes by hand, they are more engaged with the material and process the information more deeply, leading to better memory retention. Additionally, drawing diagrams or mind maps can be a useful tool for organizing information and making connections between concepts, which can also aid in memory retention and recall.

Numerous **biological**, social, and **environmental** factors can determine how a person might score on an IQ test at any particular time and how a person's life turns out irrespective of their IQ measurement. This includes the person's health, **genetic** history, social or economic status, access to education, and more. The following activities may help you improve your level:



1 Memory activities

Memory activities, such as jigsaw puzzles, **crossword puzzles** and Sudoku, improve memory but can also enhance **reasoning** and language skills. Reasoning activities develop intelligence.

2 Executive control activities

Executive control is the ability to control complex activities and high-order functions, like making decisions, **orienting attention**, organizing and managing tasks. That executive function is strongly tied to fluid reasoning, which is one aspect of human intelligence. These activities include Pictionary, red light, green light and brainteasers.

3 Visual-spatial reasoning activities

Visual, spatial reasoning involves the mental processes which related to **physical representations**. For example, mazes, point-of-view activities, reading and **interpreting** a map involve visual-spatial reasoning and processing. Visuospatial reasoning led to an increase in IQ test scores. Many of the games and activities listed above can also be played online. While these IQ games and tests cannot accurately measure someone's IQ, they can still be a great way to develop your intelligence.



B Post- Reading Activities:

Choose the correct answer to complete the following sentences:

- 1 Intelligence quotient is a measure of the intellectual ability of a person.

<input type="radio"/> a inner	<input type="radio"/> c intellectual
<input type="radio"/> b cognitive	<input type="radio"/> d emotional
- 2 Doing increases the level of intelligence.

<input type="radio"/> a judo	<input type="radio"/> c maize
<input type="radio"/> b karate	<input type="radio"/> d swimming
- 3 Healthy mind is in the body.

<input type="radio"/> a strong	<input type="radio"/> c fat
<input type="radio"/> b healthy	<input type="radio"/> d straight
- 4 IQ games and tests can be a way to one's intelligence greatly.

<input type="radio"/> a develop	<input type="radio"/> c envelop
<input type="radio"/> b involve	<input type="radio"/> d have
- 5 Who popularized the IQ measurement in the 1900s?

<input type="radio"/> a Alfred Binet	<input type="radio"/> c Albert Einstein
<input type="radio"/> b Sigmund Freud	<input type="radio"/> d Carl Jung
- 6 What does IQ measure?

<input type="radio"/> a Emotional intelligence	<input type="radio"/> c Mental ability
<input type="radio"/> b Physical strength	<input type="radio"/> d Social skills
- 7 What kind of activities improve memory, reasoning, and language skills?

<input type="radio"/> a Executive control activities
<input type="radio"/> b Visual-spatial reasoning activities
<input type="radio"/> c Memory activities
<input type="radio"/> d Physical activities

8 Which activity improves executive control and fluid reasoning?

- a Crossword puzzles
- a Brainteasers
- a Mazes
- a Reading maps

C Read the following text and fill in the gaps with the suitable words:

I can identify the meaning of unknown words using context in a reading text.

particular

level

challenge

energy

skill

brain

Challenge your mind to increase your IQ

Intelligent people do not settle. When you've mastered a particular skill, challenge yourself further. Force your brain to work harder. Brains use a lot of during training. While you're attempting to learn something, you are challenging your to make connections and learn new things. Once you've mastered a, you should keep pushing yourself for a higher For example, say you play a musical instrument. You work hard for a few weeks to learn a new song, do not stop here. Take the by choosing a new, more difficult song.



Task 3

Read to speak

I can take part in a discussion about the factors affecting the IQ level.

In pairs, discuss the following points about the factors affecting the IQ level:

- 1 Social status
- 2 Games
- 3 Practising languages
- 4 Economical status





Task 4

Idioms about Intelligence

Idiom		Meaning
1	A smart cookie	To make good decisions. e.g. Because of her limited English, people don't initially realize what a smart cookie Maria is.
2	Street smart	To possess knowledge and intelligence for handling difficult real-life situations. e.g. Mohamed is a real street smart businessman who is worth nearly a billion pounds.
3	On the ball	To handle things quickly and intelligently e.g. Our manager is really on the ball. I trust her judgement on this.
4	(As) sharp as a tack	To be extremely intelligent and perceptive e.g. Ali is as sharp as a tack, he can solve any problem.
5	A walking encyclopedia	To have an incredible amount of knowledge e.g. You're a walking encyclopedia. Why don't you try to have a better job.
6	A whiz kid	To be incredibly successful, knowledgeable, or skillful e.g. I saw on the news that some ten-year-old whiz kid has created a successful app.

A Rewrite the following sentences using the most suitable idiom:

I can use idioms about the human intelligence in writing.

- 1 Karla's grandmother is 94 years old and is still intelligent. (tack)

Karla's grandmother is 94 years old and still sharp as a tack.

- 2 According to her colleagues, Ann is able to make right decisions.
(cookie)



- 3 After spending most of his twenties and thirties reading books, my brother has an incredible amount of knowledge. (encyclopedia)



- 4 Check out this intelligent student who can speak nine languages.

It's astonishing. (whiz)



- 5 I think we need a doctor who is able to handle things quickly and willing to adapt to new treatments and methods. (ball)



- 6 The TV series is about an intelligent policeman in Alexandria. (street)



Task 5

Grammar File Compound Nouns

I can use compound nouns in context accurately.

A Choose the correct answer to complete the following sentences:

- 1 I do daily using a nice toothpaste.
 - a teeth brush
 - b tooth brush
 - c brush tooth
 - d tooth brushes
- 2 We need 10 of bricks.
 - a fultruck
 - b truck fuel
 - c truckfuls
 - d truckfills
- 3 Put the clothes in the
 - a machine wash
 - b machine washing
 - c wash machine
 - d washing machine
- 4 His hobby is
 - a train-spotting
 - b training spot
 - c train-spot
 - d training-spotting
- 5 In the tropics you can see
 - a firing-flying
 - b fire-fly
 - c firing-fly
 - d fire-flying

Unit 5

6 Please remember that is at 12 noon.

(a) checking -out

(c) out check

(b) checks-out

(d) check-out

7 You need to have a by a hairdresser.

(a) hairing cut

(c) hair cutting

(b) cuthair

(d) haircut

B Use the following compound nouns in sentences of your own:

1 Blackboard

There is a blackboard in our classroom.

2 Software



3 Breakfast



4 Sunrise



5 Football



6 Mother-in-law



7 Swimming pool





Task 6

Writing File

I can write a concluding paragraph to a problem solution essay properly.

A Write a conclusion paragraph of a problem/ solution essay about (I can't manage my time).

With the help of the sample conclusion, write a conclusion paragraph to a 3- paragraph essay about (I can't manage my time).

Forgetfulness

Conclusion:

In conclusion, forgetfulness can impact various aspects of life. However, to effectively combat forgetfulness, it is important for individuals to prioritize their cognitive health and incorporate memory exercises into their daily routine. Let us take proactive steps towards improving our memory and prioritize our cognitive health, for a better quality of life.

● A restatement of the problem

● A summary of the solution

● a call to action

(I can't manage my time)

Conclusion:

Top-Tip

Remember that the problem/ solution essay has three main parts: introduction, body, and conclusion.

The main basic components of the problem solution essay conclusion are:

- a restatement of the problem,
- a summary of the solution, and
- a call to action.

B Write a complete a problem/ solution essay properly about (Math is a difficult subject).

I can write a complete problem/ solution essay properly.

Remember

We use hyphen(-) to connect compound words.

Ex. Deep-fried

- Absent-minded

Math is a difficult subject

Top-Tip

Problem/ solution linking words:

- **First and foremost:** means more than anything else.
- **Another possible solution:** to introduce solutions.
- **In addition to:** as an extra thing (for addition).
- **Finally:** to end the speech.



Task 7

Project Time

I can carry out a project about a Quranic verse addressing the variation among people.

According to this Quranic verse:

أَهُمْ يَقْسِمُونَ رَحْمَتَ رَبِّكَ نَحْنُ قَسَمْنَا بَيْنَهُمْ مَعِيشَتَهُمْ فِي الْحَيَاةِ الدُّنْيَا وَرَفَعْنَا بَعْضَهُمْ فَوْقَ
بَعْضٍ دَرَجَاتٍ لِيَتَّخِذَ بَعْضُهُمْ بَعْضًا سُخْرِيًّا وَرَحْمَتُ رَبِّكَ خَيْرٌ مِمَّا يَجْمَعُونَ [الزخرف: ٣٢]

Design a chart in which you will show the different multiple intelligences with their related skills and abilities.

For example:

The mathematical intelligence will affect ,positively, the ability of doing puzzles and making calculation

- Discuss how you can comprehend the multiple intelligences from the view of the provided verse.
- In your own point of view, how did this Quranic verse shed light on the multiple intelligences?



Unit 6

Social Networking



- ★ **Reading:** Social networking sites
- ★ **Listening:** Social media benefits
- ★ **Speaking:** Social media applications
- ★ **Writing:** Advantages and disadvantages essay
- ★ **Vocabulary:** Interjections
- ★ **Grammar:** The adverb clause of purpose
Adverbial clause of result
Relative clauses (definite and indefinite)
- ★ **Language Functions:** Asking for personal information
- ★ **Pronunciation:** Assimilation
- ★ **Research:** The definition & the significance of communication
- ★ **Project:** Social media moral wall chart

Social Networking Sites

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

- ★ use synonyms and picture prompts to identify the meaning of unknown word about social media.
- ★ use newly learnt vocabulary in context correctly.
- ★ read a text for specific information.
- ★ use inference to attain new pieces of information in a reading text.
- ★ identify the meaning of unknown words about social media using context.
- ★ identify the logos of social media applications.
- ★ use an e-dictionary to find the parts of speech of some words.
- ★ take part in a conversation about social media.
- ★ use adverb clause of purpose in context accurately.
- ★ use the e-dictionary to identify the meaning and usage of an interjection .
- ★ pronounce the assimilation correctly.
- ★ write an introduction to an argumentative essay properly.
- ★ conduct a research project about communication through social media websites.

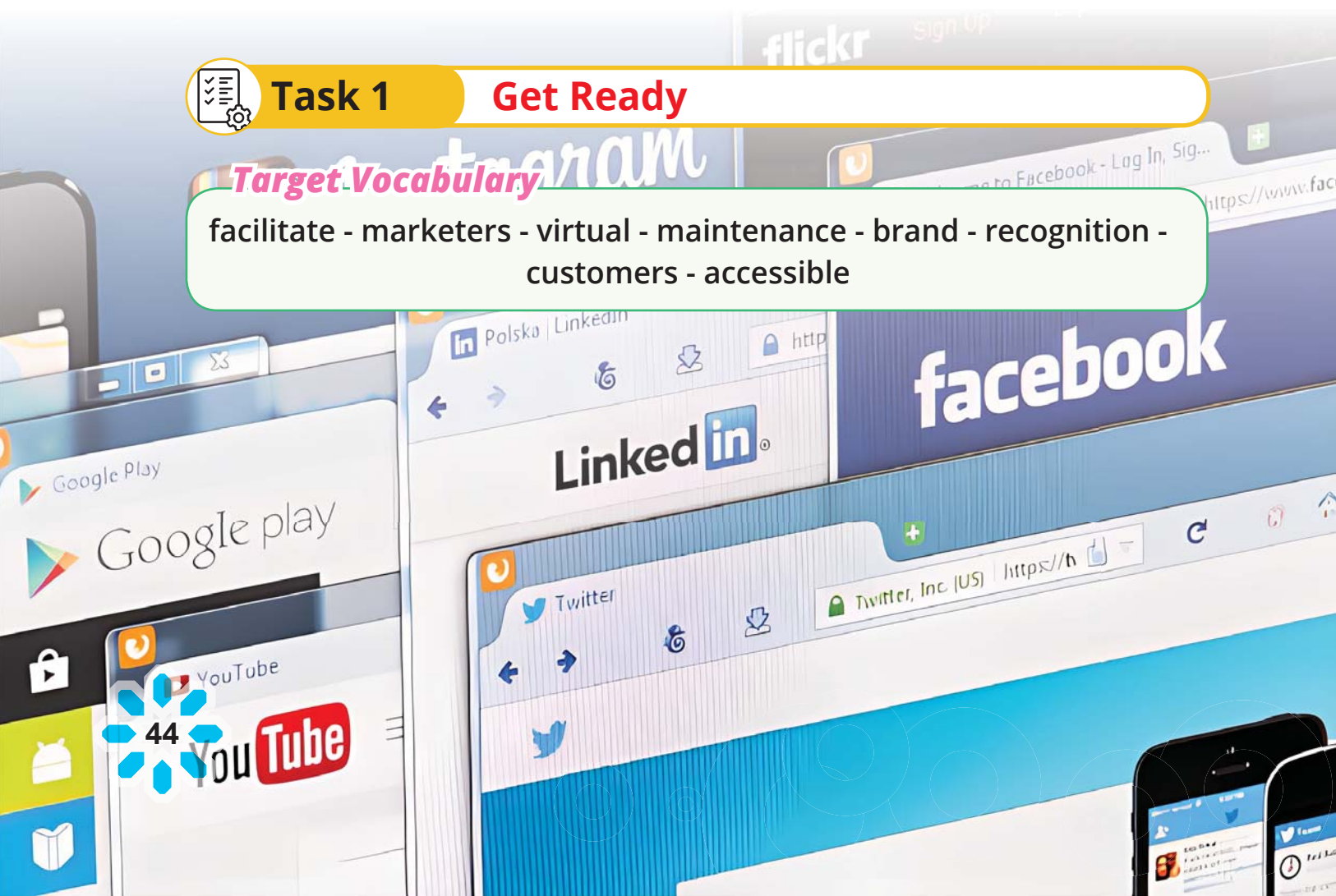


Task 1

Get Ready

Target Vocabulary

facilitate - marketers - virtual - maintenance - brand - recognition -
customers - accessible



A Match the vocabulary from column “A” with their synonyms in column “B” using the pictures.

I can use synonyms and picture prompts to identify the meaning of unknown word. about social media.

A

1 facilitate

2 virtual

3 maintenance

4 customers

5 marketer

**B**

() client

(1) simplify

() vender

() simulated

() continuation

Unit 6

B Read the following sentences, and fill in the blanks with the suitable word(s) between from the box:

I can use newly learnt vocabulary in context correctly.

facilitate marketers virtual maintenance brands recognition customers

- 1 He finally received the recognition that he deserved.
- 2 In order for social media to be profitable, the must gain the reader's trust.
- 3 The ancient structure of the company does not efficient workflow.
- 4 The website provides a tour of the stadium.
- 5 She is one of our best
- 6 The store sells a variety of shoe
- 7 There are certain things that are absolutely basic to the of a good relationship.



Task 2

Reading

A Pre-reading questions:

Look at the pictures, then answer the following questions:

- 1 What are the differences between the past and the modern means of communication?

.....

- 2 Have you ever bought something online? Explain.

.....

Reading Comprehension:

Social media are interactive media technologies that facilitate the creation and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks. Social media helps the development of online social networks by connecting a user's profile with those of other individuals or groups. Social networking can have a social purpose, a business purpose, or both, through sites like Facebook, X and Instagram. Social networking involves the development and maintenance of personal and business relationships using technology. These sites allow people and corporations to connect with one another, so they can develop relationships and share information, ideas, and messages.

Top-Tip

Reading subs skills

Inferring:

Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.

A hashtag is a word or phrase preceded by the pound symbol (#) used on social media to identify messages or posts on a specific topic. It enables users to search for and follow specific topics or conversations, as well as participate in larger online discussions and communities.

#cop27-Egypt



Unit 6

Family members and friends can reconnect and remain connected through personal social networking sites like Facebook. They can share photos and status update on every day or important events in their lives. People can also connect with unknown individuals who share the same interests, goals, or experiences. Individuals can find each other through groups, lists, and the use of hashtags.



Social networking is commonly used by marketers to increase brand recognition and encourage brand loyalty. Social media marketing helps promote a brand's voice and content. It can help make a company more accessible to new customers and more prominent for existing ones. For example, a frequent X user may learn about a company for the first time through a news feed and decide to buy a product or service. The more exposed people are to a company's brand, the greater the company's chances of finding and retaining new customers. Marketers use social networking to improve conversion rates. Building a following (admirer) provides access to and interaction with new, recent, and longtime customers. Sharing blog posts, images, videos, or comments on social media allows followers to react and engage, visit a company's website, and become customers.

