



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

A-LEVEL

ENGLISH

for

Al-Azhar Paragons

Secondary Two

Teacher's Guide

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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1. Introduction to the Teacher's Guide Book

The **Al-Azhar Paragons – Grade 11 curriculum** is a meticulously designed educational framework aligned with the enduring mission of **Al-Azhar Al-Sharif**. It aspires to cultivate learners who pursue **scholarly excellence** while being firmly anchored in **Islamic principles and ethical conduct**, preparing them to emerge as **visionary leaders** capable of making meaningful contributions to their societies and beyond.

Islamic virtues such as **mercy, justice, and the sanctity of human dignity** are intentionally interwoven throughout the program. It nurtures students' **ethical consciousness** by addressing themes of **social accountability, civic engagement, and intercultural awareness**, thereby guiding them toward a balanced moral compass.

A central emphasis of the curriculum is the advancement of **linguistic and communicative proficiency** across the domains of **reading, listening, writing, and speaking**. These competencies empower learners to **articulate complex ideas with precision** and to engage productively in **Da'wah** as well as in **constructive civic participation**.

Equally, the program fosters **critical and reflective thinking** within an **Islamic intellectual framework**, equipping students to examine **contemporary global challenges** with both **analytical rigor** and **moral clarity**. It promotes **intercultural dialogue, mutual respect, and peaceful coexistence**, in harmony with **Al-Azhar's mission** of **inter-faith understanding** and **global harmony**.

Grounded in **internationally endorsed TEFL methodologies** and enriched with scholarly resources from institutions such as **Oxford and Cambridge**, Paragons delivers a **globally benchmarked and pedagogically robust experience**. It integrates **academic depth** with **spiritual and ethical guidance**, providing students with a resilient foundation for **higher education, leadership, and responsible citizenship**.

– Dr. Ismail I. Elshirbini

General Manager of Al-Azhar Educational and Technical Affairs

Part 1: Educational Vision & Philosophy

Educational Vision

The Grade 11 English curriculum at Al-Azhar is designed to develop students into articulate, morally responsible global citizens. It integrates Islamic values—such as justice, compassion, and dignity—with modern pedagogical approaches to language learning.

“Language is not only a tool for communication, but a means of cultural exchange, and ethical leadership.”

Core Objectives

- Build communicative competence across all four skills.
- Foster critical thinking and intercultural awareness.
- Promote Islamic values through language tasks.
- Prepare students for academic and professional contexts.
- **Philosophical Foundations**
- **Islamic Humanism:** Every student is honored by Allah and deserves dignity.
- **Holistic Education:** Language learning must serve intellectual, emotional, and spiritual development.
- **Global Citizenship:** Students engage with global issues through an Islamic lens.:

Theoretical Foundations

Educational Theories Behind the Curriculum

This curriculum is built on a blend of Islamic pedagogy and modern educational theory. Each theory contributes to how students learn, interact, and grow—linguistically, intellectually, and spiritually.

1. Socio-Cultural Theory (Vygotsky)

Purpose: Learning happens through interaction and social context. **Application:**

- Students work in pairs and groups to build meaning together.

- 
- Teachers scaffold tasks—starting with support, then gradually removing it. **Example from the Book:** In Unit 8, students collaborate to write and perform a drama about global challenges. The teacher guides them through brainstorming, then lets them lead the performance.

2. CLIL (Content and Language Integrated Learning)

Purpose: Teach language through meaningful content. **Application:**

- Students learn English while exploring topics like migration, architecture, and technology.
- Language is not taught in isolation—it’s embedded in real-world themes. **Example:** In Unit 3, students study space exploration while practicing grammar (relative clauses) and writing argumentative essays.

3. Multiple Intelligences Theory (Howard Gardner)

Purpose: Students learn in different ways—linguistic, visual, kinesthetic, interpersonal, etc. **Application:**

- Lessons include poetry (linguistic), gallery walks (visual), role-play (bodily-kinesthetic), and group debates (interpersonal). **Example:** Unit 5 includes a poetry performance where students express cultural identity through rhythm and voice.

4. Communicative Language Teaching (CLT)

Purpose: Focus on real-life communication, not just grammar drills. **Application:**

- Students engage in debates, interviews, presentations, and storytelling.
- Fluency and interaction are prioritized over perfection. **Example:** In Unit 7, students debate the ethics of artificial intelligence, using persuasive language and critical thinking.

5. Islamic Values Integration Theory

Purpose: Embed Islamic ethics into every aspect of learning. **Application:**

- Lessons include Qur’anic verses, hadith, and moral reflections.
- Values like justice, humility, and compassion are taught through language tasks. **Example:** Unit 2 includes a writing task where students reflect on the verse: *“Indeed, Allah commands justice and good conduct...”* and apply it to a real-world issue.



6. Assessment for Learning (AfL)

Purpose: Use assessment to guide and improve learning—not just to grade. **Application:**

- Students receive feedback, reflect on their progress, and set goals.
- Teachers use rubrics that include both language and values. **Example:** In Unit 6, students write a college entrance essay and receive peer feedback using a rubric that assesses clarity, organization, and sincerity.

Unit-by-Unit Breakdown

Unit 1: Migration

Objective: Explore migration as a global and human issue, while developing persuasive writing and advocacy skills.

Skills:

- Reading: UNHCR reports and migrant stories
- Writing: Persuasive essay defending migrant rights
- Listening: Audio interviews with refugees
- Speaking: Advocacy speech recording

Values:

- Justice, empathy, dignity
- Qur’anic reference: “*And We have certainly honored the children of Adam...*” (Surah Al-Isra 17:70)

Project: Create a campaign to raise awareness about migration, including posters and audio messages.

Assessment: Rubric includes clarity of argument, emotional appeal, and ethical reasoning.

Unit 2: Human Values

Objective: Understand and apply Islamic values like justice and compassion in real-life contexts.

Skills:

- Reading: Stories of Islamic leaders (e.g., Omar Ibn Al-Khattab)
- Writing: Opinion essay on fairness in society
- Speaking: Debate on ethical dilemmas
- Listening: Audio on diversity in Islam

Values:

- Justice, tolerance, mercy
- Qur’anic reference: “*Indeed, Allah commands justice and good conduct...*” (Surah An-Nahl 16:90)

Project: Deliver a community speech promoting a chosen value.

Assessment: Debate performance scored on respect, logic, and Islamic perspective.

Unit 3: Space Exploration

Objective: Explore scientific innovation while debating ethical priorities in global development.

Skills:

- Reading: Articles on space missions
- Writing: Argumentative essay—Should we invest in space or solve Earth’s problems?
- Listening: Interviews with scientists
- Speaking: Panel discussion simulation

Values:

- Stewardship, curiosity, responsibility
- Islamic lens: Balance between exploration and caring for creation

Project: Design a space mission proposal with ethical justification.

Assessment: Essay rubric includes structure, evidence, and moral reasoning.

Unit 4: Sports & Mindset

Objective: Use sports as a metaphor for discipline, resilience, and teamwork.

Skills:

- 
- Reading: Biographies of Muslim athletes
 - Writing: Informational essay on mental health and sports
 - Speaking: Motivational speech
 - Listening: Podcasts on mindset and performance

Values:

- Patience, perseverance, humility
- Hadith reference: *“The strong believer is better and more beloved to Allah...”*

Project: Organize a wellness campaign or sports event with a values theme.

Assessment: Speech evaluated for clarity, inspiration, and sincerity.

Unit 5: Culture & Heritage

Objective: Celebrate cultural identity through poetry, storytelling, and historical reflection.

Skills:

- Reading: Islamic poetry and heritage texts
- Writing: Original poem or cultural reflection
- Speaking: Poetry performance
- Listening: Recitations and cultural interviews

Values:

- Gratitude, pride in identity, respect for diversity
- Qur’anic reference: *“We made you into nations and tribes so that you may know one another...”* (Surah Al-Hujurat 49:13)

Project: Host a poetry festival or heritage exhibition.

Assessment: Performance scored on expression, cultural depth, and pronunciation.

Unit 6: Architecture

Objective: Explore architecture as a reflection of values, creativity, and sustain-

ability.

Skills:

- Reading: Texts on Hassan Fathy and Islamic design
- Writing: College entrance essay on architecture and ethics
- Speaking: Gallery walk presentation
- Listening: Audio on urban planning

Values:

- Stewardship, beauty, community service
- Islamic lens: Architecture as a form of worship and social responsibility

Project: Design a sustainable building with Islamic principles.

Assessment: Essay and presentation scored on originality, clarity, and ethical vision.

Unit 7: Technology

Objective: Critically examine the role of technology in society through ethical debates and analysis.

Skills:

- Reading: Articles on AI and ethics
- Writing: Analytical report on digital citizenship
- Speaking: Debate on tech ethics
- Listening: Interviews with innovators

Values:

- Responsibility, wisdom, caution
- Islamic lens: Technology as a tool, not a master

Project: Create a digital product or campaign with ethical guidelines.

Assessment: Debate scored on argument strength, respect, and Islamic ethics.

Unit 8: Geniuses & Collaboration



Objective: Celebrate innovation and teamwork through drama and problem-solving.