**Task 3****Post-Reading Questions**

I can read a text for specific information.

A Tick (✓) or (X) in front of the following sentences:

- 1 Social media helps people build virtual communities. (✓)
- 2 Social networking is used for social communication. ()
- 3 Company can access new customers using social media. ()
- 4 X helps companies get new customers. ()
- 5 Social media decreases family relationship. ()
- 6 The more followers engage and react with a company, the less profits the company has. ()

B Read the passage again, then answer the following questions:

I can use inference to attain new pieces of information in a reading text.

- 1 What is the main purpose of social media?

The main purpose of social media is creating and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks.

- 2 Based on the text, what are some ways people can connect through social media?



.....



.....

- 3 What does the term "conversion rates" mean in the context of social media marketing?



.....



.....

Unit 6

- ④ What is your understanding of the word "facilitate" as used in the text?



- ⑤ What is your opinion on the role of social media in facilitating personal and business relationships?



C Complete the following sentences using the correct word from the box:

I can identify the meaning of unknown words about social media using context.

purposes develop connect interaction means accessible recognition

- ① Social media means online social networks.
- ② Social networking can have a social and business
- ③ People and companies with one another via social networking.
- ④ Social networking sites are very good for family members to remain connected.
- ⑤ Marketers use social networking to increase brand
- ⑥ Social networking can make a company more to new customers.
- ⑦ Building a following provides with recent customers.

D Match the applications names to their logos:

I can identify the logos of social media applications.

Telegram Facebook Instagram X Whatsapp Snapchat



Whatsapp



Top-Tip

Social Media Abbreviations

- FB: Facebook.
- IG: Instagram.
- LI: LinkedIn.
- X: X.
- YT: YouTube.
- SMS: Short Message Service
- URL: Uniform Resource Locator
- WWW: World Wide Web



Task 4

Vocabulary Focus

Dictionary Work:

I can use an e-dictionary to find the parts of speech of some words.

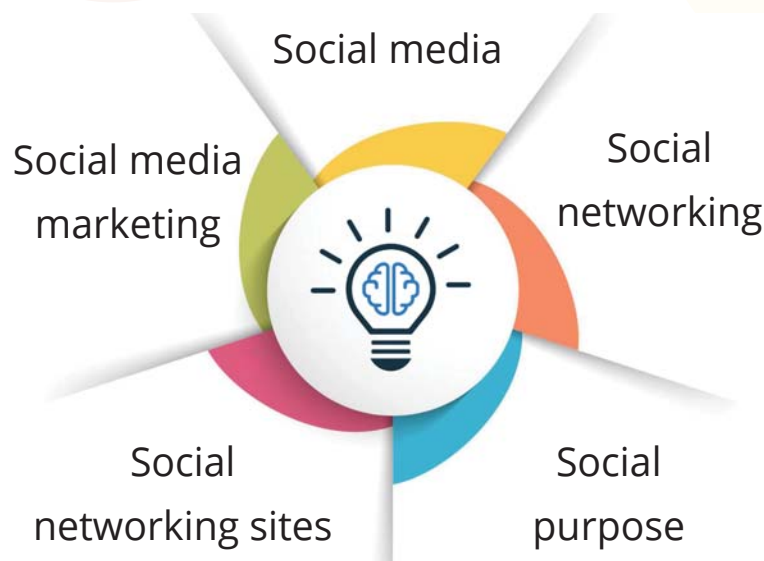
A Use the e-dictionary to complete the table:

Word	Part of speech	Usage in a sentence
virtual	Adj.	The website provides a virtual tour of the stadium.
develop		
connect		
accessible		
interaction		
facilitate		
recognition		

Unit 6

B Match the following terms with their definitions:

- | | |
|---------------------|---------------------------|
| 1 Social media | 4 Social networking sites |
| 2 Social networking | 5 Social media marketing |
| 3 Social purpose | |



- a Interactive media technologies that facilitate the creation and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks. (.....)
- b Involves the development and maintenance of personal and business relationships using technology, with the purpose of sharing information, ideas, and messages. (.....)
- c Refers to the intended use of social networking for the betterment of society or a specific group of people. (.....)
- d Online platforms or websites that allow users to connect and communicate with others who share similar interests, goals, or experiences. (.....)
- e The use of social media platforms to promote a brand's voice and content, increases brand recognition, and encourages brand loyalty. (.....)



Task 5

Read to Speak

I can take part in a conversation about social media.

In small groups (WhatsApp – Telegram- Facebook – Messenger- Microsoft Teams), discuss the cons and pros of social media.

Speaking Frame	Facebook	
	Introducing Facebook	
	Pros	Cons
	Contacting friends Knowing the news	Fake news Wasting time
	Summary	



Task 6

Grammar File

I can use adverb clause of purpose in context accurately.

Adverbial clause of purpose notice the following sentence:

- ◆ He works day and night. He wants to make money.
- ◆ He works day and night so that he may make money.



Choose the right conjunctions from the box to complete the following sentences.

that for fear that so as not to to

- 1 I will give you this English book so that you can pass your exam.
- 2 We keep our meat in the fridge it may go bad.

Top-Tip

The Adverb Clause of Purpose **so that / in order that**

- She studies hard so that she can get high marks.
- He moved to Cairo in order that he could have a chance of work.

so that / in order that

- They leave early so that they won't miss the bus.
- She hurried so that she wouldn't be late.

for fear that / lest

- He works hard for fear that he will/ may fail.
- He works hard lest he should fail.

in case

- We 'll cook lunch in case we have guests.




to / so as to / in order to


- I did my best in order to please you.

Unit 6

- 3 She is borrowing some English books learn more of this language.
- 4 I have to leave early missing my plane.
- 5 I did not tell her about her husband's, sickness make her worry.
- 6 He should come here as soon as possible repair our car.
- 7 He spoke so loudly wake his sister. He is a naughty boy.

B Rewrite the following sentences using the conjunction in brackets.

- 1 He opened the window. He wanted to let fresh air in. (in order to)
 He opened the window in order to let fresh air in.
- 2 I took my camera. I wanted to take some photos. (so that)

- 3 He studied really hard. He wanted to get better marks. (in order to)

- 4 Karem learns Chinese. His aim is to work in China. (to)

- 5 I've collected money. I will buy a new car. (so that)

- 6 Many people left the country .They wanted to find jobs in the city. (in order to)




Task 7

Interjections

• **Dictionary Work:**

I can use the e-dictionary to identify the meaning and usage of an interjection.

Top Tip

The e-dictionary can help you to identify the word part of speech:

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

The parts of speech are:

Verb – Nouns – Pronoun – Adjective – Adverb – Preposition – Conjunction – Interjection

A short sound, word or phrase spoken suddenly to express an emotion. Oh!, Look out! and Ow! are interjections.

Ex: "Wow, that was an amazing performance!"

"Oops! I dropped my phone on the ground."



Noun



A Insert a suitable interjection.

- 1 Hmm! I'm not sure this colour is perfect for my dress.
- 2! Fantastic!
- 3! How do you do?
- 4! It's paining badly.
- 5! No. This is not my smart phone.
- 6! I missed the bus to school.

Phrasal verbs

Interjections:

Use your dictionary to identify these words





Task 8 Pronunciation

Assimilation

I can pronounce the assimilation correctly.

A Identify instances of assimilation in the following phrases.
Number one is done for you:

Top-Tip

Assimilation is the process by which a speech sound becomes similar or identical to a neighboring sound.

- /d/ changes to /dʒ/ before /j/
- /d/ changes to /b/ before /m b p/
- /s/ changes to /ʃ/ before /j/ or /j/
- /n/ changes to /m/ before /m, b, p/
- /z/ changes to /ʒ/ before /j/ or /j/

No	A	Assimilation	
1	did you /didn't you	/d/ before /j/	changes to /dʒ/
2	nice shells / please shut up		
3	as yet		
4	glass shelf /face shone		
5	ten books/ seven pens/ ten minutes		
6	sad boy/ Goodbye		
7	gold mine, lord mayor, hold back	/d/ before /m b p/	changes to /b/

B Identify instances of assimilation in the following sequences and explain each case.

1 gold mine	5 nice year	9 tin plate
2 ten bags	6 please shut up	10 these young men
3 glass shelf	7 old mayor	11 as yet
4 hold back	8 fan mail	

1 gold mine, lord mayor, hold back	/d/ changes to /b/ before /m, b or p/
2 .....	.....
3 .....	.....
4 .....	.....
5 .....	.....
6 .....	.....
7 .....	.....



Task 9

Writing File

I can write an introduction to an argumentative essay properly.

With the help of this sample introduction, write an introduction to a 3-paragraph essay about (electric cars).

Microwave

Introduction:

Microwave is one of the modern effective technology devices in most of the world's kitchens. It is used for reheating food, cooking, and many other functions such as baking, grilling, roasting, boiling, and steaming food. I think that no modern kitchen can do without microwave ovens. However, it has advantages and disadvantages.

● Background statement

● Thesis statement

Electric Cars

Introduction:

.....

.....

.....

.....

Top-Tip

An argumentative essay mainly aims at investigating a topic, collect, generate, and evaluate evidence, to establish a position on the topic in a clear manner.

It has three main parts:

- Introduction
- body "advantages and disadvantages"
- conclusion

An introduction must start with a concise background statement of your main point followed by a claim.



Task 10

Research Time

I can conduct a research project about communication through social media websites.



Do research on:

- ◆ The benefits we can get from communication through social networking sites.
- ◆ Your best social media and why.

Social Media Benefits

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

- ★ use synonyms and picture prompts to identify the meaning of unknown words about social media.
- ★ listen to a text for gist.
- ★ infer information from text correctly.
- ★ identify the meaning of unknown words about social media using context in a listening text.
- ★ take part in a conversation about their favorite social media platforms.
- ★ use adverb clause of result in context properly.
- ★ fill in a form containing personal data about social media.
- ★ develop new ideas about the usage of social media.
- ★ write a body paragraph to an argumentative essay properly.



Task 1

Get Ready

Target Vocabulary

optimization - swap - incorporates - perspective - insight - engine - gets thrown - innovative - evolution

**Social
MEDIA**

Unit 6

A Match the vocabulary from column "A" with their synonyms in column "B" using the pictures.

I can use synonyms and picture prompts to identify the meaning of unknown words about social media.

A

1 optimization



B

() progress

2 swap



(1) enhancement

3 search engine



() integrate

4 evolution



() give-and-take

5 incorporates



() browser

B Pre-Listening Questions.

Look at the picture, then answer the following questions:

1 How do social media affect life?



.....

2 What do you use social media for?



.....

3 Which app(s) do you use most? Why?



.....

C Listen to the track, then answer the following questions:

I can listen to a text for gist.

◆ Suggest a suitable title of the listening track:



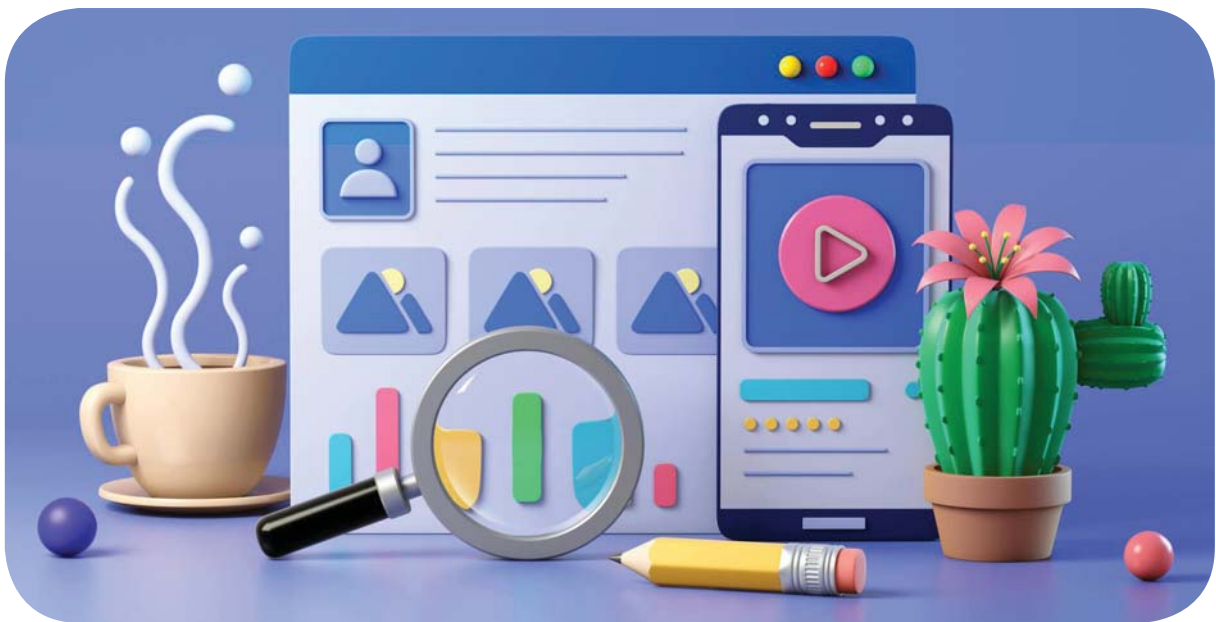
.....

Many of you are interested in search engine **optimization** or internet marketing. You may have heard of the term social media. It is a phrase that gets thrown around a lot nowadays in the search engine marketing world. But upon questioning, many people do not know what social media actually is and what types of websites are classified as social media websites. So, why is social media essential? **Social media incorporates** online technology and methods through which people can share content and personal opinions **swap** different **perspectives** and **insights** into world issues, and generally discuss the evolution of media itself. Social media website content can come in many shapes and forms.



Unit 6

- ◆ **Text:** Text is often used to put across opinions or write blog posts.
- ◆ **Images:** Images and photos can display anything from holiday photos to shots by professional photographers.
- ◆ **Audio:** Social media lets you create podcasts for users to download.
- ◆ **Videos:** Video sites mean that you'll be able to record a video of your child's birthday for friends all over the world. To see, the most popular types of social media websites are huge at the moment. A few examples of these social media websites are social networking websites that allow you to create a personal profile about yourself and then chat, discuss, and share information with others, such as friends and family. Prime examples of social networking sites are MySpace and Facebook.
- ◆ **Wiki's:** Wiki's are websites that allow you to create, edit and share information about a subject or topic.
Wikipedia for instance is one of the most popular wiki's.
- ◆ **Video sharing:** Video sharing sites allow you to upload and share your personal videos with the rest of the web community. A perfect example of a video sharing website is YouTube.



- ◆ **Photo sharing:** Photo sharing websites allow users to upload pictures and images to a personal account which can then be viewed by web users the world over. Flickr acts as a great example of a successful photo sharing site.

You can watch the video via the following link to learn more about news *aggregation*, *social bookmarking*, *online gaming* and *presence apps*.

This list is by no means exhaustive, and there are many more types of social media sites available on the Internet. And because the social media front is moving so fast even if it was possible to list all the varieties of social media websites that exist. New and **innovative** social media sites spring up nearly every day.

D Tick (✓) or (X) in front of the following sentences:

I can listen to a text specific information.

- 1 Many people know the exact meaning of social media and websites. (X)
- 2 There are a lot of social media platforms. ()
- 3 Photo sharing websites allow users to download pictures and images. ()
- 4 A perfect example of a video sharing website is YouTube. ()
- 5 A blog post means to download and share a video of your personal life. ()
- 6 Digg is a website for sharing news. ()

C Answer the following questions:

I can infer information from text correctly.

◆ **What are the different forms of content that can be shared on social media?**

- 1 Based on the information provided in the text, do you think social media will continue to grow and evolve in the future?
- 2 In your opinion, which type of social media website do you think is the most popular, and why?

Top-Tip

Inferring

In order to infer correctly you need to:

- 1. Pay attention to tone (The way a speaker emphasizes certain words).
- 2. Listen for context clues (Sometimes context clues are provided to help make an inference).
- 3. Use your background knowledge (The prior experiences and knowledge about the topic).

D Match the words in column (A) with their meaning in column (B):

I can identify the meaning of unknown words about social media using context in a listening text.

(A) Word		(B) Meaning
1 corporate	d	a the power of act of seeing into situation
2 swap		b a mental view or prospect
3 insight		c descent with modification from preexisting species
4 perspective		d to give in trade
5 optimization		e an act, processor methodology of making something as full perfect
6 engine		f a machine for converting any of various forms of energy into mechanical force or motion
		g a standard basis of calculation

**Task 2****Speaking**

I can take part in a conversation about their favorite social media platforms.