Skills:

- Reading: Biographies of Muslim inventors
- Writing: Reflective journal on leadership
- Speaking: Group performance
- Listening: Audio on collaboration

Values:

- Cooperation, leadership, humility
- Hadith reference: *“The hand of Allah is with the group...”*

Project: Create and perform a play about solving a global issue.

Assessment: Performance scored on creativity, teamwork, and message clarity.:

Teaching the Four Language Skills

This section explains how the curriculum develops **Listening, Speaking, Reading, and Writing** in a way that’s integrated, values-based, and student-centered. Each skill is taught not in isolation, but through meaningful tasks tied to real-world themes and Islamic ethics.

Listening

Purpose: To help students understand spoken English in authentic contexts, while developing empathy and critical thinking.

Approach:

- Pre-listening activities to activate background knowledge
- Guided listening with comprehension questions
- Post-listening reflection and discussion
- Use of authentic materials: interviews, speeches, Qur’anic recitations

Example from the Book: In Unit 2, students listen to a recording titled *“Respecting Diversity in Islam”*. They answer comprehension questions, then reflect on

how diversity is treated in their own communities.

Values Embedded:

- Respect, tolerance, humility
- Students connect the message to the verse: “*We made you into nations and tribes so that you may know one another...*” (Surah Al-Hujurat 49:13)

🗣️ Speaking

Purpose: To build students’ confidence in expressing ideas clearly, persuasively, and ethically.

Approach:

- Role-play, debates, interviews, presentations
- Focus on fluency, pronunciation, and values-based content
- Peer feedback and self-assessment

Example from the Book: In Unit 5, students rehearse and perform original poems that reflect their cultural identity. They’re assessed on clarity, emotion, and respect for heritage.

Values Embedded:

- Pride in identity, sincerity, collaboration
- Students reflect on the hadith: “*The believer who mixes with people and bears their harm is better...*”

📖 Reading

Purpose: To develop strategic reading skills and critical thinking through texts that matter.

Approach:

- Pre-reading: predictions and vocabulary
- While-reading: skimming, scanning, inference
- Post-reading: analysis, discussion, application
- Use of authentic texts: biographies, articles, Islamic history



Example from the Book: In Unit 6, students read about Hassan Fathy’s architectural philosophy. They analyze how design reflects values like sustainability and community service.

Values Embedded:

- Stewardship, creativity, social responsibility
- Students connect the reading to the idea that beauty and function can serve the ummah.

 Writing

Purpose: To help students express themselves in structured, meaningful ways across genres.

Approach:

- Genre-based instruction: narrative, descriptive, argumentative, reflective
- Writing process: brainstorming → drafting → revising → publishing
- Integration of grammar and values

Example from the Book: In Unit 1, students write a persuasive essay defending the rights of migrants. They use real data and Islamic principles to support their arguments.

Values Embedded:

- Justice, empathy, advocacy
- Students reflect on the verse: “*And We have certainly honored the children of Adam...*”:

Assessment Strategies

This section explains how students are evaluated—not just for language proficiency, but also for values, creativity, and personal growth. The curriculum uses a **balanced mix of formative, summative, and values-based assessment**, all aligned with Islamic ethics and modern pedagogy.

1. Formative Assessment

Purpose: To guide learning during the process—not just measure it at the end.

Methods:

- Exit tickets
- Journals and reflections
- Peer and self-assessment
- Teacher feedback during activities

Example from the Book: In Unit 4, after delivering a motivational speech, students reflect in their journals on how resilience applies to their own lives. The teacher gives feedback on both language and sincerity.

2. Summative Assessment

Purpose: To evaluate students' final performance in a unit or project.

Methods:

- Essays and reports
- Presentations and performances
- Exams and portfolios

Example: In Unit 6, students write a college entrance essay. It's assessed for clarity, organization, grammar, and personal voice.

3. Values-Based Assessment

Purpose: To assess how well students demonstrate Islamic values in their work and behavior.

Methods:

- Rubrics that include ethical reasoning and sincerity
- Reflection tasks tied to Qur'anic verses or hadith
- Community-based feedback (e.g., from peers or parents)

Example: In Unit 2, students deliver a speech on justice. The rubric includes not only fluency and structure, but also how well they connect their message to Islamic teachings.

4. Portfolios

Purpose: To collect evidence of growth over time.



Contents:

- Drafts and final versions of writing
- Audio/video recordings of speeches
- Reflections and feedback
- Visual projects (e.g., posters, diagrams)

Example: In Unit 1, students include their migration campaign materials—poster, audio message, and reflection—in their portfolio.

5. Differentiated Assessment

Purpose: To ensure fairness and inclusion for all learners.

Methods:

- Multiple formats: written, oral, visual, performative
- Flexible rubrics
- Choice-based tasks

Example: In Unit 8, students choose between writing a reflective journal or performing a scene. Both options are assessed equally.

6. Technology-Enhanced Assessment

Purpose: To engage students and document learning digitally.

Tools Used:

- Digital portfolios
- Multimedia presentations
- Online feedback forms

Example: In Unit 7, students create a digital ethics campaign and present it using slides and audio narration.

Instructional Methods

This section explains the teaching strategies used throughout the curriculum. These methods are designed to engage students actively, support diverse learning styles, and integrate Islamic values into every classroom experience.

1. Project-Based Learning (PBL)

Purpose: To help students learn by doing—solving real-world problems through creative projects.

How It Works:

- Students work in teams or individually to produce meaningful outcomes (e.g., campaigns, performances, exhibitions).
- Projects are tied to unit themes and values.

Example from the Book: In Unit 1, students create a migration awareness campaign, including posters, audio messages, and a persuasive speech.

Values Embedded: Justice, empathy, advocacy

2. Task-Based Language Teaching (TBLT)

Purpose: To teach language through purposeful tasks that mirror real-life communication.

How It Works:

- Students complete tasks like interviews, debates, or presentations.
- Language is learned naturally through task completion.

Example: In Unit 4, students deliver a motivational speech on resilience, using vocabulary and grammar learned in context.

Values Embedded: Perseverance, sincerity, leadership

3. Flipped Classroom

Purpose: To shift learning outside the classroom, allowing more time for discussion and collaboration during class.

How It Works:

- Students watch videos or read materials at home.
- Class time is used for group work, analysis, and feedback.

Example: In Unit 7, students explore ethical dilemmas in technology through pre-class readings, then debate in class.

Values Embedded: Wisdom, responsibility, critical thinking



4. Drama Pedagogy

Purpose: To build confidence, creativity, and empathy through performance and role-play.

How It Works:

- Students act out scenes, write scripts, and perform in groups.
- Focus on expression, pronunciation, and emotional depth.

Example: In Unit 8, students perform a play about solving global issues collaboratively.

Values Embedded: Cooperation, humility, innovation

5. Universal Design for Learning (UDL)

Purpose: To ensure all students can access and engage with the curriculum, regardless of ability or background.

How It Works:

- Lessons include multiple formats: visual, auditory, kinesthetic.
- Flexible grouping, quiet zones, prayer-friendly environments.

Example: In Unit 5, students choose between writing a poem, performing it, or creating a visual representation of their heritage.

Values Embedded: Inclusion, respect, gratitude

6. Differentiation

Purpose: To meet the diverse needs of learners by adjusting content, process, and product.

How It Works:

- Teachers offer choices in tasks and formats.
- Support is tailored to student readiness and interests.

Example: In Unit 6, students write a college essay. Some receive sentence starters, others use graphic organizers, and advanced students write independently.

Values Embedded: Equity, encouragement, self-awareness

Why Values Matter

In the Al-Azhar Grade 11 English curriculum, values are not taught as separate lessons—they are woven into every unit, every task, and every interaction. The goal is to help students internalize Islamic ethics while developing their language skills, so they become not only fluent speakers but also responsible, compassionate individuals.

This integration is guided by the Qur’anic principle:

“Indeed, Allah commands justice and good conduct and giving to relatives...”
(Surah An-Nahl 16:90)

How Values Are Embedded

1. In Themes and Topics

Each unit is built around a theme that naturally connects to a core Islamic value.

	Theme	Embedded Value
1	Migration	Justice, empathy
2	Human Values	Fairness, mercy
3	Space Exploration	Stewardship, responsibility
4	Sports & Mindset	Resilience, humility
5	Culture & Heritage	Gratitude, pride in identity
6	Architecture	Creativity, service
7	Technology	Wisdom, caution
8	Geniuses & Collaboration	Cooperation, leadership

These values are not just referenced—they shape the learning objectives and student reflections.

2. In Texts and Materials

- Qur’anic verses and hadith are used as discussion starters, writing prompts, and moral anchors.
- Biographies of Muslim leaders, scientists, and poets highlight ethical decision-making.

- Articles and stories are selected for their alignment with Islamic principles.
- **Example:** In Unit 2, students read about Omar Ibn Al-Khattab’s leadership and write an essay on justice, using the verse:
- *“O you who have believed, be persistently standing firm in justice...”* (Surah An-Nisa 4:135)

• 3. In Classroom Discussions

- Teachers are encouraged to facilitate values-based conversations, asking students to:
- Reflect on ethical dilemmas
- Compare Islamic teachings with global perspectives
- Share personal experiences related to the value
- **Example:** In Unit 7, students debate whether AI should be used in education. They are asked to consider the hadith:
- *“Whoever does not show mercy will not be shown mercy.”* This guides the discussion toward ethical responsibility.