◆ **Talk about your favorite social media site or application.**

- ◆ When you first used it.
- ◆ Why you use it.
- ◆ How often you use it.
- ◆ Recommend your favorite apps to others.

Top-Tip**Sentence stems:**

- What surprised me was... because....
- I think that...for example
- First...then...next...
- In my opinion....in addition...
- Based on the passage, I can infer that...for example....
- I don't understand why....

**Task 3****Grammar File**

◆ **Adverb Clause of Result:**

I can use adverb clause of result in context properly.

A Choose the right word to complete the following sentences.

- 1 The day was so hot that everybody went to the beach.

a <u>so</u>	b very
c such	d to
- 2 The tea is not cold drink.

a to	b enough to
c so	d such
- 3 It was cold weather that nobody could go outside.

a too	b so
c such	d very

Top-Tip**The adverb clause of result****so that****so as to****so as not to**

• I was lucky. I got there on time.

• I was so lucky that I got there on time.

• I was so lucky as to get there on time.

• She was so weak she could barely stand.

such that**such as not to**

• They are such nice people that I like them.

• It was such a good time to spend on the beach.

..... enough to

• This book is so cheap that I can buy it.

• This book is cheap enough to buy.

too to

• This car is so expensive that I can't buy it.

• This car is too expensive to buy.

Unit 6

- 4 Egypt is a beautiful country.
a enough to b such c so d too
- 5 Taking a taxi is expensive now that more and more people take the bus.
a very b too c such d so
- 6 My internet connection is slow to work properly.
a too b enough to c so d very
- 7 It was a relief to finish my essay that I decided to go out for a walk.
a such b so c to d too

B Rewrite the sentences using the conjunctions in brackets to complete the sentences.

- 1 It was raining heavily. We stayed in. (so.... that)
- 2 We had a great time because the people at the hotel were very friendly. (such.....that)
- 3 Jackie spent a lot of money last week, so she can't pay the rent now. (so.... That)
- 4 Kate doesn't pay much attention to the way she dresses. She looks untidy. (so....that)
- 5 There was a lot of noise last night and I couldn't sleep. (such..... that)
- 6 The party wasn't success because Jack invited very few people. (so.....that)
- 7 The cake was delicious. We ate it all. (such..... that)
- 8 The instructions were confusing. I couldn't understand them. (such.....that)



Task 4

Language Functions

I can fill in a form containing personal data about social media.

A Fill in this form:

Application Form

- ◆ First name:
- ◆ Last name:
- ◆ Date of birth:
- ◆ Nationality:
- ◆ Job:
- ◆ School:
- ◆ Email:
- ◆ Facebook:
- ◆ X:
- ◆ Instagram:
- ◆ Favourite hobbies:

B Your friend wants you to help him/ her fill in this form. Ask him/ her via WhatsApp for personal information to fill in the form completing the following dialogue:

- ◆ **You:** What's your first name?
- ◆ **Friend:** My first name is
- ◆ And my last name is
- ◆ **You:** What's your date of birth?
- ◆ **Friend:**
- ◆ **You:** What's your nationality?
- ◆ **Friend:**
- ◆ **You:** What's your?

Unit 6

- ◆ **Friend:**
- ◆ **You:** What's your?
- ◆ **Friend:**
- ◆ **You:** What's your?
- ◆ **Friend:**
- ◆ **You:** What's your?
- ◆ **Friend:**
- ◆ **You:** What's your?
- ◆ **Friend:**
- ◆ **You:** What's your?
- ◆ **Friend:**



Task 5

Critical Thinking

I can develop new ideas about the usage of social media.

Think of the social networking sites in our lives, then discuss the answers to the following questions in pairs:

- ① What is the aim of social networking sites? Does it work well? Why? Why not?
- ② Can you imagine your life without such social networking sites? Why?
- ③ Do you think we can make use of social networking sites in a useful way? How?
- ④ How can we benefit from social networking sites at family gatherings?





Task 6

Writing File

I can write a body paragraph to an argumentative essay properly.

Microwave

Body paragraph

Microwave ovens as anything have some advantages and disadvantages. I'll start with the advantages. They cook food faster than normal ovens, and they use less space. Instantly, they can reheat food, so they save a lot of time, and are useful for health-conscious people. On the other hand, you must take care of the tools you use in the microwave. The dish that is not safe to use in the microwave will lead to a chemical reaction between the food and the plastic.

● Topic Sentence

● Supporting point

● Other point of view

Electric Cars

Body paragraph:

.....

.....

.....

.....

Top-Tip

- You remember that the argumentative essay has three main parts. The introduction, the body and the conclusion.
- The body paragraph body should cover an evidence and contain examples and a topic sentence that clearly and concisely explains, why the reader should agree with your position.
- Use some strong adjectives throughout your argumentative body paragraph.

Social Media Pros and Cons

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

- ★ use synonyms and picture prompts to identify the meaning of unknown words about social media pros and cons.
- ★ infer information from text correctly.
- ★ use words about social media pros and cons in context correctly.
- ★ recognize the meaning of new idioms about technology in writing.
- ★ use new idioms about technology in context correctly.
- ★ take part in a discussion about the pros and cons of social media.
- ★ use relative pronouns correctly.
- ★ write a concluding paragraph to an argumentative essay properly.
- ★ write a complete argumentative essay about "smart tablets" properly.
- ★ carry out a project about a Quranic verse addressing the rules of using media.



Task 1

Get Ready

Target Vocabulary

inescapable - opportunistic - assists - entertainment - profound -
pressure - interaction - launching - distraction

A Match the vocabulary from column “A” with their synonyms in column “B” using the pictures.

I can use synonyms and picture prompts to identify the meaning of unknown words about social media pros and cons.

A

1 inescapable



B

() help

2 assist



(1) unavoidable

3 pressure



() initiate

4 launching



() confusion

5 distraction



() stress



Task 2

Reading

I can identify specific details in an article about Al-Aqsa Mosque.

Pre-reading questions:

A Look at the pictures, then answer the following questions:

1 "Social media is a double-edged sword". Explain.



2 What are the negative effects of the social media on children?



B Reading Comprehension:

Social networking has changed the way we communicate, do business, get our daily news fixed, and so much more. A site like Facebook could serve as an opportunistic launching pad for a new business owner, or it could be an inescapable source of negative peer pressure for a young teen. Social media has had a profound impact on the way businesses communicate with their customers. There are pros and cons everything in life and that includes our social networking habits.

Here are some of the major pros and cons that most people are familiar with. As you go through them, ask yourself how you can take more advantages of the pros while minimising the cons whenever you decide to check out your favourite social networks.

Pros of Social Media	Cons of Social Media
A place for noble causes and practices	Cyberbullying
Use of social media for promotion and advertising	Hacking on social media
People can connect through social media	Reduces face-to-face communication skills

Good source of up-to-date information	Fake news
Social media is beneficial to education	People's addiction to social media
Use social media to drive traffic to your website	Social media is harmful to one's health
Assists in the formation of people's communities	Spending time on social media is a waste of time
Social media can reach large audiences	Social media causes sleep issues
Entertainment with social media	Social media causes distraction

C Post-Reading Questions:

I can infer information from text correctly.

Answer the following questions:

1 What are some of the pros and cons of social networking?



.....

2 How does social media impact the way businesses communicate with their customers?



.....

3 Based on the text, what factors should be considered when evaluating the pros and cons of social media usage?



.....

4 Can social media usage detract from one's ability to perform well in school or work? What evidence is there to support this?



.....

5 In your opinion, does social media have a positive or negative impact on young teenagers?



.....

Top-Tip

Inferring

In order to infer correctly you need to:

1. Considering the reader's purpose (Why the speaker is sharing information)
2. Making connections between ideas (Try to connect the ideas)
3. Listening for comparisons and contrasts

Unit 6

D Choose the correct answer to complete the following sentences:

I can use words about social media pros and cons in context correctly.

- 1 Social networking has the way of life.
 (a) reversed (b) weakened (c) altered
- 2 The over usage of using social media causes
 (a) loneliness (b) homesick (c) homeless
- 3 People use Social Media apps to their information.
 (a) decrease (b) destroy (c) update
- 4 The underlined pronoun "it" refers to
 (a) social networking (b) Facebook (c) business
- 5 The overuse of social media may cause of the students.
 (a) concentration (b) satisfaction (c) distraction
- 6 The use of social media should be evaluated according to the level of the user.
 (a) developmental (b) artificial (c) social

E Fill in the gaps with the suitable word from the box:

negative	members	put away	spent
smartphones	relationships	drawbacks	

Social media affect relationships

Social media can have both positive and negative effects on interpersonal and intrapersonal People can use social media to stay connected to long-distance friends and family or improve communication with their partners, children. In contrast, social media use can lead to less quality in-person time with loved ones and relationship dissatisfaction. These may be related to pre-existing relationship issues or psychological conditions. To overcome that, their while spending time together or leave their phones outside the bedroom.



Task 3

Idioms about Technology

I can use idioms about places in writing.

Study these idioms:

Idiom		Meaning
1	To blow a fuse	To suddenly get very angry
e.g. The boss blew a fuse when the shipment didn't arrive on time.		
2	To be as bright as a button	To be very intelligent
e.g. He is such an intelligent engineer, he's as bright as a button.		
3	To make something/ somebody tick	To make somebody like you
e.g. He really makes me tick. He always knows what to say and how to say it.		
4	To be a Cog in the machine	To be a small part of a larger system
e.g. You are a very important cog in the machine in this company.		
5	To be on the same wavelength	to think in a similar way
e.g. What makes the problem worse is that both of them are not on the same wavelength about how to deal with it.		
6	To hit the panic button	To act quickly and without thinking
e.g. On hearing about the accident, he hit the panic button and ran out to his car to find his son.		
7	To pull the plug	to stop something in its tracks, to stop it immediately
e.g. the company pulled the plug on the deal because it was not satisfied with the terms		

A Rewrite the following sentences using the most suitable idiom:

I can use new idioms about technology in context correctly.

1 I decided to set up my own business because I was tired of just being a small part. (cog)

I decided to set up my own business because I was tired of just being a cog in a machine.

Unit 6

- 2 The coach is not going to act without thinking just because we lost two games. (panic)



- 3 When he told her how much it cost, she got very angry. (fuse)



- 4 Their little girl, as intelligent, wanted to know everything they were saying. (bright)



- 5 Luckily, my husband and I think in a similar way about how to raise our kids.. (wavelength)



- 6 I've never been able to understand how to make my boss like me. (tick)



- 7 The business was not doing very well, so the owners decided. (plug)



Task 4

Read to Speak

I can take part in a discussion about the pros and cons of social media.

• In pairs, discuss the following points:

- ◆ Technology is a two edged weapon.
- ◆ Life without technology is terrible. Do you agree? Why? Why not?



Task 5

Grammar

A Choose the correct word to complete the following sentences:

I can use relative pronouns correctly.

- 1 The film we saw last week was interesting.

(where - which - who - when)

- 2 That's the hospital I was born. (when - where - who - whose)
- 3 The doctor I usually see doesn't work there anymore. (that - which - whose - where)
- 4 The week they were in Aswan was lovely and sunny. (when - where - who - whose)
- 5 The passengers flights were cancelled got a refund. (that - where - who - whose)
- 6 They ate at a restaurant serves only vegan dishes. (that - where - which - whose)
- 7 He called a plumber he found online. (where - who - whose - when)

Top-Tip

Relative pronouns

- The girl who has just arrived is my sister.
- The boy whom you give the flash disk is clever.
- The site which I try to log onto isn't available.
- The man that you meet works over there.
- The girl whose email hacked is unlucky.
- This is the drive where you can save your work.
- The year when she was born was memorable.

Notice the following sentences:

- The assistant (that) we met was really kind.
- The book (which) I'm reading is fascinating.
- The keys (that are) on the table are mine.
- He has a brother, who is a teacher.
- He has a brother who is a teacher.

B Write sentences using suitable relative pronouns to describe people in column **A** using the information in column **B**.

A	B
a butcher	sells meat
a musician	plays a musical instrument
a patient	is ill in hospital
a photographer	takes photographs
a teacher	teaches at school
a dentist	looks after your teeth
a fool	is very stupid
a genius	is very intelligent

Unit 6

1 A butcher is a person who sells meat.

2

3

4

5

6

7

8



Task 6

Writing File

I can write a concluding paragraph to an argumentative essay properly.

A With the help of the sample conclusion, write a conclusion paragraph to a 3- paragraph essay about 'Electric cars'.

Microwave

Conclusion

In conclusion, from my own point of view, microwave ovens are important to our homes nowadays for some kitchen uses. We cannot neglect the negative effects of its excessive use on our lives. However, I cannot imagine a modern kitchen without microwave ovens.

● Summary

● Restate claim

Electric Cars

Conclusion:

.....

.....

.....

.....

Top-Tip

- You remember that the argumentative essay, body, and conclusion.
- The conclusion paragraph should be a summary of all the main points in the body paragraph and your own opinion.
- It restates the main points and paraphrasing them to present your own opinion about the topic.

B Write a complete essay:

I can write a complete argumentative essay about "smart tablets" properly.

✎ **Write a complete argumentative essay about "smart tablets".**

Smart Tablets

Handwriting practice lines for the essay topic "Smart Tablets".

Unit 6

Linking Words

- In that case: to introduce a condition.
- In the same way/ on the one hand: for comparison.
- Although/ however: for contrast.
- For instance/ as follows: for illustration and providing examples.

REMEMBER

- We use dash (-) to indicate a pause.
Ex. Joe -and his trusty dog- was always welcome.
- It is used to mark out extra information in the sentence.
Ex. Playing in Grandma's garden- which is huge- is always good fun.



Task 7

Project Time

I can carry out a project about a Quranic verse addressing the rules of using media.

Social Media Moral Wall Chart



● According to this Quranic Verse in groups:

● With your group, think and research:

- 1 Design a wall chart depicting the rules for using the social networking sites.

● Such as:

- ◆ Avoid sending bad pictures and clips, and whoever receives any of these should delete them from his device and not send them to others.
 - ◆ Turn a blind eye to what Allah has forbidden.
- 2 Discuss your wall chart with the whole class to exchange ideas together.



Unit 7

The Ozone Layer



- ★ **Reading:** Ozone layer
- ★ **Writing:** Cause and effect essay
- ★ **Listening:** The ozone layer
- ★ **Speaking:** Protecting the ozone layer
- ★ **Vocabulary:** Acronyms & initials
- ★ **Grammar:** If only/ I wish
 - Verb + gerund or infinitive
 - Verb + gerund and infinitive
- ★ **Language Functions:** Expressing apology
- ★ **Pronunciation:** Intrusive / j / & /w/
- ★ **Critical thinking:** Different kinds of pollution
- ★ **Research:** Ozone layer and the climate change
- ★ **Project:** Interpreting a Quranic verse in relation to Ozone layer

The Ozone Layer Being Depleted

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

- ★ use synonyms and picture prompts to identify the meaning of unknown words about the ozone layer.
- ★ use newly learnt vocabulary in context correctly.
- ★ identify the implied meaning in a reading text.
- ★ read a text for specific information.
- ★ use the e-dictionary to identify the meaning of acronyms.
- ★ take part in a conversation about the ecosystem protection.
- ★ use wish and if only accurately.
- ★ conduct a research project about the ozone layer depletion and the climate change.
- ★ write an introduction to a cause-and-effect essay properly.



Task 1

Reading File

Target Vocabulary

protects - discovered - concentrations - phenomena - extinguisher -
peak - observations

A Get Ready:

B Match the words in column “**A**” with their synonyms in column “**B**” using the pictures.

I can use synonyms and picture prompts to identify the meaning of unknown words about the ozone layer.

A

1 protect



B

() find out

2 discover



() annihilator

3 concentration



(1) shield

4 extinguisher



() summit

5 peak



() density

C Fill in the blank with the correct word from the box.

I can use newly learnt vocabulary in context correctly.

protect	discover	concentrations	peak
extinguisher	phenomena	observation	

- 1 She'll do anything to protect her children from harm.
- 2 It took them several weeks to the solution.
- 3 A garage owner used a fire to put out the flames.
- 4 In hospital, she'll be under all the time.
- 5 We bought it at the wrong time and paid the price.
- 6 Floods lightning and earthquakes are all natural

D Pre-Reading Questions

- 1 Watch the following video, Then list the important aspects of the ozone layer.
- 2 Why do you think the ozone layer is valuable?



Read the following passage:

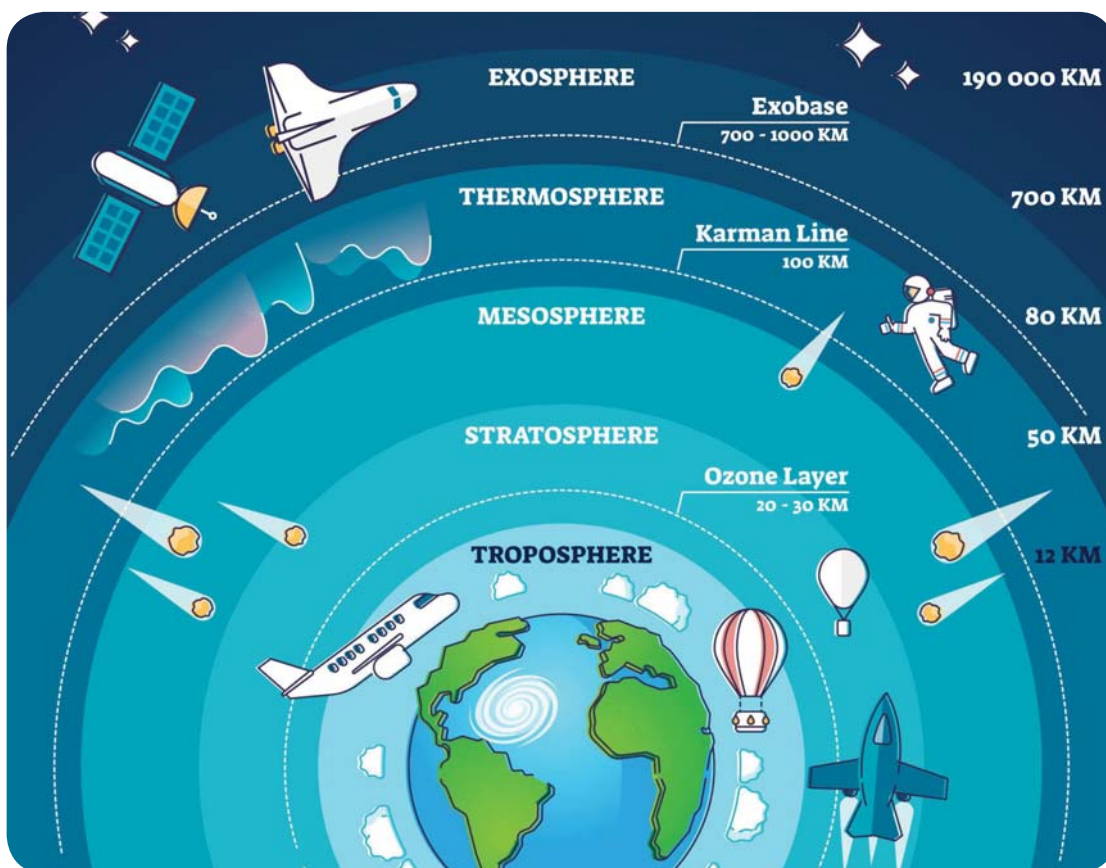
The ozone layer is a natural layer of gas in the upper atmosphere that protects humans and other living things from harmful ultraviolet radiation (UR) from the sun. Although ozone is present in small concentrations throughout the atmosphere, most (around 90%) exists in the stratosphere. The ozone layer filters out most of the sun harmful UV and is therefore crucial to life on Earth.

In the 1970s, scientists discovered that the ozone layer was being depleted. Atmospheric concentrations of ozone naturally vary depending on temperature, weather, latitude, and altitude, while substances ejected by natural events such as volcanic eruptions can also affect ozone levels.

Top-Tip

Identifying the implied meaning in a reading passage involves understanding the ideas or messages that are hinted at or suggested indirectly, rather than being stated explicitly:

- It requires using knowledge, context clues, and critical thinking skills.
- Implied meaning can be conveyed through tone, subtext, or context.



However, these natural phenomena could not explain the levels of depletion observed, and scientific evidence revealed that certain man-made chemicals were the cause. These ozone-depleting substances were mostly introduced in the 1970s in a wide range of industrial and consumer applications, mainly refrigerators, air conditioners, and fire extinguishers.



Ozone depletion is greatest at the South Pole. It occurs mainly in late winter and early spring (which is from August to November in that region), and peak depletion usually occurs in early October, when the ozone is often destroyed in large areas. This severe depletion creates the so-called “ozone hole” that can be seen in images of Antarctic ozone, made using satellite observations. In most years, the maximum area of the hole is bigger than the Antarctic continent itself.

Most of the ozone-depleting substances emitted by human activities remain in the stratosphere for decades, meaning that ozone layer recovery is very slow. The hole grew in the years following ratification of the Montreal Protocol, due to the lag caused by the fact that ozone-depleting substances remain in the stratosphere for a long time. However, the size of the ozone hole is now decreasing.

Top-Tip

International Agreements Signed for the Protection of the Ozone Layer:

- Vienna Convention for the Protection of the Ozone Layer (1985) - Established a framework for international cooperation on protecting the ozone layer.
- Montreal Protocol on Substances that Deplete the Ozone Layer (1987) - Outlined measures to phase out production and consumption of ozone-depleting substances.
- Copenhagen Amendment to the Montreal Protocol (1992) - Strengthened measures and called for phase-out of additional ozone-depleting substances.
- Montreal Amendment to the Montreal Protocol (2016) - Aims to reduce production and consumption of powerful greenhouse gases that harm the ozone layer.

 **Post-Reading Activities:**

I can identify the implied meaning in a reading text.

E Answer the following questions:

- 1 What is the function of the ozone layer?
 - ◆ It protects humans and other living things from harmful ultraviolet radiation (UR) from the sun.

- 2 What causes the ozone layer depletion?



- 3 Find a word in the text that means "monitoring."



- 4 Suggest a title to the 4th paragraph: "Ozone depletion ... itself."



- 5 Pass a piece of advice to those who use materials that cause ozone depletion.

**F Tick (✓) or (X) in front of the following sentences:**

I can read a text for specific information.

- 1 Most of the ozone layer exists in stratosphere. (✓)
- 2 The ozone layer is of no value to the earth's population. ()
- 3 Gases from volcanic eruptions negatively affect the ozone layer. ()
- 4 The concentrations of ozone vary naturally depending on latitude and altitude. ()
- 5 The ozone layer's recovery happens on a sluggish pace. ()
- 6 Ozone-depleting substances delay the ozone recovery for a long time. ()

Unit 7

G Fill in the sentences using the words in the box.

I can use newly learnt vocabulary in context correctly.

phenomenon	concentration	protect	peak
ratification	observation	discover	

- 1 Scientists around the world are working to discover a cure for AIDS.
- 2 Each company is fighting to its own commercial interests.
- 3 Most information was collected by direct of the animals behaviors.
- 4 This book requires a great deal of
- 5 Globalization is a of the 21st century.
- 6 Traffic reaches its between 8 and 9 in the morning.



Task 2

Dictionary Work

I can use the e-dictionary to identify the meaning of acronyms.

Top Tip

The e-dictionary can help you to identify the word part of speech: Remember that the parts of speech are:

- An acronym is a word that is made up of the first letter of each word in a phrase or name.
- Acronyms are often used as a shortcut or abbreviation to make it easier to refer to a longer name or phrase.
- CFCs (chlorofluorocarbons).
- UV (ultraviolet radiation).

Volatile organic compounds:

VOCs

Climate change:

CC

Greenhouse gases:

GHG

Carbon dioxide

Acronym



A Read and write the correct acronym for each definition:

CC

CO₂

GHG

UV

- 1 CO₂ is a type of gas that is released into the air when we burn fossil fuels like coal, oil, and gas.
- 2 is an abbreviation for the long-term change in Earth's weather patterns due to human activities, such as burning fossil fuels and deforestation.
- 3 are gases in the Earth's atmosphere that trap heat from the sun, causing the planet to warm up.
- 4 is a type of radiation that comes from the sun and can be harmful to humans and other living things.

**Task 3****Speaking**

I can take part in a conversation about the ecosystem protection.

A Conduct an interview with your partner about the ecosystem.**• Discuss the following topics during the interview:**

- ◆ Effects of modern industry on the ecosystems.
 - ◆ Effects of means of transport on the ecosystems.
 - ◆ Solutions for the modern life bad effects on the environment.
- Take notes on your partner's responses so you can summarise them later.
- After the interview, share your partner's responses with the class and discuss as a group.



I do understand that "human activities can have a harmful impact on the environment, but with awareness and action, we can slow down the damage and work towards a healthier planet.



Task 4

Grammar File

I can use wish and if only accurately.

Wish/ If Only

A Complete the following sentences:

- 1 I can't remember his name.
◆ I wish I could remember his name.
- 2 I don't know the answer.
◆ I wish I the answer.
- 3 I can't go to the party.
◆ I wish I to the party.
- 4 I can't speak English.
◆ If only I English.
- 5 I don't have enough money to take a vacation.
◆ If only I enough money to take a vacation.

Top-Tip

We can use wish/if only + a past perfect form to talk about something we would like to change about the past.

- They wish they hadn't eaten so much chocolate. They're feeling very sick now.
- If only I'd studied harder when I was at school.

We can use wish / if only + a past form to talk about a present situation we would like to be different.

- I wish you didn't live so far away.
- If only we knew what to do.
- He wishes he could afford a holiday.

B Choose the correct phrase a, b or c to complete each sentence.

- 1 I wish I to him.
 (a) have listened (b) had listened (c) was listened
- 2 If only they me to dinner this week.
 (a) invited (b) invite (c) will invite
- 3 I wish I them next week.
 (a) visit (b) could visit (c) visited
- 4 I wish I all my money last week.
 (a) didn't spend (b) haven't spent (c) hadn't spent
- 5 If only I my homework.
 (a) have done (b) had done (c) will do

C Write sentences with I wish + would/wouldn't, as in the example.

◆ It annoys me that you don't tidy your room regularly.

◆ I wish you would tidy your room regularly.

① It annoys me that the weather is rainy every day.



.....
.....

② It annoys me that Sama doesn't visit me on Fridays.



.....
.....

③ It annoys me that Adam always tells his silly jokes.



.....
.....

④ It annoys me that Omar always wears the same tie.



.....
.....

⑤ It annoys me that he is so naughty.



.....
.....

Top-Tip

We can use wish + would (n't) to show that we are annoyed with what someone or something does or doesn't do. We often feel that they are unlikely or unwilling to change.

- I wish you wouldn't borrow my clothes without asking.
- I wish it would rain. The garden really needs some water.
- She wishes he'd work less. They never spend any time together.

**Task 5****Research Time**

I can conduct a research project about the ozone layer depletion and the climate change.



- Watch this video as a reference which will guide you to prepare your needed information.
- In small groups, look for more information about the relation between the ozone layer and climate change.

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- ◆ Share your findings with your group and discuss what you learned.
- ◆ Create an infographic summarizing the key points about the relationship between the ozone layer and climate change.
- ◆ Brainstorm some ways you can reduce your own personal impact on the ozone layer and reduce your carbon footprint.
- ◆ Present your research and findings to the class or a larger audience and encourage them to take action to protect the ozone layer and the planet.



Task 6

Writing File

I can write an introduction to a cause-and-effect essay properly.

Cause and Effect:

- ✎ Write an introductory paragraph to a three-paragraph essay about “climate change”
- ✎ Use the sample introduction paragraph below to help you write your own.

"Global Warming"

Introduction:

Global warming refers to the increase in the temperatures of the global surface causing various effects on the climate of the world. Changes in climate will include change in the patterns of rainfall, rise in the sea level among other climate changes. The impact of global warming varies as it influences the lives of the vegetation, wildlife, and human beings.

● Background information

● Thesis statement

Introduction:

1. **A cause-and-effect essay** explains the relationship between an event (the cause) and its consequences (the effect).
2. **Structure:**
 - Introduction.
 - Body paragraph: cause & effect.
 - conclusion.
3. **Introduction:** The introduction should provide background information on the topic and a clear thesis statement that states the cause and effect relationship being discussed.



The Ozone Layer Significance

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

- ★ use synonyms and picture prompts to identify the meaning of unknown words about the ozone layer significance.
- ★ use the newly learnt vocabulary in context correctly.
- ★ listen to a text about the ozone layer for specific information.
- ★ identify the meaning of unknown words about the ozone layer significance using context in a listening text.
- ★ use the gerund and infinitive properly in writing.
- ★ take part in a conversation about the protection of the ozone layer.
- ★ differentiate between verbs + gerund or infinitive correctly.
- ★ pronounce the intrusive /j/ & /w/ correctly.
- ★ develop new ideas about decreasing pollution.
- ★ write a body paragraph to a cause-and-effect essay properly.



Task 1

Reading File

Target Vocabulary

surface - surround - barrier - radiation - pollution - molecule -
absorbing - ultraviolet - break down - estimate - shrink

A Listening File:

B Match the vocabulary from column “A” with their synonyms in column “B” using the pictures.

I can use synonyms and picture prompts to identify the meaning of unknown words about the ozone layer significance.

A

1 surface



B

() impurity

2 barrier



(1) outward

3 pollution



() attracting

4 absorbing



() collapse

5 break down



() obstacle

C Fill in the blank with the correct word from the box.

I can use the newly learnt vocabulary in context correctly.

surface surrounds barriers molecule rays absorbing UV

- 1 Duties and taxes are the most obvious barriers to free trade.
- 2 The sun's rays are responsible for both tanning and burning.
- 3 How far below the does he need to dive?
- 4 One way of the extra carbon dioxide would be to plant more trees.
- 5 The shell that the egg has many important functions.
- 6 The of hydrogen consists of two hydrogen atoms linked together.
- 7 Solar cells generate electric power from the sun's

D Pre-Listening Questions:

- 1 List the benefits of the ozone layer on the planet Earth.



- 2 Log onto the internet and identify ozone-depleting substances?



Top-Tip

Identifying the implied meaning in a listening text entails using the skill of inferring through paying attention to:

- The key words in the text.
- The speaker's opinion and attitude.
- The tone of the speaker.

Post-listening Questions:

I can listen to a text about the ozone layer for specific information.

E Choose the correct answer to complete the following sentences:

- 1 The ozone layer performs the role of a (barrier - hinder - distractor - interior) between Earth and UV from the Sun.
- 2 The ozone layer is consisted of a very reactive (components - molecule - particles - gases) called ozone which includes three atoms of oxygen.

- 3 The ozone layer performs the role of the Earth's sunscreen, absorbing nearly (89% - 98% - 88% - 99%) of harmful ultraviolet beam.
- 4 CFCs are primarily existed in refrigerants, aerosols and (domestic - elastic - plastic - synthetic) manufactured supplies.
- 5 The chlorine (enacts - reacts - acts - interacts) with the oxygen atoms in ozone and breaks the ozone molecule.
- 6 The region's low temperatures accelerate the (convulsion - conversion - introversion - provision) of CFCs to ozone-damaging chlorine.
- 7 Scientists estimate that chlorine amounts will return to their normal (status - state - situation - station) in nearly 50 years.

F Match the words in column (A) with their meanings in column (B).

I can identify the meaning of unknown words about the ozone layer significance using context in a listening text.

A		B
1 Surface	.....	A group of atoms that forms the smallest unit that a substance can be divided into without a change in its chemical nature.
2 Barrier	.....	An object that prevents people or something from moving forward from one place to another.
3 Pollution	1	The outside or top layer of something.
4 Shrink	.....	The process of making air, water, soil, etc. dirty.
5 Break down	.....	To be all around something/somebody.
6 Molecule	.....	To become smaller.
7 Surrounds	.....	To form an idea of the cost, size, value etc. of something, but without calculating it exactly.
8 Estimate	.....	To stop working because of a fault.
9 Habitat	.....



Task 2 Listen to Speak

I can take part in a conversation about the protection of the ozone layer.

• **Listen to the track again, then, in small groups of 4-5 students discuss and answer these questions:**

- ◆ What is the ozone layer?
- ◆ Why is it important to protect the ozone layer?
- ◆ How has human activity affected the ozone layer?
- ◆ What actions can we take to protect the ozone layer?
- ◆ Each group will present their findings to the class.
- ◆ Write a short paragraph reflecting on what you learned about the ozone layer and how you can help protect it.