• 4. In Student Projects

- Projects are designed to apply values in real-world contexts.
- **Examples:**
- **Unit 1:** Students create a migration awareness campaign that promotes compassion and justice.
- **Unit 5:** Students perform poetry that celebrates cultural identity and gratitude.
- **Unit 8:** Students collaborate on a drama about solving global problems through teamwork and humility.

Each project includes a reflection component where students connect their work to Islamic values.

5. In Assessment Rubrics

Rubrics include criteria for:

- 
- Ethical reasoning
 - Sincerity and respect
 - Connection to Islamic teachings
 - Community impact

Example: In Unit 2’s speech task, students are evaluated not only on fluency and structure, but also on how well they express the value of justice and relate it to Islamic principles.

6. In Teacher’s Role

Teachers are facilitators of both language and character. They:

- Model values in their behavior
- Encourage respectful dialogue
- Use praise and feedback to reinforce ethical growth

Example: During peer review, students are taught to give constructive feedback with kindness and humility—reflecting the Prophet’s example in communication.

7. In School Culture

The curriculum supports a school environment where:

- Respect for others is constant
- Prayer and reflection are part of the routine
- Service projects and community engagement are encouraged

Example: After Unit 4, students may organize a school-wide wellness event, promoting both physical health and emotional support—rooted in the value of caring for the ummah.

Student Voice and Reflection

Students are regularly invited to reflect on:

- How the value applies to their life
- What the Qur’an or hadith says about it
- How they can embody it in their community



These reflections are written in journals, shared in discussions, or included in portfolios.

Conclusion & Acknowledgment

This condensed version of the Grade 11 Teacher's Guide reflects the depth, vision, and pedagogical excellence embedded in the original curriculum. By integrating Islamic values with modern educational theory, the program empowers students to become not only proficient English users but also ethical, thoughtful contributors to their communities and the wider world.

Every unit, skill, and assessment has been carefully designed to nurture character, critical thinking, and global awareness—while remaining rooted in the timeless principles of justice, compassion, and dignity.

We extend our sincere gratitude and appreciation to **Dr. Ismail El-Sherbini**, whose leadership, insight, and unwavering commitment to values-based education have shaped this curriculum into a transformative journey for both teachers and students. His vision continues to inspire educators to teach with purpose, integrity, and heart.



Unit 1

Migration



Unit Overview:

- ★ **Reading/Writing Focus:** Persuasive
- ★ **Grammar:** present perfect passive verb tense, active and passive voice
- ★ **Reading/Writing Skills:** Asking for and sharing opinions, using quotations
- ★ **Essay:** Persuasive essay about migration
- ★ **Project:** Recording about migration
- ★ **Anchor Text:** "Global Migration"
- ★ **Recording:** My Travel Experiences

Refugees and Asylum Seekers

Unit 1 Lesson 1

ILOs

- ◆ Learning Objectives: *By the end of the lesson, students will be able to:*
 - ☞ Discuss the topic of migration.
 - ☞ Identify the meaning of target vocabulary words using synonyms and dictionaries.
 - ☞ Read and analyze a text about migration for specific information.
 - ☞ Brainstorm ideas for a persuasive essay about migration.
 - ☞ Create an audio project about the challenges faced by migrants.

Materials Needed

1. Vocabulary matching activity (visuals and definitions)
2. Text: "Global Migration" (provided above)
3. Persuasive writing tips (modified to remove "A" in line 1)
4. Image showing the 4-stage writing process (Brainstorm, Draft, Revise, Publish)
5. Audio recording tools (e.g., smartphones, tablets, or recording software)
6. Dictionaries (digital or physical).

Task 1 Vocabulary Matching



- ☞ **Objective:** Students will identify the meanings of target words using synonyms and dictionaries.

- 1 **Preparation:** Display vocabulary matching activity (from page 5) with pictorial clues. Ensure the synonym column is removed.
- 2 **Activity:**
 - ▶ Students work individually or in pairs to match vocabulary from column "A" with definitions in column "B."
 - ▶ Use dictionaries or online resources for support.
- 3 **Wrap-Up:** Review answers as a class and discuss usage of selected words in sentences.

Unit 1
Lesson 1

Refugees and Asylum Seekers

ILOs

By the end of the lesson, students will be able to:

- ☞ discuss migration.
- ☞ identify the meaning of target words using synonyms and dictionaries.
- ☞ read a text about migration for specific information.
- ☞ brainstorm ideas for a persuasive essay about migration.

Target Vocabulary

• forcibly (adv)	• asylum seeker (n)	• statistics (n)
• commissioner (n)	• long haul (n)	• desperate (adj)
• refugees (n)	• persecution (n)	• crucial (adj)
• Security Council (n)	• unwillingly (adv)	• pressing (adj)
• displacement (n)	• deteriorating (adj)	• violation (n)
• migration (n)	• instability (n)	
• desperation (n)	• temporary (adj)	

Task 1 VOCABULARY

- ☞ I can identify the meaning of target words using synonyms and dictionaries.
- ▶ Match the vocabulary from column "A" with the definitions in column "B" using pictorial clues.

 Match the vocabulary with their definitions:**1- Forcibly (adv)**

- » Definition: Done with force or against one's will.

2- Commissioner (n)

- » Definition: A person appointed to a position of authority, often related to an organization or agency.

3- Refugees (n)

- » Definition: People who have been forced to leave their home country due to war, persecution, or natural disasters.

4- Security Council (n)

- » Definition: A branch of the United Nations responsible for maintaining international peace and security.

5- Displacement (n)

- » Definition: The forced movement of people from their homes or place of origin.

6- Migration (n)

- » Definition: The movement of people from one place to another, often for work, better living conditions, or safety.

7- Desperation (n)

- » Definition: A state of despair, often leading to rash actions or decisions.

8- Asylum seeker (n)

- » Definition: A person who seeks refuge in another country due to fear of persecution in their own country.

9- Long haul (n)

- » Definition: A long journey or difficult process.

10- Persecution (n)

- » Definition: Hostility or ill-treatment, especially due to race, religion, or political beliefs.

11- Unwillingly (adv)

- » Definition: Done reluctantly or without consent.

12- Deteriorating (adj)

» Definition: Becoming worse or declining in condition.

13- Instability (n)

» Definition: A lack of stability or security, often leading to unrest or chaos.

14- Temporary (adj)

» Definition: Lasting for only a short time.

15- Statistics (n)

» Definition: Numerical data or information gathered for analysis.

16- Desperate (adj)

» Definition: Feeling a sense of urgency or hopelessness due to a situation.

17- Crucial (adj)

» Definition: Extremely important or necessary.

19- Pressing (adj)

» Definition: Requiring immediate attention or action.

20- Violation (n)

» Definition: The act of breaking a law, rule, or agreement.

Task 2 Pre-Reading Discussion

👉 **Objective:** Students will discuss reasons for migration and reflect on personal perspectives.

1 Discussion Questions:

- » Why do people decide to emigrate to other countries?
- » Where would you go if you decided to leave your country? Why?

2 Method: Pair students to share their thoughts, then facilitate a class discussion highlight diverse perspectives.

1 Why do people decide to emigrate to other countries?

- » People may emigrate for better job opportunities, better living conditions, political or economic stability, or safety from persecution or conflict.

Unit

Task 2 SPEAKING/LISTENING:

I can discuss migration.

☐ Why do people decide to emigrate to other countries?

☐ Where would you go if you decided to leave your country? Why?

Task 3 READING

I can read about migration for specific information.

While reading "Global Migration," answer the questions that follow:

Global Migration

By the end of 2019, the United Nations High Commissioner for Refugees (UNHCR) had estimated that 79.5 million people had been forcibly displaced globally. The UN High Commissioner for Refugees said in a Security Council statement shared in 2024 that the problem is growing as the political solutions needed to solve displacement obviously continue to be absent."

Migration, whether it has been driven by desperation or hope, reshapes lives around the globe. It is a complex phenomenon defined by the reasons and nature of movement. According to the UNHCR, migration can be classified into internal migration (moving within a state, country, or continent), external migration (moving to a different state, country, or continent), emigration (moving from place), immigration (moving to a new

to

2 Where would you go if you decided to leave your country? Why?

- » This depends on personal preferences, but answers could include seeking better job opportunities, political asylum, education, or safety

Task 3 Reading and Comprehension

Objective: Students will read about migration and answer specific questions.

1 Reading Activity:

- » Distribute or display the text “Global Migration.”
 » Students read individually or in groups.

2 Comprehension Questions:

- » Provide the following multiple-choice questions:

1. How many people were globally displaced by the end of 2019?

2. What situation leads refugees to relocate urgently?

3. Which is NOT considered migration?

4. How many refugees were cared for by the UNHCR?

5. What does “desperate times call for desperate measures” imply?

- 3 **Wrap-Up:** Discuss the answers and elaborate on key points in the text, encouraging students to connect these to real-world examples.