I do understand that identifying the causes and effects of ozone layer depletion can help individuals take action to protect the environment.



Task 3 Grammar File

I can differentiate between verbs + gerund or infinitive correctly.

Gerund and Infinitive

A Write the verbs in the box in the correct group and use them in sentences of your own.

suggest	offer	avoid	finish	invite	someone	stop
decide	enjoy	mind	need	want	promise	plan
A				B		
suggest (e.g. I suggested going outside.)				offer (e.g. I offered to go to a restaurant)		
.....					
.....					

A	B
.....
.....
.....
.....

Top-Tip

- Verbs usually followed by -ing:**
stop / finish / imagine / suggest / mind / recommend / avoid / miss / risk / enjoy
- I told him you really enjoy cooking.
 - Would you mind helping me?
 - It didn't stop raining all day yesterday.
 - Sama recommends trying feebles.
 - Imagine not having pizza! I eat it all the time.
- Verbs usually followed by the infinitive:**
hope / offer / fail / agree / forget / manage / learn / afford / arrange / ask / expect / would like / decide / plan / promise / want / invite
- She decided to go with Aseel instead.
 - I wanted to visit Cairo.
 - She promised to take me there.
 - I planned to go to some real Italian restaurants.
 - She didn't forget to phone.
 - They decided not to make pizza.

- B**
Circle the correct option to complete the following sentences:
- 1 I'm really looking forward to (seeing / see) you at the weekend.
 - 2 I promise not to (tell / telling) anyone.
 - 3 I must remember to (call / calling) Dad on his birthday.
 - 4 The thing I most enjoy to (do / doing) at the weekend is sleeping.
 - 5 Do you remember (to come / coming) here when you were two?
 - 6 You can't pretend (to be eighteen / being eighteen); you only look twelve!

C Complete the sentences with the correct form of the verb in brackets.

- 1 I love going (go) to see my grandparents!
- 2 Please remember (give) your keys to your brother.
- 3 We've decided (go) to Mecca for our holidays.
- 4 I'd really love (see) you again.
- 5 I'm not looking forward to (go) to the dentist.
- 6 What do you want (do) later?



Task 4

Pronunciation

I can pronounce the intrusive /j/ & /w/ correctly.

CONNECTED SPEECH (INTRUSION)

A Pronounce the following sentences, then identify the place of intrusion, and categorize the occurrences in the table.

- 1 The answer was wrong.
♦ The answer
- 2 She explained the point.
.....
- 3 My aunt is very kind.
.....
- 4 They arrived late yesterday.
.....
- 5 Who else did his task?
.....
- 6 ...too early to leave.
.....
- 7 ...and so on.
.....

Top-Tip

Connected speech

Speech is a continuous stream of sounds, without clear-cut borderlines between them.

Intrusion and linking

When two vowel sounds meet, we tend to insert an extra sound which resembles either /j/ or /w/, to mark the transition sound between the two vowels, a device referred to as intrusion.

- Intruding / j /
- I / j / agree.
- They / j / are here!
- Intruding / w /
- I want to/ w / eat.
- Please do/ w / it.
- Oasis

8 ... saw it running very fast.



9 I always get up late.



10 Go away.



/w/	/j/
	The answer



Task 5

Critical Thinking

I can develop new ideas about decreasing pollution.

Think of the different kinds of pollution in our life, and then discuss the answer to these following questions in pairs:

- What can we do to protect our air, water, sea and trees from pollution?
- Do you think that we can make use of the harmful wastes in a peaceful and useful way? How?





Task 6

Writing File

I can write a body paragraph to a cause-and-effect essay properly.

Cause and Effect Essay:

- Write a body paragraph to a three-paragraph essay about "climate change".
- Use the sample body paragraph below to help you write your own.

"Global Warming"

Body Paragraph:

Global warming has been a major topic of discussion among scientists, who have attributed its causes to greenhouse gas effects, differences in the solar and volcanic activities. While some believe that human activities are the main culprits, others disagree. Regardless, the effects of global warming are being felt worldwide, including the spread of infectious diseases. The atmospheric conditions resulting from global warming are said to be ideal for the spread of these diseases, posing a risk to many individuals. In fact, the spread of various infectious diseases has been attributed to global warming.

● Topic Sentence

● Causes

● Effects

● Conclusion

"Global Warming"

Body Paragraph:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Top-Tip

Body paragraph includes:

- A topic sentence
- Causes and examples
- Effects and examples
- Concluding Statement

Domestic and Marine Life Being Affected

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

- ★ recognize the meaning of unfamiliar target words about the ozone layer depletion effect on domestic and marine life using picture prompts.
- ★ use synonyms to identify the meaning of unknown words about the ozone layer depletion effect on domestic and marine life.
- ★ use newly learnt vocabulary in context correctly.
- ★ infer meaning based on information in a reading text.
- ★ read a text for specific information.
- ★ take part in a discussion about pollution and how to reduce it.
- ★ recognize the meaning of new idioms about climate.
- ★ recognize the verbs followed by both gerund form and infinitive form with/without a change in meaning.
- ★ express and reply to apology in an appropriate way in speaking.
- ★ write a concluding paragraph to a cause-effect-essay properly.
- ★ write a complete cause-and-effect essay about "air pollution".
- ★ use the apostrophe (') in sentences correctly.
- ★ carry out a project about a Quranic verse addressing the significance of the ozone layer.



Task 1

Dictionary work

I can recognize the meaning of unfamiliar target words about the ozone layer depletion effect on domestic and marine life using picture prompts.

Target Vocabulary

deficiency - aquatic - temperate - consumption - investigates - stratospheric - recovery - global warming - depleting

A Look at the pictures and guess the meaning of the given words, then check them in your dictionary.



aquatic



deficiency



temperate



consumption



investigate



stratospheric



recovery



global warming



Task 2

Reading File

I can use synonyms to identify the meaning of unknown words about the ozone layer depletion effect on domestic and marine life.

A Match the vocabulary from column "A" with their synonyms in column "B" using the pictures.

A

1 aquatic



2 deficiency



3 consumption



4 investigate



5 global warming



B

() climate change

() inspect

(1) marine

() shortage

() intake

B Fill in the blank with the correct word from the box.

I can use newly learnt vocabulary in context correctly.

consumption	investigating	recovery	depleted
global warming	deficiency	aquatic	

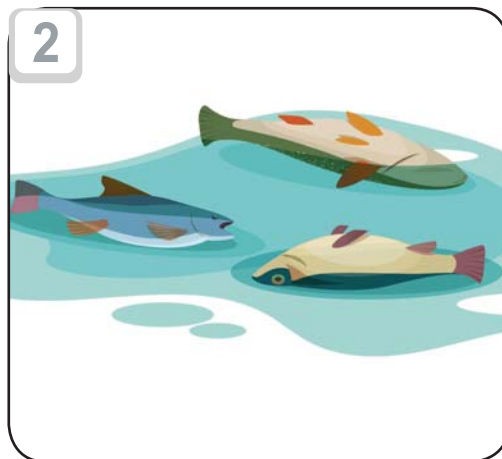
- 1 Aquatic sports include swimming and rowing.
- 2 Water decreased during the winter.
- 3 We can prevent by planting more trees and controlling the emission of harmful gases into the atmosphere.
- 4 Police are still how the accident happened.
- 5 They did blood tests on him for signs of vitamin
- 6 Most native mammal species have been severely
- 7 He made a remarkable from a shin injury.

C Pre-Reading Questions:

- 1 How could the negative effects of the ozone depletion on the marine life be overcome?



- 2 In groups, look at the second picture and think about how this could happen.



Read the following passage:

Ozone layer depletion causes increased Ultraviolet (UV) levels at the Earth's surface, which is damaging to human health. Negative effects include increases in certain types of skin cancers, eye cataracts and immune **deficiency** disorders. UV also affects **aquatic** ecosystems, altering growth, food chains and biochemical cycles. Marine life just below the water surface, the basis of the food chain, is particularly adversely affected by high ultraviolet levels. Ultraviolet rays also affect plant growth, reducing agricultural productivity.

**Top-Tip**

COP (Conference of the Parties) is the supreme decision-making body of the United Nations Framework Convention on Climate Change (UNFCCC) and includes representatives from all the countries that have ratified the convention.

As for the marine life, if the ozone layer depletion reached 15% over **temperate** waters, it would take less than five days in summer for half the animals in the top meter of these waters to die from the increased radiation. Additionally, large amounts of young fish, shrimp and crabs would die before reaching their reproductive age. Less food would be available for adult fish and other higher forms of marine life, and therefore for human **consumption**. This is particularly relevant as more than 30% of the world's animal protein for human consumption comes from the sea.



The Scientific Assessment Panel, one of three assessment panels under the Montreal Protocol, is constantly reviewing the state of the ozone layer and monitors the trends of ozone depleting substances and other gases in the atmosphere. The panel also **investigates** the linkages between **stratospheric** ozone changes and climate.

Scientists estimate that the hole in the ozone layer will be no more by the 2060s. However, it is very difficult to talk about complete **recovery** because the atmosphere itself is very different to what it was when there was no ozone depletion. Greenhouse gases, temperature changes and **global warming** all affect the dynamics and chemical processes in the atmosphere, impacting the recovery process. In other parts of the stratosphere, the ozone layer recovery is expected to be earlier.

Top-Tip

- COP 27 was the 27th United Nations Climate Change Conference held in Sharm El Sheikh, Egypt in November 2022.
- It was attended by representatives from over 190 countries and focused on implementing the Paris Agreement and addressing the challenges of climate change.
- The conference resulted in agreements to phase down coal-fired power generation, provide \$100 billion per year to developing countries, and establish a loss and damage mechanism.
- Egypt's President Abdel Fattah El-Sisi, the President of COP 27, has pledged to reduce Egypt's greenhouse gas emissions by 20% by 2030 and called for a "fair and just transition" to a low-carbon economy, making COP 27 a critical moment in the fight against climate change and a major test of the international community's commitment to the Paris Agreement.

Post-Reading Questions:

I can infer meaning based on information in a reading text.

D Answer the following questions:

- 1 What does the Ozone layer depletion result in?
♦ Ozone layer depletion causes increased UV levels at the Earth's surface, which is damaging to human health.
- 2 What are the bad effects of the ozone depletion on Earth?
.....
- 3 Do you think that the ozone layer will be no more by the 2060s? Why? Why not?
.....
- 4 Find a word in the text that means "examine."
.....
- 5 What affects the recovery process of the ozone layer?
.....

E Answer the following questions:

I can read a text for specific information.

- 1 Ultraviolet rays agricultural productivity.
(a) reduce (b) increase (c) cause (d) affect
- 2 The ozone layer is monitored by the Scientific Assessment Panel.
(a) case (b) state (c) task (d) development
- 3 Ultraviolet rays also plant growth.
(a) speed up (b) delay (c) stop (d) increase
- 4 The ozone layer depletion radiation that can kill living organisms.
(a) increase (b) decrease (c) reduce (d) protect
- 5 The ozone layer can recover because of the depleting substances.
(a) wholly (b) partially (c) hardly (d) totally

F Tick (✓) or (X) in front of the following sentences:

- 1 Large amounts of young fish, shrimp and crabs would resist the radiation. (X)
- 2 We will witness a complete recovery of the ozone layer in 2060s. ()
- 3 Ultraviolet rays help young fish, shrimp and crabs reach their reproductive age fast. ()
- 4 There is no link between stratospheric ozone changes and climate. ()
- 5 Less food would be available for adult fish as human consumption of fish will increase. ()

**Task 3****Read to Speak**

I can take part in a discussion about pollution and how to reduce it.

Look at the picture and in pairs discuss the following points:

- ◆ What are the pollutants that have negative impacts on ecosystems?
- ◆ Discuss the possibility of reducing their harmful effects.
- ◆ Brainstorm possible solutions.



Ozone layer depletion has a significant and far-reaching impact on human health and the environment, particularly aquatic ecosystems and food chains.



Task 4

Idioms about the climate

I can recognize the meaning of new idioms about climate.

Idiom	Meaning
1 Under the weather	feeling unwell or sick due to the climate or weather e.g. I can't come to work today, I'm feeling under the weather.
2 Weather the storm	to endure a difficult situation or challenge caused by the climate e.g. Despite the challenges, we were able to weather the storm and come out stronger.
3 Break the ice	to initiate conversation or social interaction in a cold or unfriendly climate e.g. It can be hard to break the ice at a networking event, especially in a cold climate like the Arctic.
4 Climate of opinion	the prevailing or dominant attitudes or beliefs on a particular issue e.g. In a climate of opinion that is strongly against vaccination, it can be difficult to have a productive discussion.
5 Storm in a teacup	a small problem that is blown out of proportion, like a climate event e.g. The argument they had was just a storm in a teacup, it wasn't a big deal.
6 Fair-weather friend	a friend who is only supportive during good times, but not during difficult times, like in a changing climate e.g. I thought she was my friend, but she only calls me when she wants something. She's a fair-weather friend.
7 Climate of fear	a feeling of unease or anxiety caused by a hostile or dangerous climate e.g. The recent series of earthquakes have created a climate of fear all over the world.

A Choose the correct answer:

- 1 What does the idiom "under the weather" mean?
 - a Feeling happy
 - b Feeling unwell
 - c Enjoying the weather
 - d Ready for any weather condition

- 2 What does the idiom "weather the storm" mean?
 - a Enjoy the rainy season
 - b Stay safe during a storm
 - c Deal with a difficult situation successfully
 - d Predict the weather
- 3 What does the idiom "break the ice" mean?
 - a To make something colder
 - b To create an awkward situation
 - c To start a conversation or friendship
 - d To stop a conflict
- 4 What does the idiom "climate of opinion" mean?
 - a A situation where everyone agrees
 - b A situation where people have different opinions
 - c A situation where there is a lot of debate
 - d A situation where opinions are ignored
- 5 What does the idiom "storm in a teacup" mean?
 - a A small and unimportant problem
 - b A big and important problem
 - c A problem that is easy to solve
 - d A problem that is impossible to solve
- 6 What does the idiom "fair-weather friend" mean?
 - a A friend who is always there for you
 - b A friend who only stays with you when things are going well
 - c A friend who only contacts you when they need something
 - d A friend who only likes good weather

7 What does the idiom "climate of fear" mean?

- a A situation where people are not afraid
- b A situation where people are afraid
- c A situation where people are confused
- d A situation where people are happy

B Rewrite the following sentences using a suitable idiom:

1 At the start of the party, it was awkward, but Adam's joke helped to ease the tension and make everyone more comfortable. (ice)

◆ At the start of the party, it was awkward, but Adam's joke helped to break the ice.

2 Even though the company faced financial difficulties, it was able to endure the crisis and come out stronger. (the storm)



3 The pandemic has created an atmosphere of anxiety among many people, causing them to stay at home and avoid social interaction to reduce the risk of infection. (fear)



4 I thought we were close, but when I needed her most, she turned out to be an unreliable friend and disappeared. (fair-weather)



5 Sarah couldn't come to school today because she was feeling sick. (weather)



6 The argument between the two friends turned out to be a minor disagreement and not as serious as it initially seemed. (teacup)



7 The central argument among the students was that the new dress code was too strict, with most of them disapproving of it. (climate)



**Task 5****Grammar File**

I can recognize the verbs followed by both gerund form and infinitive form with/without a change in meaning.

Verbs followed by (ing or Infinitive) form: Write the verb in brackets in the correct form:

- 1 Sama ended one period of time before this. He went on learning (learn) English and Japanese.
- 2 I didn't meet him because I didn't remember to do it. I forgot (meet) him.
- 3 I don't have the memory of meeting him before. I forgot (meet) him.
- 4 She quit her job here. She doesn't work here anymore. She quit (work) here.
- 5 I'm telling you now, and I'm sorry. I regret (tell) you that we can't hire you.
- 6 He continued learning the languages. He went on (learn) English and French.

Top-Tip**Verbs usually followed by -ing:**

Verbs followed by a gerund or infinitive with little to no change in meaning:

begin / can't bear / can't stand / continue / hate / like / love / prefer / propose / start

Verbs followed by a gerund or infinitive with a change in meaning:

forget / go on / quit / regret / remember / stop / try

B Choose the right form of the verb to complete the following sentences.

- 1 I'm sorry that I made the promise. I regret to help you.
 a promising b to promise c promise
- 2 She didn't forget to visit her grandmother. She remembered her.
 a visit b to visit c visiting

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3 I interrupted another action in order to call you. I stopped you.

- (a) calling (b) call (c) to call

4 She remembered with her grandmother. She had memories of this time.

- (a) staying (b) to stay (c) stay

5 I stopped you. I stopped that. Maybe we had a fight.

- (a) calling (b) call (c) to call

6 I tried the window. I tried to do that but didn't succeed.

- (a) open (b) to open (c) open



Task 6

Language Functions

I can express and reply to apology in an appropriate way in speaking.

Expressing Apology



1

A: Sorry I'm late. I was held up at the transport.

B: That's OK. I've just written the report myself.



2

A: I apologize for my behaviour. I was under a lot of stress.

B: Never mind. I understand.



A: Sorry to keep you waiting. It won't happen again.

B: Don't worry about it.



A: I am really very sorry about this problem.

B: I should think so too! What you did was completely unacceptable.



A: Sorry about spilling coffee on your floor. I'll get a mop.

B: Oh, it doesn't matter. The cleaning lady will clean it up later.

A In a group consisting of three students, act the following situations.

① **A:** You apologize for coming to school late.

B: Accept:

C: Refuse:

② **A:** You apologize for not doing the homework.

B: Accept:

C: Refuse:

③ **A:** You apologize for breaking your friend's pen.

B: Accept:

C: Refuse:

Unit 7

4 **A:** You apologize for your father because the TV sound is very loud.

B: Accept:

C: Refuse:

5 **A:** You apologize for not washing up the dishes.

B: Accept:

C: Refuse:

6 **A:** You apologize for your sister because you took her ruler without permission.

B: Accept:

C: Refuse:

Top-Tip

Expressing Apology

Sorry I'm late
I apologize for ...
Sorry to ...
I really am very sorry about
Sorry about ...
I sincerely apologize for

Accepting Apology

That's OK
Never mind.
Don't worry about it
Oh, it doesn't matter.

Refusing apology

I should think so too!
I'm afraid that's not good enough!



Task 6

Writing File

I can write a concluding paragraph to a cause-effect-essay properly.

Cause and Effect Essay

A Write a concluding paragraph to a three-paragraph essay about "climate change".

Use the sample conclusion paragraph below to help you write your own.

"Global Warming"

Conclusion Paragraph:

In conclusion, the effects that result from global warming will always remain a topic of controversy in the public eye. Most scientists will always agree and disagree and the real effects of global warming to human life. Consequently, governments should focus on policies of disaster management in order to ensure its population is on the safe side.

● Summary of the topic

● Call for action

"Climate Change"

Conclusion Paragraph:

.....

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Top-Tip

A conclusion paragraph includes:

- Summary of the key points and ideas presented in the body of the essay.
- A call for action.

B Write a cause-and-effect essay about "air pollution".

I can write a complete cause-and-effect essay about "air pollution".

Air Pollution

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Punctuation Marks

C Use apostrophe (') in its suitable place in these sentences.

I can use the apostrophe (') in sentences correctly.

REMEMBER

We use apostrophe (') to show that a letter or a number has been left out.

- Ex. I'm studying in this school.

Apostrophe goes with the word that shows the owner of the thing. If the owner is singular, add apostrophe and 's' after. If the owner is plural, the apostrophe goes at the end of the plural noun.

- Ex. It is Ali's mistake. (Singular)

- Ex. My parents' house is very wide. (Plural)

- 1 The elephants cage was very dirty.
- 2 The childrens room needs to be organized.

**Task 7****Project Time**

I can carry out a project about a Quranic verse addressing the significance of the ozone layer.

﴿وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ﴾
[الأعراف: ٥٦]

- In groups, read and interpret the provided Quranic verse related to the environment and research the following topics to create an infographic depicting:

- ◆ The importance of the ozone layer
- ◆ How the ozone layer works
- ◆ The causes of ozone layer depletion
- ◆ Proposed solutions to reduce ozone depletion



Unit 8

Excellence in Islam



- ★ **Reading:** Excellence
- ★ **Writing:** Truthfulness
- ★ **Listening:** Quality of work
- ★ **Speaking:** Excellence
- ★ **Vocabulary:** Contractions
- ★ **Grammar:** The comparison of adjectives
Demonstrative pronoun
Indefinite pronouns
- ★ **Language Functions:** Expressing prediction
- ★ **Pronunciation:** Intrusive /r/
- ★ **Research:** Excellence
- ★ **Critical Thinking:** Quality of work
- ★ **Project:** Work mastery

Excellence

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

- ★ recognise the meaning of unfamiliar words about excellence in Islam using synonyms and picture prompts
- ★ use newly learnt vocabulary in context appropriately.
- ★ read a text about excellence in Islam for details.
- ★ read a text about excellence in Islam for specific information.
- ★ identify the context clues in a reading text.
- ★ use the e-dictionary to identify the parts of speech of some words.
- ★ recognize a number of contractions.
- ★ take part in a conversation about excellence.
- ★ use the comparison of adjectives accurately in context.
- ★ write an introductory part to an e-mail to a friend properly.
- ★ conduct a research about excellence in Islam.



Task 1

Reading Focus

I can recognize the meaning of new target unfamiliar words using picture prompts.

Target Vocabulary

devastating - arrogance - impurity - aligned - crucial - lusts
- inclined - integration

A Get Ready.

B Match the words from column “A” with their synonyms in column “B” using the pictures:

I can recognise the meaning of unfamiliar words about excellence in Islam using synonyms and picture prompts.

A

1 devastating



B

() dispose

2 arrogance



() dirt

3 inclined



() superiority

4 impurity



() combination

5 integration



(1) destructive

C Read the following text about excellence in Islam, then fill in the gaps with words from the box:

I can use newly learnt vocabulary in context appropriately.

impurity	aligned	crucial	lusts	aligned	devastating
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Excellence in Islam is a (1) crucial aspect of the faith. Muslims are encouraged to strive for excellence in everything they do, whether it is in their worship or their daily activities. Arrogance and (2) are considered major obstacles to achieving excellence. Muslims are taught to avoid these negative traits and instead focus on being (3) with Allah's commands. Maintaining purity in both thought and action is also (4) for achieving excellence. Desires and (5) can lead one astray from the path of righteousness. Muslims are reminded that Allah has created them to be the best of creation, and they should strive to live up to this noble status.

Pre-Reading Questions:

D Look at the pictures then answer the following questions:

1 What does excellence in Islam mean?

.....
.....

2 Why is humility important in achieving excellence in Islam?

.....
.....

3 How can Muslims integrate their faith into every aspect of their life?

.....
.....



Read the following passage

Excellence in Islam is a concept that is **aligned** with the teachings of the Quran and the Sunnah of Prophet Mohammad (Peace Be Upon Him). It is crucial for Muslims to strive for excellence in every aspect of their lives, including their spiritual, moral, social, and personal development.



However, achieving excellence in Islam requires humility and the avoidance of **devastating arrogance**. Muslims should always remember that their success is only through the blessings and guidance of Allah. Therefore, they should remain humble and seek Allah's forgiveness for their shortcomings.

Furthermore, Muslims should be **inclined** towards **purity**, both in their actions and intentions. The Prophet Mohammad (Peace Be Upon Him) said, "Verily, Allah is pure and He loves purity, and He is clean and loves cleanliness." This means that Muslims should strive for purity in their daily lives and avoid anything that may lead to **impurity**.



Top Tip

Linguistic Clues

Linguistic clues are words or phrases that authors use to help readers understand their message and convince them to believe a certain way.

The writer uses various linguistic clues to deliver the message; in the current text, the writer uses:

- Islamic terminology such as "Quran," "Sunnah," "Allah,"
- Adjectives like "crucial," "pure," "mindful,"
- Verbs like "strive," "remain," "avoid,"
- Direct quotations from the Quran and the Prophet Mohammad

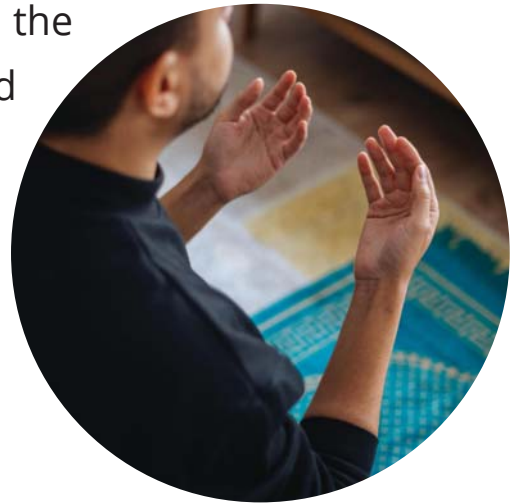
Unit 8



The writer uses powerful adjectives in the passage to stress the significance of particular concepts and ideas. Always opt for descriptive adjectives that aptly mirror the tone and intention of your writing.
e.g. (crucial - devastating - pure - crucial - mindful -successful)

One of the **crucial** aspects of achieving excellence in Islam is the **integration** of faith into every aspect of one's life. This means that a Muslim's actions should be aligned with the teachings of Islam, and their faith should guide their decisions and actions.

Muslims should also be mindful of their **lusts** and desires, which can lead them away from the path of excellence. The Quran says, "And whoever is protected from the greed of his soul, then those are the successful ones." Therefore, the true Muslim should strive to control his/her lusts and desires and focus on their spiritual and moral development.



The writer uses repetition to create a sense of cohesion and reinforce the main message and make the writing more memorable.
e.g. (excellence - Islam - Muslims - teachings - strive)

Excellence in Islam requires humility, purity, alignment with the teachings of Islam, and control of one's lusts and desires. By striving for excellence, we can attain success both in this life and the hereafter, and earn the pleasure of Allah.

E Answer the following questions:

I can read a text about excellence in Islam for details.

- 1 What does the Quran say about controlling one's lusts and desires?
 - ◆ The Quran says, "And whoever is protected from the greed of his soul, then those are the successful ones."
- 2 How might striving for excellence in Islam benefit a Muslim's life in this world and the hereafter?



- 3 How might arrogance hinder a Muslim's ability to achieve excellence in Islam?



- 4 In your opinion, why do you think it's important for Muslims to integrate their faith into every aspect of their lives?

**F Choose the correct answers to complete the following sentences:**

I can read a text about excellence in Islam for specific information.

- 1 According to the text, which of the following is NOT a necessary aspect of excellence in Islam?

a Spiritual development	c Social development
b Material wealth	d Personal development
- 2 Muslims are advised to seek forgiveness for their shortcomings in order to maintain:

a Purity	c Arrogance
b Impurity	d Lusts and desires
- 3 What does the Quran say about those who control their lusts and desires?

a They are successful	c They are unsuccessful
b They are arrogant	d They are impure

- 4 What is the role of humility in achieving excellence in Islam?
- ☐ a It is not necessary ☐ c It is crucial
- ☐ b It is optional ☐ d It is detrimental
- 5 According to the Prophet Mohammad (Peace Be Upon Him), what does Allah love?
- ☐ a Greed ☐ c Impurity
- ☐ b Purity ☐ d Arrogance
- 6 In what areas of life should Muslims strive for excellence according to the text?
- ☐ a Spiritual, moral, social, and personal development
- ☐ b Material, social, and personal development
- ☐ c Spiritual, material, and social development
- ☐ d Royal, social, and impersonal development
- 7 According to the text, who is responsible for the success of Muslims?
- ☐ a Themselves ☐ c Their family
- ☐ b Their friends ☐ d Allah

G Tick true (✓) or false (X) in front of the following sentences:

- 1 Achieving excellence in Islam does not require humility. (✓)
- 2 Muslims should strive for purity in their daily lives. ()
- 3 According to the Prophet Mohammad (Peace Be Upon Him), Allah loves impurity. ()
- 4 Integration of faith into every aspect of one's life is not a crucial aspect of achieving excellence in Islam. ()
- 5 Muslims should not be mindful of their lusts and desires. ()
- 6 The Quran emphasizes the importance of controlling one's lusts and desires. ()
- 7 Achieving excellence in Islam only pertains to spiritual development. ()

D Based on the passage, complete the following:

I can identify the context clues in a reading text.

- ◆ Extract three Islamic terminologies mentioned in the passage as linguistic clues:

1 Quran.

2

3

- ◆ Extract three adjectives used in the passage as linguistic clues and provide a synonym for each:

1 crucial (important)

2

3

- ◆ Extract three verbs used in the passage as linguistic clues and provide an antonym for each:

1 strive (give up)

2

3

- ◆ Extract a direct quotation mentioned in the passage and provide the source for each.

1 Hadith "Verily, Allah is pure and He loves purity, and He is clean and loves cleanliness".

2



Task 2

Vocabulary File

I can use the e-dictionary to identify the parts of speech of some words.

Dictionary Work:

A Use your e-dictionary to complete the following table:

Word	Part of speech	Usage in a sentence
1 devastate	<u>V</u>	<u>The flood devastated the town.</u>
2 arrogance
3 inclined
4 integration
5 impurities
6 create

B Match the words in column (A) with their antonyms in column (B).

A	B
1 Alignment	() Arrogance
2 Control	() Impurity
3 Faith	(<u>1</u>) Discrepancy
4 Humility	() Indulgence
5 Lust	() Failure
6 Purity	() Doubt
7 Success	() Restraint

C Replace the following full forms with abbreviated forms in the brackets.

I can recognize a number of contractions.

Contractions

A contraction is a shortened form of a word or group of words where one or more letters are omitted and replaced with an apostrophe. Contractions are used in informal speech and writing to make language more concise and easier to say or write. They can also add emphasis to a word or phrase.

Contraction	Full form
can't	cannot
don't	do not
he's	he is
I'm	I am
it's	it is
she's	she is
they're	they are
we're	we are
you're	you are

- 1

I (am not) sure if I can make it to the party.

(I'm not)
- 2

They (will not) be here until later.

(.....)
- 3

(Do not) forget to turn off the lights when you leave.

(.....)
- 4

She (has not) finished her homework yet.

(.....)
- 5

(Is not) that your car parked outside?

(.....)

- 6 We (have not) seen that document movie before. (.....)
- 7 (Are not) you excited about the field trip tomorrow? (.....)
- 8 He (would have) come to the mosque, but he was sick.(.....)
- 9 (Could not) you help me carry this box, please? (.....)
- 10 It (will be) a beautiful day for a picnic. (.....)



Task 3

Read to Speak about Excellence

I can take part in a conversation about excellence.

A Create a short video (2-3 minutes) where you share your personal understanding of excellence in Islam and how you strive to achieve it in your daily life.

• You should:

- ◆ Introduce yourself and define your understanding of excellence in Islam.
- ◆ Share ways you strive for excellence in various aspects of your life.
- ◆ Explain how you integrate faith into all aspects of your life and decision-making.
- ◆ Discuss challenges you faced in pursuing excellence and how you overcame them.
- ◆ Summarize how striving for excellence in Islam has impacted your life.
- ◆ Speak clearly and confidently.

**Task 4 Grammar File**

I can use the comparison of adjectives accurately in context.

• **The Comparison of Adjectives:**

- 1 My brothers are closer to me than my friends.
- 2 These video games are easier than what we used to play when we were kids.
- 3 The school club is more popular than any other club for the students.
- 4 This phone is more suitable for me than other phones.
- 5 The weather today is worse than yesterday.
- 6 My grades are better than my last semester.

Top-Tip**The Comparison of Adjectives****Regular Short Adjectives:**

fast - faster

big - bigger

happy - happier

Regular Long Adjectives:

interesting - more interesting

Irregular Adjectives:

good - better

many/ much - more

few/ little - less

A Choose the correct word to complete the following sentence.

- 1 An elephant is (as strong- stronger than- strong than- than strong) a kangaroo.
- 2 My city is (than beautiful- more beautiful than - beautiful as- as beautiful) yours.
- 3 A school is (noisy as- as noisy- noisier than- noisy than) a hospital.
- 4 My doll hair is (longer than- long- long as- as long) yours.
- 5 Ali's work is (good- better than- better- as good) Mohammad's.
- 6 This book is (as interesting- interesting than- interesting - more interesting than) that one.

B Fill in the blanks below with the correct form of the adjectives adding **than** to complete the sentences.

- 1 I am (tall) taller than my sister.
- 2 Aseel is (busy) Sama.
- 3 The sun is (hot) the earth.
- 4 The earth is (large) the moon.
- 5 Action movies are (exciting) comedies.
- 6 This restaurant is (good) that restaurant.

C Make sentences using the comparative form as in the example.