★ Answers

- 1 79.5 million
- 2 Escaping from persecution or war
- 3 Nomadic movements
- 4 20.4 million
- 5 Immediate action is necessary to address the growing displacement crisis
- 6 (20.4 million)
- 7 (Informative and analytical)

Unit 1

Task 2 SPEAKING/LISTENING:

I can discuss migration.

☐ Why do people decide to emigrate to other countries?
☐ Where would you go if you decided to leave your country? Why?

Task 3 READING

I can read about migration for specific information.

• While reading “Global Migration,” answer the questions that follow:

Global Migration

By the end of 2019, the United Nations High Commissioner for Refugees (UNHCR) had estimated that 79.5 million people had been forcibly displaced globally. The UN High Commissioner for Refugees said in a Security Council statement shared in 2024 that the problem is growing as the political solutions needed to solve displacement obviously continue to be absent.

Migration, whether it has been driven by desperation or hope, reshapes lives around the globe. It is a complex phenomenon defined by the reasons and nature of movement. According to the UNHCR, migration can be classified into internal migration (moving within a state, country, or continent), external migration (moving to a different state, country, or continent), emigration (moving from place), immigration (moving to a new

Task 4

Persuasive Essay Brainstorming

Objective: Students will brainstorm ideas for a persuasive essay about migration.

1 Instructions:

- » Introduce the concept of persuasive writing and the importance of using a hook and strong arguments.
- » Share the prompt: "Considering migration is a mixed blessing for some, what do you think should be done about this issue?"
- » Highlight the use of the factual information from the text and target vocabulary.

2 Brainstorming Activity:

- » Students jot down ideas individually and discuss them in small groups.
- » Encourage the use of techniques like rhetorical questions, statistics, and emotive language.

3 Wrap-Up: Display the image of the 4-stage writing process (Brainstorm, Draft, Revise, Publish) to remind students of the steps involved.

Task 4 Essay WRITING

I can brainstorm ideas for a persuasive essay about migration.

Brainstorm / Plan

What opinions do you hold about migration? Considering migration is a mixed blessing for some, what do you think should be done about this issue? Make use of the factual information shared in "Global Migration" to support your opinion. Notice how a "hook" is used at the beginning to capture the readers' attention and statistics to support claims provided throughout the reading. Consider the use of these techniques as you jot down ideas for your essay using the new vocabulary in the text. Discuss your ideas with a peer/peers.

Top Tip

An introductory paragraph includes:

- hook / hook (quote, question, anecdote, etc.),
- background information,
- thesis statement,
- preview of main points.

The Writing Process

- 1 Brainstorm**
Generate ideas for your piece. You might consider what issues, for example, or the concepts you wish to explore. The goal is to gather a variety of ideas and focus on the direction of your writing.
- 2 Draft**
Start writing your piece. Don't worry about perfection—focus on getting your thoughts on paper. You may want to refer back and forth as you write.
- 3 Revise**
After completing the draft, review your work closely. Remove any unnecessary details, clarify your main points, and add any missing parts.
- 4 Publish**
Once you're satisfied with the response, finalize the essay. Proofread and correct any small errors. Share with others.

Task 5 Project / CRITICAL THINKING

I can create an audio about challenges faced by migrants. Create an audio about challenges faced by migrants. Record either

Task 5

Audio Project

Objective: Students will create an audio project about challenges faced by migrants.

1 Instructions:

- » Assign students to work in pairs or small groups to create an audio recording (dialogue or speech).
- » Include the following elements:
 - A quotation about migration.
 - Use of target vocabulary or idioms.
 - Present perfect passive tense.

2 Recording Activity:

- » Allow time for students to draft their scripts,

Task 4 Essay WRITING

I can brainstorm ideas for a persuasive essay about migration.

Brainstorm / Plan

What opinions do you hold about migration? Considering migration is a mixed blessing for some, what do you think should be done about this issue? Make use of the factual information shared in "Global Migration" to support your opinion. Notice how a "hook" is used at the beginning to capture the readers' attention and statistics to support claims provided throughout the reading. Consider the use of these techniques as you jot down ideas for your essay using the new vocabulary in the text. Discuss your ideas with a peer/peers.

Top Tip

An introductory paragraph includes:

- hook / hook (quote, question, anecdote, etc.),
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Start writing your piece. Don't worry about perfection—focus on getting your thoughts on paper. You may want to refer back and forth as you write.
- 3 Revise**
After completing the draft, review your work closely. Remove any unnecessary details, clarify your main points, and add any missing parts.
- 4 Publish**
Once you're satisfied with the response, finalize the essay. Proofread and correct any small errors. Share with others.

Task 5 Project / CRITICAL THINKING

I can create an audio about challenges faced by migrants. Create an audio about challenges faced by migrants. Record either

rehearse, and record.

» Provide devices for recording if needed.

3 Wrap-Up: Share selected audio recordings with the class and encourage feedback on content and presentation.

Assessment Criteria

1. Vocabulary Activity: Accuracy in matching definitions and using target words in context.
2. Reading Comprehension: Correct answers to multiple-choice questions and ability to discuss text details.
3. Essay Brainstorming: Quality and originality of ideas, use of factual information, and integration of target vocabulary.
4. Audio Project: Creativity, use of vocabulary and grammar, clarity of speech, and teamwork.

Additional Notes for Teachers

- Encourage empathy and open-mindedness when discussing sensitive topics like migration.
- Adjust the difficulty of tasks based on your students' proficiency levels.
- For students requiring additional support, provide sentence starters or graphic organizers for the brainstorming task.

Practice Book Lesson 1

• **Exercise 1: Choose the Correct Answer**

1. The refugees fled their country to escape b) persecution.
2. The United Nations a) commissioner is responsible for addressing global crises.
3. Many people leave their homes c) forcibly to avoid conflict.
4. The a) migration of people due to war has reached alarming levels.
5. Applying for a) asylum requires proving that one faces threats in their home country.
6. The country faces c) deteriorating living conditions that make life difficult for its citizens.

7. Economic instability often leads to b) migration for better opportunities.
8. Refugees hope to stay in the host country for more than just a d) temporary period.
9. A b) pressing issue requires immediate attention from the international community.
10. The c) violation of international laws leads to the suffering of vulnerable populations.

• **Exercise 2: Reading Comprehension**

▪ **Questions & Answers**

1. Why do people become refugees or asylum seekers?
 - Because they flee persecution, instability, or deteriorating conditions in their home countries.
2. What role does the UN High Commissioner for Refugees play in addressing forced displacement?
 - The UNHCR works with the Security Council to address refugee crises and support displaced individuals.
3. Why are long-haul strategies necessary in addressing displacement issues?
 - Because temporary solutions are not enough, and long-term stability and resolution are required.

▪ **Choose the Correct Answer**

1. b) Pressing and long-term solutions
2. d) Instability and persecution

• **Exercise 3: Correct the Sentences**

1. ✗ Many people left the country due to political migration and economic collapse.
 - ✓ Many people left the country due to political persecution and economic collapse.
2. ✓ The UN commission visited the refugee camps to assess the situation.
 - ✓ Correct as is.
3. ✗ He applied as an asylum searching after fleeing his war-torn homeland.

4. ✗ The community was forcible relocated due to the construction of a dam.
✓ The community was forcibly relocated due to the construction of a dam.
5. ✗ Their hopes of returning home faded as the situation kept deseperating.
✓ Their hopes of returning home faded as the situation kept deteriorating.
6. ✗ Displacements is usually a voluntary choice made for better living conditions.
✓ Displacement is usually an involuntary act caused by conflict or danger, not a voluntary choice.

• **Exercise 4: Translation**

A. Translate into Arabic:

- تم إجبار اللاجئين على مغادرة بلادهم دون إرادتهم بسبب الاضطهاد.
- دفعتهم اليأس إلى طلب اللجوء في بلاد أجنبية.

B. Translate into English:

- The commissioner requested international community support for asylum seekers.

Rewards of Emigration

Unit 1
Lesson 2

ILOs

◆ Learning Objectives: *By the end of the lesson, students will be able to:*

- ☞ Discuss migration.
- ☞ Listen for scanning.
- ☞ Express opinions using alternative ways.
- ☞ Use the passive voice with present perfect tense meaningfully in varied contexts.
- ☞ Draft a persuasive essay about migration.
- ☞ Identify when to use active and passive voice..

Task 1 Pre-listening

☞ **SPEAKING:** I can discuss migration.

1 **Purpose:** Engage students in an open discussion about migration to activate prior knowledge and set the context for the listening activity.

2 Discussion Questions:

- 1- What challenges do you think migrants face when adjusting to life in a new country?
- 2- In what ways might living in a foreign country change a person's perspective?

3 Teacher's Note:

- » Encourage students to share personal experiences or knowledge about migration, fostering an inclusive and empathetic classroom environment.
- » Guide the conversation to touch on challenges like language barriers, cultural differences, and homesickness.

1- What challenges do you think migrants face when adjusting to life in a new country?

- » Language barriers, cultural differences, finding employment, adapting to new social norms, homesickness, legal issues, and discrimination.

The thumbnail shows a preview of the lesson page. It includes the title 'Rewards of Emigration', the ILOs section, and the start of Task 1 'Pre-listening / SPEAKING'. Task 1 includes two discussion questions: 'What challenges do you think migrants face when adjusting to life in a new country?' and 'In what ways might living in a foreign country change a person's perspective?'. Task 2 'Listening' is also visible, starting with 'I can scan a text.' and 'As you listen to "My Travel Experiences," fill in the script. The first one has been done for you.'

2- In what ways might living in a foreign country change a person's perspective?

- » It can broaden one's worldview, help them understand different cultures, develop empathy for others, and challenge pre-existing beliefs or stereotypes.

Task 2 Listening

 **LISTENING:** I can listen for scanning.

- **Activity:** Students will listen to "My Travel Experiences" and fill in the blanks in the script provided.

- ▶ "Hello and welcome, everyone! Today, we're diving into a topic that's increasingly pressing in our globalized world: migration. Migration encompasses a wide range of experiences and reasons. People move abroad for better job opportunities, while others flee persecution or seek safety due to deteriorating conditions in their home countries. For many asylum seekers and refugees, immigration serves as a critical escape from life-threatening situations caused by instability and violence.
- ▶ International organizations, like the United Nations High Commissioner for Refugees and United Nations Relief and Works Agency, play a crucial role in managing and supporting these movements, guided by growing statistics of forcibly displaced individuals. For these individuals, migration is not just about moving; it's about escaping oppression and finding safety.
- ▶ From my own experience living abroad for nearly four years, I've gained valuable insights into this complex process. For instance, when I first moved to Germany, I struggled with the language barrier but eventually found it enriching. Joining a local community group not only helped me

Unit 1

Rewards of Emigration

ILOs

By the end of the lesson, students will be able to:

- discuss migration.
- scan a text.
- express opinions using alternative ways.
- use the passive voice with present perfect tense meaningfully in varied contexts.
- draft a persuasive essay about migration.
- identify when to use active and passive voice.

Task 1

Pre-listening / SPEAKING

I can discuss migration.

- What challenges do you think migrants face when adjusting to life in a new country?
- In what ways might living in a foreign country change a person's perspective?

Task 2

Listening

I can scan a text.

As you listen to "My Travel Experiences," fill in the script. The first one has been done for you.

"My Travel Experiences"

- "Hello and welcome, everyone! Today, we're diving into a topic that's increasingly pressing in our **globalized** world.
- "Migration encompasses a wide range of experiences and reasons. People move abroad for better job opportunities, while others flee _____ or seek safety due to deteriorating conditions in their home countries."
- "For many asylum seekers and refugees, immigration serves as a critical escape from _____ situations caused by instability and violence."

integrate but also introduced me to lifelong friends.

- ▶ As another example, relocating to Japan for a job allowed me to experience a completely different culture. Despite initial challenges, such as adapting to a new work environment and customs, the experience was incredibly rewarding. It broadened my perspectives and led me to discover new passions, from participating in traditional tea ceremonies to attending local festivals.

● Key Vocabulary in the Script:

- Persecution
- Instability
- Forcibly displaced
- Language barrier

● Instructions:

1. Play the audio file of “My Travel Experiences” twice. Pause after key sections if necessary.
2. Ask students to fill in the blanks as they listen.
3. Discuss the answers as a class.

★ Answers

- ① Migration encompasses a wide range of experiences and reasons. People move abroad for better job opportunities, while others flee persecution or seek safety due to deteriorating conditions in their home countries.
- ② For many asylum seekers and refugees, immigration serves as a critical escape from life-threatening situations caused by instability and violence.
- ③ International bodies, like the Commissioner for Refugees, play a crucial role in managing and supporting these movements, guided by growing statistics of forcibly displaced individuals.
- ④ From my own experience living abroad for nearly four years, I’ve gained valuable insights into this complex process. For instance, when I first moved to Germany, I struggled with the language barrier but eventually found it enriching.

Task 3 Critical thinking

● Follow-Up Questions for Critical Thinking:

- ① How does the recording highlight the distinction between economic migration, migration due to safety concerns, and migration for cultural exchange?

The speaker distinguishes between migration for better job opportunities (economic migration), migration driven by the need for safety due to persecution or war (refugees and asylum seekers), and migration for cultural exchange or work opportunities (e.g., moving to Germany or Japan).

2 What specific roles do international organizations like the Commissioner for Refugees play in the migration process according to the text?

- » International organizations help manage and support the movement of refugees and displaced persons, providing crucial assistance in situations of forced migration, and ensuring that these individuals find safety.

3 How did the speaker's perspective change after living in Germany and Japan?

- » Initially struggling with language barriers and cultural differences, the speaker found the experiences enriching and gained new perspectives, such as participating in traditional ceremonies and festivals, and forming lifelong friendships.

4 What is the significance of the statement "migration is not just about moving; it's about escaping oppression and finding safety"?

- » This emphasizes that for many migrants, particularly refugees and asylum seekers, the act of migrating is a life-or-death decision driven by the need to escape dangerous situations, not just a voluntary relocation for better opportunities.

5 How can the speaker's personal insights into cultural adaptation and overcoming challenges inform our understanding of the broader experiences of refugees and asylum seekers?

- » The speaker's experience highlights how cultural adaptation, while challenging, can be a rewarding process. This mirrors the experiences of refugees and asylum seekers who, despite facing obstacles, can find a sense of belonging and personal growth in their new environments.

Task 4 Reading

Activity: Students will read a dialogue and identify phrases used to ask for and express opinions.

Instructions:

1. Read the dialogue with a partner.
2. Highlight or underline the phrases used for asking and expressing opinions.
3. Practice creating your own dialogue using these phrases.

Example Phrases:

- Asking: What do you think? In your opinion, how/what/why...? What are your thoughts?
- Expressing: I think... I believe... In my opinion... Yes, I do... No, I don't

Follow-Up Activity: Role-play a conversation where students discuss the benefits and challenges of migration, incorporating the identified phrases.

3. "From my own experience living abroad for nearly four years, I've gained valuable insights into this complex process. For instance when I first moved to Germany, I struggled with the barrier but eventually found it enriching."

Task 3 Critical Thinking

I can make inferences about the recording.

Listen again and answer the following questions:

1. How does the recording highlight the distinction between economic migration, migration due to safety concerns, and migration for cultural exchange?
2. What specific roles do international organizations like the Commissioner for Refugees play in the migration process according to the text?
3. How did the speaker's perspective change after living in Germany and Japan?
4. What is the significance of the statement "migration is not just about moving; it's about escaping oppression and finding safety"?
5. How can the speaker's personal insights into cultural adaptation and overcoming challenges inform our understanding of the broader experiences of refugees and asylum seekers?

Task 4 Reading Opinions

I can identify common phrases used when asking for or expressing opinions.

With a partner, read the dialogue and notice the common phrases used to ask and express opinions:

Asking for and Expressing Opinions: Common Phrases

Asking for opinion	Expressing opinions
What do you think/do you believe?	I think/ I believe.....
In your opinion, how/ what/ why...?	In my opinion.....

Task 5 Speaking/Listening

Activity: Use the common phrases identified in Task 4 to discuss opinions with a partner.

Instructions:

1. Discuss the following prompts with your partner:
 - » What are the rewards of emigration?
 - » How can integration benefit migrants and their host communities?
 - » What measures can be taken to support migrants better?
2. Record your discussion if time permits, focusing on clear expression of opinions and use of target vocabulary.

• Omar: "What are your thoughts on the main challenges people face when moving to a new country?"

• Ahmed: "I believe the biggest challenges are language barriers and adapting to new customs. However, overcoming these obstacles can be a very enriching experience."

• Omar: "How do you think escaping oppression affects a person's perspective on migration?"

• Ahmed: "I feel that for many, migration is not just about moving to a new place but about finding safety and escaping life threatening hardships."

• Omar: "Do you find yourself relating to the experiences of living abroad mentioned in the text?"

• Ahmed: "Yes, I do. Adjusting to different cultures and environments can be challenging, but it's often very rewarding and expands one's perspectives."



Task 5 Speaking/Listening

I can express my opinion in a variety of ways.

Use the common phrases to discuss your own opinions with your partner.

Task 6 Grammar

👉 **Activity:** Choose the correct tense and voice for each sentence.

★ Answers

- 1 The study has encompassed a wide range of factors affecting climate change.
 - 2 The new policies have been introduced by the commissioner last year.
 - 3 The situation of many refugees has been reviewed by international agencies.
 - 4 Different categories of asylum seekers have been analyzed in the latest report.
 - 5 Several asylum applications have been processed due to new regulations.
 - 6 Traditional pastures have deteriorated due to environmental changes.
 - 7 A large haul of supplies has been delivered by the aid workers this week.
 - 8 Many individuals have been forced from their homes because of persecution.
 - 9 The living conditions in the conflict zones have deteriorated over the past year.
- **Extension Activity:** Ask students to write their own sentences using the present perfect passive voice, focusing on migration-related themes

Task 6 Grammar

✎ I can use the passive voice with present perfect tense meaningfully in various contexts.

✎ Choose the correct tense and voice.