- 1 A spider / sometimes / frightening / a large snake
♦ A spider is sometimes more frightening than a large snake.
- 2 Mr Ahmed / interesting teacher / Mr Ramy.
.....
- 3 A bike path / usually narrow / the lane of a road.
.....
- 4 People say / women / polite / men.
.....
- 5 A computer / expensive / a pocket calculator.
.....



Task 7

Writing File

I can write an introductory part to an e-mail to a friend properly.

• **Writing an email to a friend:**

A With the help of the following outline and sample, write an introductory part to an e-mail about (truthfulness) to a friend.

New message

To

Subject Honesty

Dear Adam,
How are you? I hope my e-mail finds you well.
I want to tell you about one of the important Islamic values,
which is honesty. Honesty means showing respect towards
others and having integrity and self-awareness.

● Greeting ● Opening

SEND

From:
To:
Subject: Truthfulness
Dear,

Top-Tip

E-mail writing is a kind of writing, which has certain steps.

- Subject
- Greetings
- Opening
- Body
- Closing
- Signature

It has three main parts:

- Introductory part
- body part
- concluding part



Task 8

Research Time

I can conduct a research about excellence in Islam.

• **Look at the following picture, then answer the questions:**

- ◆ Use Canva website (<https://www.canva.com/>) to create an infographic that visually represents the concept of excellence in Islam and its various aspects.
- ◆ In groups, gather relevant information and statistics from authentic Islamic sources for your assigned aspect.
- ◆ Be creative and use images, graphs, and charts to make your infographic visually appealing and informative.
- ◆ Present your completed infographic to the class and explain your chosen aspect of excellence in Islam.
- ◆ Your infographic will be assessed based on accuracy, creativity, clarity, use of appropriate images and effective communication of the concept of excellence in Islam.



Quality of Work

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

- ★ recognise the meaning of unfamiliar words about excellence in Islam using synonyms and picture prompts
- ★ use newly learnt vocabulary in context appropriately.
- ★ discuss the idea of quality of work in Islam.
- ★ listen to a text about the quality of work in Islam for details.
- ★ listen to a text about the quality of work in Islam for specific information.
- ★ use an e-dictionary to identify the meaning and part of speech of some words.
- ★ use the demonstrative pronouns in context properly.
- ★ pronounce the intrusive /r/ correctly.
- ★ take part in a conversation about quality of work in Islam.
- ★ develop new ideas about quality of work.
- ★ write a body paragraph to an e-mail properly.



Task 1

Listening

I can recognise the meaning of unfamiliar words about excellence in Islam using synonyms and picture prompts.

Target Vocabulary

praiseworthy - seek - aspect - distinguish - average - excellence -
volunteering - impact - pursuit - talent - contentment - potential

● **Get Ready:**

Unit 8

A Match the vocabulary from column "A" with their synonyms in column "B" using the pictures.

A

1 praiseworthy



B

() perfection

2 seek



(1) admirable

3 excellence



() explore

4 pursuing



() gift

5 talent



() tracking

B Read the following passage, and match the suitable word from the box with its definition:

I can use newly learnt vocabulary in context appropriately.

average	aspect	distinguish	impact
potential	volunteering	contentment	

Excellence in Islam is not only about doing good deeds, but it is also about doing them with quality. Every (1) aspect of a Muslim's life should be approached with the intention of doing it well. Quality of work is essential to achieving excellence in Islam, and it can have a positive (2) on society. Muslims should strive to produce high-quality work in their professional and personal lives. This includes (3) time to volunteer and serve others in their community. By doing so, they can (4) themselves and others who may benefit from their services. With the (5) and effort put into their work, Muslims can achieve a sense of (6) and fulfillment. Therefore, it is important to distinguish oneself from the (7) and aim for quality work that has the potential to make a positive impact.

Unit 8

Pre-listing questions:

C Look at the pictures, then answer the following questions:

I can discuss the idea of quality of work in Islam.



1 What does "quality of work" mean in Islam?



2 How can Muslims achieve excellence in every aspect of their lives?



3 What role does contentment play in achieving excellence in Islam?



Listen to the following dialogue

Note

- The speaker uses positive language to express thoughts and opinions and to create significant impact on the feelings and perceptions of others and make ideas more engaging and memorable.
- **The positive language indicates positive tone, such as:**
 - "Interesting concept,"
 - "Beautiful message,"
 - "Inspiring to think about".

D Listen again, then answer these questions:

I can listen to a text about the quality of work in Islam for details.

- 1 What is the main focus of the article Aisha and Fatima were discussing?

◆ Achieving excellence in Islam through the quality of work.

- 2 What does it mean to distinguish ourselves in producing work according to the text?



- 3 Can anyone achieve excellence in their work regardless of their background or circumstances? Why or why not?

- 4 In your opinion, why is it important to strive for excellence in our work while finding a balance in our lives?

**E Listen again, then tick (T) for true or (F) for false.**

I can listen to a text about the quality of work in Islam for specific information.

- 1 The article discussed achieving excellence in Islam through the quality of work. (**T**)
- 2 According to Fatima, it is enough to just meet the minimum standards of work. (.....)
- 3 Fatima suggests that volunteering and using our talents can help us produce impactful work. (.....)
- 4 Achieving excellence through the quality of work can lead to a sense of contentment and fulfillment in our lives. (.....)
- 5 According to Fatima, the pursuit of excellence should come at the cost of our well-being. (.....)
- 6 The article mentions that only some people have the potential to achieve excellence through their work. (.....)

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- 7 Achieving excellence is only about personal gain. (.....)
- 8 The pursuit of excellence in Islam is not important. (.....)
- 9 Producing work that is above average is important in Islam. (.....)
- 10 The pursuit of excellence through the quality of work can benefit society. (.....)

F Choose the right answer to complete the following sentences:

I can use newly learnt vocabulary in context appropriately.

- 1 According to Fatima, seeking excellence in whatever we do is a aspect in Islam.
 - a praiseworthy
 - b irrelevant
 - c shameful
 - d pointless
- 2 Aisha agreed that producing work that is is a way to distinguish ourselves.
 - a average
 - b above average
 - c below average
 - d not important
- 3 Fatima believes that we can make an impact on others by
 - a volunteering our time
 - b spending money on ourselves
 - c watching TV all day
 - d ignoring others' needs
- 4 Achieving excellence through quality of work can lead to a sense of in our lives, according to Aisha.
 - a boredom
 - b contentment
 - c frustration
 - d disappointment
- 5 According to Fatima, we should aim for excellence while also finding a in our lives.
 - a balance
 - b stagnation
 - c chaos
 - d confusion

- 6 The article mentioned that everyone has the to achieve excellence through the quality of work.
- ☐ a inability ☐ c potential
☐ b limitation ☐ d restriction
- 7 Achieving excellence is not just about personal gain, but also about serving and benefiting society, according to Fatima.
- ☐ a ourselves ☐ c our friends
☐ b Allah ☐ d our enemies
- 8 According to Aisha, making a positive impact through our efforts is
- ☐ a pointless ☐ c boring
☐ b inspiring ☐ d irrelevant

A Underline

I can use an e-dictionary to identify the meaning and part of speech of some words.

Word	Part of Speech	Meaning	Usage in a Sentence
seek	(V)	to try to obtain or achieve something	She sought mastery in her performance.
praiseworthy
aspect
distinguish
impact
contentment
potential



Task 2 Pronunciation

I can pronounce the intrusive /r/ correctly.

Intrusion

A Identify instances of intrusion in the following phrases. Number one is done for you:



Intrusive /r/ sound

Law and order
"Law/r/ and order"

Top-Tip

Intrusion: When two vowel sounds meet, we tend to insert an extra sound which resembles either a /j/, /w/ or /r/, to mark the transition sound between the two vowels, a device referred to as intrusion. **For example:** Intruding /r/ - The media /r/ are to blame.

No	Example		Intrusion
1	Law and order	→	<u>Law[r]and order.</u>
2	Media attention	→	.....
3	I saw a cat.	→	.....
4	The spa is open.	→	.....
5	The idea of	→	.....
6	I saw a film.	→	.....
7	Saudi Arabia	→	.....
8	China and India	→	.....
9	Australia and England	→	.....
10	The data is ready.	→	.....
11	Can you draw a circle?	→	.....
12	Drawing is my favourite hobby.	→	.....



Task 3

Grammar File

I can use the demonstrative pronouns in context properly.

A Choose the best answer to complete each sentence.

1 That was such an interesting situation.

- (a) That (b) These
(c) Those (d) Such

2 Are your books?

- (a) that (b) them
(c) those (d) this

3 You'll have to get your own ticket.
..... is mine.

- (a) That (b) Those
(c) Such (d) This

4 There is no end to

- (a) such (b) those
(c) this (d) none

5 Because of their bad behavior, of the children were given allowances.

- (a) none (b) that (c) those (d) them

6 of them had seen it before.

- (a) Those (b) Neither (c) Such (d) This

7 Who was on the phone?

- (a) this (b) that (c) these (d) those

Top-Tip

Demonstrative pronouns

This, that, these, those,
none, neither

This was my mother's ring.

That looks like the car I used to drive.

These are nice shoes.

Those look like riper than the apples on my tree.

Such was her command over the English language.

None of these answers are correct.

Neither of the horses can be ridden.

B Choose the right demonstrative pronoun to complete the following sentences.

- 1 (These – That – Such – Neither) are my favorite trousers of all time.
- 2 Is (this – these – those – neither) a serious discussion, or is it just a random conversation?
- 3 Put (these – that – this – either) books on your desk.
- 4 My digital camera captures great photos as (this –those – that – such) used by professional photographers.
- 5 Of the entire display in the gallery, (these – those – that – either) was the most valuable piece!
- 6 (These – Those – Neither – This) lab report is due tomorrow.
- 7 When are you going to finish (that – it – them – these) painting?



Task 4

Speaking

I can take part in a conversation about quality of work in Islam.

A In small groups, students briefly share their understanding of the concept of quality in Islam and discuss the following points:

- a Why is quality important in Islam?
 - b Some examples of how quality is demonstrated in Islam.
 - c How can we improve the quality of our work?
 - d How does achieving excellence through the quality of work benefit society?
- ◆ After the discussion, each group will share their key findings with the whole class.

A A brief Q&A section clarifies any doubts or questions raised during the activity.

**Task 5****Critical Thinking**

I can develop new ideas about quality of work.

In small groups of 3-4 students, based on the conversation between Aisha and Fatima” develop answers to the following questions:

- ◆ What challenges may arise when pursuing excellence through quality work?
- ◆ How can we balance pursuing excellence and taking care of ourselves?
- ◆ Can pursuing excellence through quality work ever have negative effects? Why?
- ◆ Are there any limitations to the idea that anyone can achieve excellence through quality work?





Task 6

Writing File

I can write a body paragraph to an e-mail properly.

A With the help of the following outline and sample, write a body paragraph to an e-mail about (truthfulness) to a friend.

"Honesty"

E-mail Body:

Honesty is a good attribute and a blessing of Almighty Allah. Allah gives this attribute to whom He wills. Honesty and integrity are the best qualities. Islam is the religion of peace and security. For example, the student, to be honest, must admit to his teacher that he forgot to complete an assignment instead of making up an excuse or lying about it.

"Truthfulness "

E-mail Body:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Top-Tip

- Body paragraph should generally contain one main idea on which the writer explains.
- Use some strong adjectives throughout your narrative body paragraph.
- Use examples to illustrate your points.

Work Mastery

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

- ★ recognise the meaning of unfamiliar words about excellence in Islam using synonyms and picture prompts.
- ★ use newly learnt vocabulary in context appropriately.
- ★ talk about work mastery.
- ★ read a text about work mastery for specific information.
- ★ read a text about work mastery for details.
- ★ take part in a conversation about work mastery.
- ★ recognize the meaning of new idioms about excellence in Islam.
- ★ express prediction in an appropriate way in speaking.
- ★ use indefinite pronouns in context appropriately.
- ★ write a concluding paragraph to an e-mail to a friend properly.
- ★ write a complete e-mail to a friend properly.
- ★ use brackets in writing correctly.
- ★ carry out a project about the value of work mastery through a Prophet Hadith about work mastery.



Task 1

Reading Focus

Target Vocabulary

mastery - attention - exceptional - mentorship - guidance
- priorities - well-being - balance

Get Ready:



Unit
8

A Match the words from column “A” with their synonyms in column “B” using the pictures.

I can recognise the meaning of unfamiliar words about excellence in Islam using synonyms and picture prompts.

A

1 Guidance



2 Mentorship



3 Prioritizing



4 Pursuit



5 Time management



B

() Apprenticeship

(1) Advice

() Planning

() Quest

() Ranking

B Read the following sentences, and fill in the blanks with the suitable word(s) from the box:

I can use newly learnt vocabulary in context appropriately.

attention

balance

mastery

mentorship

priorities

well-being

In Islam, the pursuit of excellence is highly valued in all aspects of life, including work. We are encouraged to achieve in everything we do, and this includes our work. One way to achieve work mastery is through This can involve seeking out or guidance, and constantly learning and improving one's skills. Another important aspect of work mastery is the ability to manage one's time effectively. By setting and staying organized, one can ensure that their work is completed efficiently and effectively. It's also important to understand that the pursuit of work mastery should not come at the cost of one's Islam encourages us to maintain a in our lives, balancing our work with other aspects such as family, friends, and hobbies.

Pre-Reading Questions

C Look at the picture, then answer the following questions:

I can talk about work mastery.

- 1 How can we achieve work mastery in our tasks, and what does it involve?



.....

.....

- 2 Why is it important to maintain a balance between work and other aspects of lives, according to Islam?



.....

.....



Read the following passage:

In Islam, the concept of quality is highly valued in all aspects of life, including work. We are encouraged to pursue excellence in everything we do, and this includes our work. Work mastery is the key to achieving excellence through quality, and it is a concept that has been emphasized by many scholars in Islam.

Work mastery means being able to perform a task to the best of one's abilities, with a focus on achieving high-quality results. It involves paying attention to detail and constantly striving to

improve one's skills and abilities. Work mastery also means having a deep understanding of one's work and being able to use that knowledge to produce exceptional results.

One way to achieve work mastery is through the pursuit of knowledge. This can involve studying one's field in depth, seeking out mentorship or guidance, and constantly learning and improving one's skills. Another important aspect of work mastery is the ability to manage one's time effectively. By setting priorities and staying organized, one can ensure that their work is completed efficiently and effectively.



It is also important to understand that the pursuit of work mastery should not come at the cost of one's well-being. Islam encourages us to maintain a balance in our lives, and this includes balancing our work with other aspects of our lives, such as family, friends, and hobbies.

Achieving excellence through quality is an important concept in Islam, and work mastery is the key to achieving this. By pursuing knowledge, managing our time effectively, and finding a balance in our lives, we can work towards achieving excellence in all aspects of our work.

Post -Reading Questions

I can read a text about work mastery for specific information.

D Choose the correct answers in the following sentences:

- 1 Work mastery means performing a task with a focus on achieving results.
 - a low-quality
 - b high-quality
 - c moderate-quality
 - d average-quality
- 2 According to the passage, what is the key to achieving excellence through quality?
 - a Work mastery
 - b Pursuing knowledge
 - c Time management
 - d Maintaining a balance in life
- 3 Pursuing knowledge can help achieve work mastery by:
 - a Studying one's field in depth
 - b Balancing work and life
 - c Staying disorganized
 - d Ignoring mentorship or guidance



Unit 8

- 4 In Islam, the concept of quality is highly valued in all aspects of life, including:
- a Work
 - b Entertainment
 - c School
 - d Travel
- 5 The pursuit of work mastery should not come at the cost of one's:
- a Social life
 - b Sleep
 - c Work productivity
 - d Well-being
- 6 According to the passage, what is one important aspect of work mastery?
- a Striving for low-quality results
 - b Maintaining a shallow understanding of one's work
 - c Constantly improving one's skills
 - d Disregarding the pursuit of knowledge
- 7 The ability to manage one's time effectively is an important aspect of:
- a Work mastery
 - b Pursuing knowledge
 - c Maintaining a balance in life
 - d Achieving low-quality results
- 8 According to the passage, what is one way to pursue work mastery?
- a Ignoring mentorship and guidance
 - b Staying disorganized
 - c Setting priorities
 - d Focusing only on one's work

E State whether the following sentences are true (✓) or false (X):

- 1 Work mastery means being able to perform a task to the best of one's abilities with a focus on achieving low-quality results. (X)
- 2 Work mastery involves paying attention to detail and constantly striving to improve one's skills and abilities. ()
- 3 Pursuing knowledge is not an important aspect of achieving work mastery. ()
- 4 The pursuit of work mastery should come at the cost of one's well-being. ()
- 5 Islam encourages individuals to maintain a balance in their lives. ()
- 6 Managing one's time effectively is not an important aspect of work mastery. ()
- 7 Achieving excellence in work involves finding a balance in one's life. ()

F Answer the following questions:

I can read a text about work mastery for details.