The Present Perfect in the Passive Form

When we use the passive form, we focus our attention on what or who receives an action (the object).

Active			Passive		
subject	verb	object	subject	verb	object
Habiba	has written	the email.	The email	has been written	(by) Habiba.
People	have collected	the goods.	The goods	have been collected	(by) people.

- 1 The study a wide range of factors affecting climate change.
a has encompassed b have encompassed
c has been encompassed d have been encompassed
- 2 The new policies by the commissioner last year.
a has been introduced b have been introduced
c have introduced d has introduced
- 3 The situation of many refugees by international agencies.
a has been reviewed b have been reviewed
c has reviewed d have reviewed
- 4 Different categories of asylum seekers in the latest report.
a have been analyzed b has been analyzed
c have analyzed d has analyzed
- 5 Several asylum applications due to new regulations.
a have processed b has been processed
c have been processed d has processed
- 6 Traditional pastures due to environmental changes.

Task 7 Writing

👉 **Activity:** Draft a persuasive essay about migration.

• Guidelines:

1. Introduce the topic and include a hook to capture the reader's attention.
2. Clearly state the thesis in the introduction.
3. Use facts, quotations, and logical reasoning to support your arguments.
4. Include vocabulary words from the lesson and use the present perfect passive voice.
5. Conclude with a strong call to action or summary of your viewpoint.

- ♦ **Top Tip:** Remind students to revise and proofread their essays before submitting.

Unit 1

- 1 A large haul of supplies by the aid workers this week.
a have delivered b has been delivered
c has delivered d has been delivered
- 2 Many individuals from their homes because of persecution.
a have been forced b has been forced
c have forced d has forced
- 3 The living conditions in the conflict zones over the past year.
a have been deteriorating b has been deteriorating
c have deteriorated d has deteriorated

Task 7 Persuasive Essay / WRITING

✎ I can draft a persuasive essay.

Top Tip

Persuasive writing attempts to convince a reader to adopt a certain point of view or to take a particular action. The writer must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples and quoting experts. When you write a persuasive essay you must: 1. Introduce the topic of the paper and the thesis statement. (The thesis statement is almost always at the end of the introduction.)

Draft a persuasive essay about migration. Persuade the reader to adopt a certain point of view or to take a particular action. Use a hook to capture your reader's attention. Use facts and/or quotations to support your ideas and use phrases to express your opinion. Include new vocabulary words and present perfect passive.

Task 8 Project

✎ Will your audio be a dialogue or an opinion shared in a speech? Have you chosen a partner? How will you record it? Where do you plan to broadcast it when finished?

Task 7 Project

👉 **Activity:** Create an audio recording about the challenges and rewards of migration.

● Instructions:

1. Decide whether the audio will be a dialogue or

a personal speech.

2. Use at least 3 vocabulary words or phrases from the lesson.

3. Include at least one example of the present perfect passive voice.

4. Practice your delivery before recording.

5. Share the audio with the class or a broader audience through a chosen platform.

● Reflection Questions for Students:

- How did you feel about expressing your ideas through audio?
- What did you learn about migration from this project?

Assessment & Reflection:

- Use a rubric to evaluate speaking, writing, and grammar tasks.
- Encourage students to reflect on what they learned and how they can apply it to real-world discussions about

Unit 1

1. A large haul of supplies by the aid workers this week.
 a have delivered b have been delivered
 c has delivered d has been delivered

2. Many individuals from their homes because of persecution.
 a have been forced b has been forced
 c have forced d has forced

3. The living conditions in the conflict zones over the past year.
 a have been deteriorating b has been deteriorating
 c have deteriorated d has deteriorated

Task 7 Persuasive Essay / WRITING

I can draft a persuasive essay.

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Task 8 Project

• Will your audio be a dialogue or an opinion shared in a speech? Have you chosen a partner? How will you record it? Where do you plan to broadcast it when finished?

Practice Book Lesson 2

• Exercise 1: Choose the Correct Answer

1. A new policy b) has been introduced by the government as of earlier today.
2. The homework a) has been completed by all the students.
3. Scientists c) have made a significant discovery in the field of medicine.
4. The invitation cards b) have been printed by the printing company.
5. The house a) has been designed by a team of architects.
6. Important details c) have been included in the email to the employees.
7. The owner a) has found the missing dog.
8. New safety measures b) have been implemented by the company recently.
9. The secretary d) has filed all of the documents.
10. The necessary changes a) have been made to the proposal.

• Exercise 2: Fill in the Gaps (Words in Brackets)

Words: Refugees – Temporary – Persecution – Deteriorating – Forcibly – Displacement

*** Answer:**

The rise in displacement across the globe is due to deteriorating political and social conditions. Many people are forcibly displaced, becoming refugees as they seek to escape persecution and instability. While temporary solutions provide immediate aid, they fail to address the root causes of displacement.

• Exercise 3: Complete the Dialogue

Tamer: Where are you from (1)?

Khaled: I'm from Port Said.

Tamer: How long have you been studying English (2)?

Khaled: I've been studying English for about twelve years.

Tamer: How many people are there in your family?

Khaled: There are five people in my family (3).

Tamer: Have you got any ambitions for the future?

Khaled: Yes, I want to become an engineer (4).

• Exercise 4: Passive Voice Conversions

1. They have built several temporary shelters for the refugees.
✓ Several temporary shelters have been built for the refugees.
2. The government has provided medical aid to the displaced families.
✓ Medical aid has been provided to the displaced families by the government.
3. Aid workers have distributed food and water in the camps.
✓ Food and water have been distributed in the camps by aid workers.
4. The Security Council has approved new measures to protect asylum seekers.
✓ New measures have been approved by the Security Council to protect asylum seekers.
5. They have not solved the problem of overcrowding in the refugee camps.
✓ The problem of overcrowding in the refugee camps has not been solved.
6. Someone has sent urgent requests for help to the commissioner.
✓ Urgent requests for help have been sent to the commissioner.

Migration Challenges

ILOs

◆ Learning Objectives: *By the end of the lesson, students will be able to:*

- ☞ Deduce the meanings of target vocabulary using definitions.
- ☞ Discuss the phenomenon of migration.
- ☞ Use idioms related to migration in proper contexts.
- ☞ Analyze the author's technique and evaluate its effectiveness.
- ☞ Identify hooks in persuasive texts and evaluate their role.
- ☞ Evaluate the role of quotations in a persuasive essay.
- ☞ Revise a draft of a persuasive essay about migration.

Migration Challenges

ILOs

By the end of the lesson, students will be able to:

- ☞ deduce the meanings of target vocabulary using definitions.
- ☞ discuss the phenomenon of migration.
- ☞ use idioms related to migration properly.
- ☞ analyze the author's technique.
- ☞ identify the hook in a text.
- ☞ evaluate the role of quotations in a persuasive essay.
- ☞ revise a draft of a persuasive essay about migration.
- ☞ create an effective hook to begin a persuasive essay.

Task 1 Vocabulary

☞ I can deduce the meanings of target vocabulary using definitions.

☞ Match the words with their definitions.

Word	answer	Definition
1- Forcibly		a- An official in charge of a particular area or department often with administrative or executive responsibilities.
2- Refugees		b- A principal organ of the United Nations responsible for maintaining international peace and security.
3- Instability		c- The act of moving people from their usual or origin place of residence, often due to conflict, disaster, or other compelling reasons.
4- Commissioner		d- Lack of stability or a tendency to change unpredictably, often leading to uncertainty or disorder.
5- Pressing		e- Done with force or against one's will.
6- Security Council		f- Requiring immediate attention or action due to its urgency.
7- Displacement		g- People who are forced to leave their country due to war, persecution, or natural disaster and seek safety in another country.
8- Crucial		h- Numerical data or facts that are collected and analyzed to provide information about a particular subject.

☞ **Objective:** Deduce the meanings of target vocabulary using definitions.

1 Activity:

- » Provide students with the following matching exercise:

Word	Definition	Answer
1- Forcibly	e- Done with force or against one's will	1-e
2- Refugees	g- People who are forced to leave their country due to war, persecution, or natural disaster	2-g
3- Instability	d- Lack of stability or a tendency to change unpredictably, often leading to disorder	3-d
4- Commissioner	a- An official in charge of a particular area or department	4-a
5- Pressing	f- Requiring immediate attention or action	5-f

Word	Definition	Answer
6- Security Council	b- A principal organ of the United Nations responsible for maintaining international peace	6-b
7- Displacement	c- The act of moving people from their usual residence due to conflict or disaster	7-c
8- Crucial	j- Extremely important or essential	8-j
9- Statistics	h- Numerical data or facts analyzed to provide information	9-h
10- Deteriorating	i- Becoming progressively worse	10-i

2 Assessment: Ensure students correctly match the terms to their definitions. Use follow-up discussion to clarify meanings.

Task 2 Critical Thinking

Objective: Analyze the content and author's technique.

1 Activity:

- » Review "Global Migration" from Lesson 1.
- » Pose the following questions for discussion and analysis:

♦ Complex Questions about Content:

1- How might the absence of political solutions affect global displacement issues?

- » The absence of political solutions exacerbates global displacement by preventing refugees and migrants from finding stable and safe living conditions, prolonging their suffering and contributing to global instability.

2- What are the long-term effects on countries with a lot of internal displacement compared to those that welcome many international migrants?

Task 2 Critical Thinking

I can analyze the content and author's technique.

Review "Global Migration" found in Lesson 1 and answer the following questions:

♦ **Complex Questions about Content:**

- ❑ How might the absence of political solutions affect global displacement issues?
- ❑ What are the long-term effects on countries with a lot of internal displacement compared to those that welcome many international migrants?
- ❑ How do the needs of those who immigrate to change jobs differ from those who relocate under life-threatening conditions?
- ❑ What strategies could international organizations use to help migrants who are forcibly displaced?
- ❑ How can the statistics provided by UNHCR help shape global migration policies and resource sharing?
- ❑ How can countries balance the economic benefits of immigration with its challenges?

♦ **Author's Techniques:**

- ❑ What hook is used to get the reader's attention? Is it effective?
- ❑ How does the quote at the beginning support the overall claim?



- » Countries with internal displacement may struggle with maintaining social stability, economic development, and infrastructure due to a large displaced population. In contrast, countries welcoming international migrants might benefit economically but may also face challenges related to integration, cultural differences, and resource allocation.

3- How do the needs of those who immigrate to change jobs differ from those who relocate under life-threatening conditions?

- » Migrants relocating for job opportunities typically seek better economic conditions, housing, and employment. In contrast, those fleeing life-threatening conditions prioritize safety, legal protection, and basic survival needs, such as shelter, food, and healthcare.

4- What strategies could international organizations use to help migrants who are forcibly displaced?

- » International organizations could provide immediate relief, such as food, shelter, and medical aid. They can also offer long-term solutions, including legal protection, resettlement programs, and educational opportunities, to help migrants integrate into new communities.

5- How can the statistics provided by UNHCR help shape global migration policies and resource sharing?

- » The statistics from the UNHCR offer a clear understanding of the scope of global migration and displacement. These figures help inform policies, allocate resources, and ensure that countries, international organizations, and humanitarian groups can plan effectively to address the crisis.

6- How can countries balance the economic benefits of immigration with its challenges?

- » Countries can balance the economic benefits of immigration, such as filling labor shortages and contributing to innovation, by implementing policies that support the integration of immigrants, ensure fair treatment, and address public concerns about competition for resources and jobs.

◆ Author's Techniques:

1- What hook is used to get the reader's attention? Is it effective?

- » The hook is the mention of the growing problem of global displacement. It is effective because it introduces the urgency of the issue and engages the reader by presenting a pressing global concern that requires immediate attention.

2- How does the quote at the beginning support the overall claim?

- » The quote from the UN High Commissioner for Refugees highlights the absence of political solutions, reinforcing the claim that global migration and displacement issues require urgent, cooperative efforts to resolve the crises affecting millions of people.

- 2 Assessment:** Monitor group discussions, ensuring students provide evidence-based responses. Summarize key insights as a class.

Task 3 Vocabulary (Idioms)

Objective: Use idioms related to migration properly.

1 Activity:

- » Match idioms to their meanings:

Idioms Meanings Answer

Idioms	Meanings	Answer
1- Caught between a rock and a hard place	C- Facing a difficult situation where all options are undesirable	1-C
2- Greener pastures	E- Better conditions or opportunities	2-E
3- Painted a clear picture	D- Provided a clear explanation	3-D
4- Desperate times call for desperate measures	B- Extreme situations require extreme actions	4-B
5- Long haul	A- A long and difficult journey or task	5-A

Task 3 Vocabulary

I can use idioms related to migration properly.

Match idioms and their meanings. Practice using them while talking with a partner.

Idioms	Meanings
1 Caught between a rock and a hard place	A. a long and difficult journey or task that takes a lot of time and effort
2 Greener pastures	B. Extreme situations require extreme actions
3 Painted a clear picture	C. Facing a difficult situation where all options are undesirable
4 Desperate times call for desperate measures	D. Provided a clear explanation
5 Long haul	E. Better conditions or opportunities

Top Tip
Using Quotation
Why do we use quotations in our writing? It is a sophisticated way to support your argument. By citing evidence from a text or speech, your arguments immediately become stronger. It proves to the reader that someone in authority supports your claim.

The problem is growing. In a statement in 2024, the UN High Commissioner for Refugees wrote, "the political solutions needed to solve displacement obviously continue to be absent."

Signal phrase
the UN High Commissioner for Refugees wrote,

Quote
"the political solutions needed to solve displacement obviously continue to be absent."

- 2 Practice:** Have students practice using the idioms in sentences or conversations related to migration. For example, "Many migrants search for greener pastures when moving to a new country."
- 3 Assessment:** Evaluate students' ability to use idioms naturally in conversation.

Task 4 Writing

Objective: Revise a persuasive essay and create an effective hook.

1 Activity:

- *Provide students with their essay drafts.*
- *Instruct them to:*
 - Check for a relevant hook.
 - Defend opinions with evidence (facts/statistics) and logical reasoning.
 - Use idioms, target vocabulary, and present perfect passive.
 - Revise for ideas, voice, sentence structure, organization, word choice, and conventions using the provided rubric.

Unit

Task 4 Essay / WRITING

I can revise a draft of a persuasive essay about migration.

I can create an effective hook to begin a persuasive essay.

◆ **Revise your draft of an essay about migration. Check that a relevant "hook" has been used at the beginning. Defend your opinions with evidence (facts or statistics) and logical reasoning. Use target vocabulary, idioms and the present perfect passive as previously shared in the unit.**

- Organize ideas logically
- Use transitions (linking words) to connect ideas
- Add missing ideas
- Delete unnecessary or repetitive ideas or words
- Choose words carefully

Top Tip
When revising, reread your essay and assess the key parts of your writing. Rewrite to develop weaker areas.

KEY PARTS OF QUALITY WRITING

IDEAS	knowledge of topic, elaboration, development, originality, creativity
VOICE	sense of audience, writers' passion and unique way of conveying meaning
SENTENCES	variety in beginnings, lengths, and types
ORGANIZATION	logical order and sequencing, proper use of transition sentences and phrases
WORD CHOICE	sensory description, strong action verbs, specific words to convey precise meaning

2 Top Tip Sidebar:

- *Create a graphic with the following:*
 - **Signal Phrase:** Highlight text in orange and point an arrow to "In a statement in 2024, the UN High Commissioner for Refugees wrote."
 - **Quote:** Highlight text in blue and point an arrow to "the political solutions needed to solve displacement obviously continue to be absent."

3 Assessment:

Criteria	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
Content	Ideas incomplete	Ideas unclear/ disorganized	Clear/organized
Vocabulary	Incorrect or basic	Repeated or limited	Varied and vivid

Grammar/
Mechanics

Many errors

Some errors

Few to no errors

Task 5 Project

Objective: Develop an opinion-based recording on migration.

1 Activity:

- ◆ Have students decide on a format (dialogue or opinion speech).
- ◆ Plan key points, idioms, and vocabulary to include.
- ◆ Record using a device of their choice.
Share recordings on a platform or present them in class.

2 Assessment:

- ◆ Evaluate recordings based on clarity, content, vocabulary use, and engagement.

• Materials Needed

- Copies of vocabulary exercises.
- "Global Migration" text.
- Students' essay drafts.
- Recording devices or access to recording platforms.

• Extensions

- Have students present their revised essays to the class for peer feedback.
- Organize a class debate on the challenges and rewards of migration.

• Teacher's Notes

- Encourage students to use idioms and target vocabulary during class discussions.
- Provide support with additional examples of hooks and effective quotations for essays.
- Highlight the importance of clear organization and logical reasoning in persuasive writing.

SAMPLE RUBRIC			
Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
CONTENT	Ideas are incomplete and without organization. Difficult to understand.	Ideas are not clear or well-organized. Too short or could be organized better.	Ideas are both clear and organized. Many details are given.
VOCABULARY	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
GRAMMAR & MECHANICS	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

Task 5 Project

- ◆ Have you thought about your opinion regarding migration? Have you decided what to include in your recording?

2. How can governments balance security concerns with the humanitarian needs of asylum seekers?

By ensuring thorough but fair legal procedures and providing basic rights and services while assessing asylum claims.

3. In what ways does prolonged uncertainty affect the mental health of migrants?

It can lead to stress, anxiety, and deteriorating mental health due to hardship and insecurity.

▪ **Choose the correct answer:**

1. What is one common challenge migrants face during displacement?
B) Leaving their homes unwillingly
2. Who often waits long periods for their cases to be processed?
C) Asylum seekers

• **Exercise 3: Translation**

A. Translate into Arabic:

◆ يهاجر الكثير من الناس إلى دول أخرى بحثًا عن فرص عمل أفضل وظروف معيشية أكثر أمانًا.

B. Translate into English:

- ◆ Migration is a social phenomenon that affects the economy and culture in different countries.