- 1 What does the concept of work mastery mean?
 - ◆ Work mastery means being able to perform a task to the best of one's abilities, with a focus on achieving high-quality results.
- 2 What are some ways to achieve work mastery?
.....
- 3 Based on the text, what is the relationship between work mastery and achieving high-quality results?
.....

Unit 8

4 What are some potential consequences of neglecting one's well-being while pursuing work mastery?



5 In your own words, explain why finding a balance in life is important for achieving work mastery.



Task 2

Read to Speak

I can take part in a conversation about work mastery.

A Discuss the following questions with a partner:

- ◆ What does work mastery mean to you?
- ◆ How can pursuing knowledge help in achieving work mastery?
- ◆ Why is managing one's time effectively important in achieving work mastery?
- ◆ How can balancing work and other aspects of life contribute to achieving excellence in work?

B After discussing the questions, each pair can share their responses with the class.





Task 3

Idioms related to managing life successfully

I can use sports idioms in speaking correctly.

Idiom		Meaning
1	to have an eye for	to be good at noticing a particular type of thing
e.g. She has an eye for detail.		
2	to take at face value	to accept something as it appears without studying it
e.g. I took the offer at face value. I didn't think they might be trying to trick me.		
3	to lose one's moral compass	to no longer be following morals
e.g. Those sorts of people didn't have a highly magnetized moral compass.		
4	to come a long way	to become very successful
e.g. Medicine has come a long way in recent years.		
5	to save the day	to make a bad situation end successfully
e.g. The team seemed to be heading for disaster until a late goal saved the day.		
6	to make a comeback	to achieve a success after failure
e.g. After ten years in retirement, the singer made a comeback. You're never too old to make a comeback.		

A Rewrite the following sentences using the most suitable idiom:

I can recognize the meaning of new idioms about excellence in Islam.

- 1 Just when things looked hopeless, my brother came along and made it end successfully. (**save**)
♦ Just when things looked hopeless, my brother came along and saved the way.
- 2 A country where the only priority is for the wealthy to accumulate more wealth is no longer following morals. (**compass**)
- 3 After analysts predicted her campaign was dead, the candidate appears to be making a success after failure. (**comeback**)

Unit 8

- 4 Sama is good at noticing detail, so each dress is beautifully finished off. (eye)
- 5 He's become very successful from his days as a young reporter. Now he's one of the country's most respected journalists. (a long way)
- 6 I've learned never to accept anyone's opinions without studying. (face)



Task 4

Language Functions

I can express prediction in an appropriate way in speaking.

Expressing prediction

• What do you think will/ happen

Top-Tip

Expressing Prediction:

- ...bound to...
 - ...definite...
 - ...likely...
 - ...may...
 - ...could...
 - ...definitely...
 - ...probable...
- **Note:** Be careful of the word order. "Definitely" and "probably" come after "will" (in positive sentences) and before "won't" in negative sentences.
- **Speaking tip:** Because we also use will to talk about intentions and strong decisions, we often use (going to) to sound more objective.

1

A: Do you think they will succeed?

B: They are bound to succeed!

2

A: Is he likely to get the job?

B: He's a definite frontrunner for the job!

3

A: Who will win the contract?**B:** We are likely to win the contract.

4

A: Do you think that I can get some help?**B:** We may be able to help you.

5

A: Is it likely to have a problem?**B:** There could be a bug in the system.

6

A: You are so tired. Won't you go to the party?**B:** I definitely won't go to the party.

7

A: Is it going to be windy today?**B:** There will definitely be a storm later.

8

A: I'll speed up. I'm late for work.**B:** Watch out! You're going to hit that car in front.**A** In a group consisting of three students, act the following situations.1 **A:** Ask for prediction: Do think that we will have a speaking test?**B:** Predict: :(we/ have/ speaking test)2 **A:** Ask for prediction: Do you think that they?**B:** Predict: (they /bound to/get money)3 **A:** Ask for prediction:?**B:** Predict: (he / likely to /win the match)

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4 **A:** Ask for prediction:?

B: Predict: (she/ definite/ winner)



5 **A:** Ask for prediction:?

B: Predict: (probable / they/ visit her/ holiday)



6 **A:** Ask for prediction:?

B: Predict:

7 **A:** Ask for prediction:?

B: Predict:



Task 5

Grammar File

I can use indefinite pronouns in context appropriately.

Indefinite pronouns

Indefinite Pronouns	Examples
All	All have arrived on time.
Each	The teacher asked each to present their projects.
Another	Another one of them entered the house.
Any	I was looking for a pencil. Is there any left?
Anyone	Is there anyone who likes a pretzel?
Both	I think I love both.
Everyone	Can everyone sit down, please?
Anything	Anything would be fine for me.
Everything	I found everything I was looking for.

Indefinite Pronouns	Examples
Everybody	Everybody reached here on time.
Many	Many have been asked to come for the audition.
Nobody	Nobody was okay with what was happening around them.
None	Allison had invited all of her cousins, but none had come yet.
Nothing	Nothing happened yesterday.
Other	They wanted to find out who the other was.
Several	Did you look at the options? There are several.
Somebody	Somebody took my bag from the shelf.
Someone	Could someone tell me where to find a doctor?
Something	I do not like that there should always be something to do.

A Choose the correct indefinite pronouns.

- I looked (somebody- everywhere- anyone- nowhere) for my cat, but I couldn't find it.
- Mohammad called his friend, but (somebody- anyone- no one- everyone) answered the phone.
- I didn't go (somebody- everyone- anywhere- nowhere) on the weekend, so I was really bored.
- Let's get (everything- no one- everyone- something) to eat after our class.
- Did you hear that? I think (somebody- everyone- no one- nobody) rang the doorbell.

- 6 (Somebody- Everyone- Anyone- No one) was on time. No one was late.
- 7 The best weapon against an enemy is (some – other – another – either) enemy.

B Read the following sentences and identify the mistakes in the use of the indefinite pronouns. Correct the mistakes and rewrite the sentences.

- 1 Another of friend is coming to the party.
♦ Another friend is coming to the party.
- 2 Any of the books in the library are available for borrowing.
.....
- 3 Each of the apples in the basket were ripe.
.....
- 4 Each of the girls were given a gift.
.....
- 5 Everybody were late for the meeting.
.....
- 6 Something is wrong with my phone.
.....



Task 6

Writing File

I can write a concluding paragraph to an e-mail to a friend properly.

A With the help of the following outline and sample, write a concluding paragraph to an e-mail about (truthfulness) to a friend.

"Honesty"

All in all, my mom is yelling at me, and I have loads of homework to do. I'm eagerly waiting for your e-mail.

Yours

Kareem

"Truthfulness"

Closing:

.....

.....

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Top-Tip

You remember that the e-mail should have:

- Introductory part, body part and closing part.
- **Closing:** A polite closing statement giving a reason for leaving that can include phrases like "Thank you", "Best regards", "Sincerely", or "Yours faithfully".

Signature

- The sender's name

B Write a complete e-mail to a friend properly about patience.

I can write a complete e-mail to a friend properly.

"Patience"

Top Tip

Linking Words

Starting Phrases:

- Dear Ahmed, Dear sara,
- Hi Adam,
- Hi there Adam,
- Morning/Afternoon/
Evening Adam,
- Hello again Adam,

Ending phrases

- Rgds,
- Cheers,
- Bye for now,
- See you soon,
- Yours sincerely,
- Yours faithfully,
- Yours truly,

C Use brackets in the suitable place:

I can use brackets in writing correctly.

- 1 She [Aseel] is a great friend of us.
- 2 Honesty an Islamic virtue is the best policy.
- 3 My friend an intelligent student got the master's degree.
- 4 This helping others is a good quality is Islam.
- 5 He Mr. Adam is a successful businessman.

REMEMBER

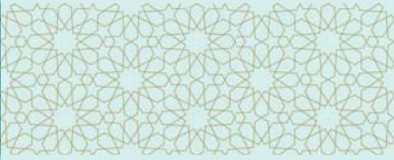
Brackets ([])

Brackets are used to clarify something or for technical terms or explanations. It can also be used to clarify a subject when quoting another person or text.

- **For example:** She [Mrs. Hana] agrees that cats are better than dogs.

**Task 7****Project Time**

I can carry out a project about the value of work mastery through a Prophet Hadith about work mastery.



عن عائشة (رضي الله عنها) قالت: قال رسول الله ﷺ: «**إن الله يحب إذا**
عمل أحدكم عملاً أن يتقنه». رواه الطبراني في الأوسط وصححه الألباني

A According to this Hadith, in small groups think and research to:

- ◆ interpret the meaning of the hadith.
- ◆ design a wall poster about the meaning of the Hadith.
- ◆ give some advice for your class about how to achieve work mastery in your study.

B Discuss your wall poster with the whole class to exchange ideas together.

Tapescripts

Unit 1

Listening Script (not to include in the students' book)

Interviewer: So, this evening I'd like to welcome our guest. It is Hellan Kwon, M.D., a clinical assistant professor of hepatology at the University of Michigan.

Dr Hellan: It usually gives me pleasure.

Interviewer: What is the liver?

Dr Hellan: It is the human body's second-largest organ tucked in the upper right abdomen under the ribs and below the diaphragm.

Interviewer: What does the liver do?

Dr Hellan: It performs 500 tasks to keep the body healthy.

Interviewer: It is said that liver is the filter of the body. Explain, please.

Dr Hellan: That's right. Anything that is eaten or consumed, whether it's food, medicine or toxins, gets filtered by the liver. Once we ingest food, it is digested by the stomach and intestine, gets absorbed into the blood and goes to the liver.

Interviewer: How is liver known as a smart organ?

Dr Hellan: It knows when to usher the toxins out of the body through urine or stool, when to store the nutrients and when to release them back into the blood.

Interviewer: Does It also keep the amount of sugar in the bloodstream?

Dr Hellan: Certainly, it removes sugar from the blood and stores it in the form of glycogen. When a person's blood sugar decreases, it converts that stored glycogen to glucose, adding the proper amount of energy into the bloodstream for the cells

to use.

Interviewer: I'd be pleased if you provide the audience with some recommendations.

Dr Hellan: Eating fresh foods and a well-balanced diet while avoiding alcohol and herbal supplements. Another crucial recommendation is skipping illicit drugs and other risky behaviors that might lead to viruses like hepatitis C.

Interviewer: Is that all?

Dr Hellan: that's not all: Genetics and pure chance also play roles in the development of liver diseases.

Interviewer: Thanks for your precious time. Waiting another appointment.

Dr Hellan: Not at all. Ok. I'll do.

Unit 2

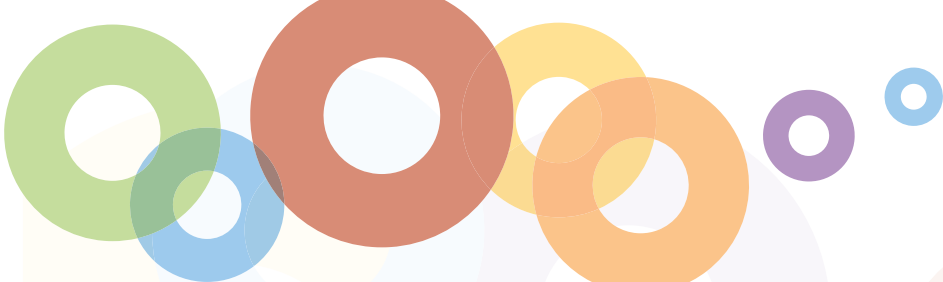
New Convert to Islam: Can you, guys, tell me more about Al-Aqsa Mosque? I would love to learn more about this important site for Muslims.

Student 1: Of course! Al-Aqsa Mosque is located in the Old City of Jerusalem, and it was built over 1,300 years ago. It has a rich history and has undergone many renovations and expansions over the years.

Student 2: It's also the place where Muslims believe Prophet Muhammad (peace be upon him) was transported to on his night journey, "Isra and Miraj." It's considered the third holiest mosque in Islam after the Ka'ba in Mecca and the Prophet's Mosque in Medina.

New Convert to Islam: That's amazing, I didn't know that. What is the significance of the mosque for Muslims today?

Student 1: For Muslims, Al-Aqsa Mosque is a symbol of their faith and connection



to their history and heritage. It's a place where they can come together to pray and connect with their community.

Student 2: Unfortunately, the situation in Jerusalem is complex and access to Al-Aqsa Mosque is often restricted for Muslims. This has been a source of tension and conflict in the region for many years. New Convert to Islam: That's so sad. I hope that one day, all people, regardless of their religion, will be able to visit and worship at the mosque without any obstacles or fear. Thank you for sharing this information with me.

Unit 3

Interviewer: Welcome Mr. Gates, it's great to have you here today. Let's start with the positive aspects of computers. What do you think are some of the benefits that computers bring to our lives?

Bill Gates: Thank you for having me. Computers have revolutionized the way we work and live. One of the biggest advantages is speed. Computers can process huge amounts of data in seconds. Interviewer: Yes, speed is definitely a key advantage. But what about security? Many people worry about viruses and hacking.

Bill Gates: That's true, but with the right security measures in place, we can greatly reduce the risk of viruses and hacking. It's important to stay vigilant and keep our software updated to stay protected.

Interviewer: Speaking of distractions, computers can also be a source of delay. How do you balance the need for productivity with the potential for distraction?

Bill Gates: That's a great point. While it's true that computers can be distracting, they also have the potential to greatly increase productivity. It's all about finding

the right balance and utilizing technology in a way that supports our goals.

Interviewer: Another concern is the cost of computers. What do you think can be done to make them more affordable for people?

Bill Gates: Cost is definitely a factor, but over time, the prices of computers have come down significantly. Additionally, there are many programs and initiatives in place to provide access to technology for those who might not be able to afford it.

Interviewer: And what about accuracy and multitasking? Those are also important advantages of computers.

Bill Gates: Absolutely. Computers have the ability to perform tasks with a high degree of accuracy and can multitask much more efficiently than humans. This reduces the workload and allows us to complete tasks that would otherwise be impossible.

Interviewer: Thank you for sharing your thoughts on the advantages of computers, Mr. Gates. On the flip side, what do you think are some of the drawbacks of using computers?

Bill Gates: Well, there are certainly some downsides. For example, there is the potential for viruses and hacking attacks, which can compromise the security of our data. Additionally, prolonged use of computers can lead to health problems like eye strain and back pain.

Interviewer: Yes, those are important points to consider. Thank you for your insights into both the advantages and disadvantages of computers, Mr. Gates.

Unit 4

Mohamed: When did the Olympic Games begin?

An Olympic Champion: The Olympic Games began in ancient Greece. The Games took place every four years for nearly 12 centuries, until they were abolished during the early Christian era.

Mohamed: Why and when were the ancient Olympic Games abolished?

An Olympic Champion: Following the rise of Rome, the Roman Emperor decided to abolish the Games; his decision was part of a wider attempt to suppress anything began in the Roman Empire.

Mohamed: Who competed in the ancient Olympic Games?

An Olympic Champion: The athletes were all males and competed. They came from every part of the Greek world. Women were neither allowed to compete, nor to watch the Games.

Mohamed: When do the modern Olympic Games take place?

An Olympic Champion: The first Olympic Games of the modern era were in Athens, and the last one was in Japan.

Mohamed: What is the Olympic Flame?

An Olympic Champion: The concept of the Olympic Flame started in 1928 in Amsterdam. The flame is traditionally lit at the site of ancient Olympia, in Greece, and then travels through different cities of the world until it reaches the host city.

Mohamed: Why does each edition have its own logo and poster?

An Olympic Champion: The logo and the poster of each edition of the Olympic Games is the visual identity of the Games. In other words, they carry the messages that each host city wishes to convey to the world.

Mohamed: What do the five rings represent?

An Olympic Champion: The five rings are basically the logo of the Olympic Games. The rings are interlocking and coloured blue, yellow, black, green and red, on a white background. The five rings represent the five continents: Europe, Asia, Africa, America and Oceania. The flag colours of all the countries which took part in the Games at the time were represented in the symbol.