• **Exercise 4: Essay (Sample – 100 Words)**

• **The Problem of Refugees in the Middle East**

The refugee crisis in the Middle East is one of the most urgent humanitarian issues today. Conflicts, wars, and political instability have forced millions to flee their homes in search of safety. Countries like Syria, Iraq, and Yemen have seen large-scale displacement. Refugees often face poor living conditions, lack of access to healthcare and education, and long waits for asylum. Host countries struggle to meet their needs, and international support is essential. Long-term solutions must focus on peacebuilding, aid, and policies that protect human rights and dignity. Without action, this crisis will continue to grow.

Review Migration

ILOs

Lesson Objectives:

◆ By the end of the lesson, students will be able to::

- ✎ Utilize target vocabulary correctly.
- ✎ Use the present perfect passive tense effectively.
- ✎ Edit and share a persuasive essay about migration.
- ✎ Use evidence to support claims.

Task 1 Vocabulary Review

✎ **Objective:** Students will correctly identify and use vocabulary related to migration

Instructions:

1. Distribute the multiple-choice questions.
2. Review the answers together as a class, emphasizing key terms.

* Answers Key

- 1 retain
- 2 forcibly
- 3 migration
- 4 pandemic disease
- 5 asylum seekers

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ✎ utilize the target vocabulary correctly.
- ✎ use the present perfect passive tense properly.
- ✎ edit and share a persuasive essay about migration.
- ✎ use evidence to support claims.
- ✎ create a recording and broadcast it.



Task 1 Vocabulary Review

✎ I can use target vocabulary correctly.

✎ **Choose the correct answers:**

- 1 The opposite of the word migrate is to
 a involve b settle
 c retain d relocate
- 2 The synonym of the word unwillingly is
 a broadly b likely
 c forcibly d necessarily
- 3 Movement for travel or tourism is called seasonal
 a variation b creation
 c pandemic disease d migration
- 4 Oppressing circumstances like force people to migrate.
 a tourism b diving
 c pandemic diseases d study

Task 2 Idioms Review

✎ **Objective:** Students will recognize and correctly use idioms related to migration.

Instructions:

1. Introduce the idioms if not already familiar.
2. Pair students and have them discuss answers together before reviewing as a class.
3. Assign students to create sentences using these idioms.

Task 2 Idioms Review / Vocabulary

✎ I can use idioms related to migration.

✎ **Choose the correct answers:**

- 1 We're committed to this project for the, no matter how challenging it gets.
 a greener pastures b long haul
 c rock and a hard place d clear picture
- 2 She was, choosing between a secure job and pursuing her dream.
 a looking for greener pastures
 b painted a clear picture
 c caught between a rock and a hard place
 d desperate times call for desperate measures
- 3 After years of working in a stressful environment, he decided to leave and search for
 a long haul
 b painted a clear picture
 c desperate times call for desperate measures
 d greener pastures
- 4 Her detailed explanation of the company's future plans.
 a long haul
 b caught between a rock and a hard place
 c paints a clear picture
 d greener pastures

✎ With the deadline fast approaching, the team decided that

* **Answers Key**

- 1 long haul
- 2 caught between a rock and a hard place
- 3 greener pastures
- 4 paints a clear picture
- 5 desperate times call for desperate measures

Task 3 Grammar Review

👉 **Objective:** Students will practice using the present perfect passive tense.

● **Instructions:**

1. Review the structure of the present perfect passive: "have/has been + past participle."
2. Provide students with the worksheet and let them solve it individually or in pairs.
3. Correct the activity as a group, explaining the reasoning behind each answer.

* **Answers Key**

- 1 have been amplified
- 2 have been set up
- 3 have been forcibly displaced
- 4 has mandated
- 5 have been updated
- 6 have answered
- 7 have been addressed

Unit 1

Task 3 Grammar Review

I can use the present perfect passive tense.

Choose the correct verb form:

- 1 The recent events the economic instability.
 a has been amplified b has amplified
 c have been amplified d have amplified
- 2 To accommodate the displaced individuals, temporary shelters
 a have been set up b has been set up
 c have set up d has set up
- 3 Due to the ongoing conflict, many people
 a have forcibly displaced b has been forcibly displaced
 c have been forcibly displaced d has forcibly displaced
- 4 The agency the new guidelines.
 a has mandated b have mandated
 c has been mandated d have been mandated
- 5 The recent statistics to reflect a rise in unemployment.
 a have been updated b has been updated
 c have updated d has updated
- 6 Various organizations the desperate calls for assistance.
 a have been answered b has answered
 c have answered d has been answered
- 7 The pressing issues regarding climate change at the conference.
 a have been addressed b has been addressed
 c have addressed d has addressed

Task 4 Essay

👉 **Objective:** Students will revise and refine their persuasive essays on migration.

● **Instructions:**

1. Provide students with time to reread their drafts. Encourage them to focus on:
 - » Spelling and grammar corrections.
 - » Adding strong hooks.
 - » Including target vocabulary, idioms, and present perfect passive

2. Pair students to exchange essays and give feedback using the rubric provided.
3. Collect final essays and display some on a bulletin board or digital class platform.

• Rubric Focus:

- Content and ideas.
- Vocabulary and grammar usage.
- Organization and coherence.

Task 4 Essay / WRITING

- I can write a persuasive essay.
- **Edit and share your persuasive essay about migration.**
 - Check spelling, capitalization, and grammar.
 - Exchange your essay with other students.
 - Offer constructive feedback and make corrections.

Task 5 Project

👉 **Objective:** Students will create an audio recording to share their opinions on migration challenges.

• Instructions:

1. Discuss the elements of an effective audio recording:
 - » Clear speech and pronunciation.
 - » Use of target vocabulary and idioms.
 - » Logical structure (introduction, main points, conclusion).
2. Guide students to include:
 - » A hook to engage the audience.
 - » At least one relevant quotation (e.g., "The political solutions needed to solve displacement obviously continue to be absent," UN High Commissioner for Refugees).
 - » Examples using the present perfect passive tense.
3. Pair students for dialogue recordings or allow individual speeches.
4. Have students share their recordings with the class or upload them to a platform (Google Classroom, Padlet, etc.).

• Visual Enhancements

▪ *Photos of Migration*

- Include images that depict migration experiences, such as families crossing borders, refugee camps, or diverse cultural integration.

Task 5 Project / Critical Thinking

- I can create and broadcast an audio recording.
- **Share Your Work!**
- Create an audio about challenges faced by migrants. Record either a dialogue with a partner or a short speech sharing your opinions. Include a quotation, target vocabulary/idioms, and present perfect passive verb tense. Broadcast your audio to share with others.

- Use these visuals during vocabulary or essay activities to provide context and spark discussions.
- **Graphic Sidebar:**
 - **Create a sidebar titled "Using Quotations in Persuasive Writing" with labeled arrows:**
 - **Signal Phrase** "The UN High Commissioner for Refugees wrote,....."
 - **Quote** ".....the political solutions needed to solve displacement obviously continue to be absent."
- **Reflection and Assessment:**
 1. **Vocabulary and Grammar Quizzes:** Assess through Tasks 1 and 3.
 2. **Essay Rubrics:** Evaluate based on writing mechanics, creativity, and evidence.
 3. **Audio Recordings:** Grade using a checklist: inclusion of required elements, clarity, and vocabulary use.

Practice Book Lesson 4

• **Exercise 1: Choose the correct answer**

1. Refugees on their journey to safety are in for the
 - a) long haul
2. Many individuals abandon their homes as a result of conflict.
 - b) unwillingly
3. The increasing of displaced persons is a global concern.
 - c) desperation
4. A solution to the refugee crisis is
 - a) pressing
5. Political is a major cause of displacement.
 - c) instability
6. The Council convened to address the refugee crisis.
 - a) Security
7. Refugees often experience conditions in camps.
 - a) deteriorating
8. The commissioner presented the latest on global displacement.
 - b) statistics

9. Persecution and often drive people to seek refuge in other countries.

- b) desperation

10. The world must find solutions for the displacement of millions of people.

- c) forcible

● **Exercise 2: Choose the correct answer**

1. A complaint by several customers about the service.

- b) has been filed

2. The equipment for testing purposes.

- b) has been used

3. The committee a final decision.

- b) has made

4. New technology in the production process.

- d) has been adopted

5. A lot of progress in this research project.

- a) has been achieved

6. The building by an expert inspector.

- b) has been inspected

7. The baker the cake beautifully.

- c) has decorated

8. Several opportunities for young professionals.

- b) have been created

9. New training methods for employees.

- b) have been introduced

10. A generous donation to the charity.

- c) has been made

● **Exercise 3: Find and correct the mistakes**

1. ✗ Several complaints has been already submitted...

- ✓ have been already submitted

2. ✗ The new regulations have been implement...
✓ have been implemented without informing the staff members.
3. ✗ The final decision have taken...
✓ has been taken by the board of directors already.
4. ✗ A number of errors has found...
✓ have been found in the financial report.
5. ✗ The budget proposals has recently revise...
✓ have recently been revised by the finance department.
6. ✗ Some confidential documents have been disappear...
✓ have disappeared from the archives. (Note: This sentence is better written in active voice since “disappear” is intransitive.)

• Exercise 4: Translation

A. Translate into Arabic:

أدت الوضعية المتدهورة إلى نزوح كبير في المنطقة
تشير الإحصاءات إلى أن عدم الاستقرار يؤثر على ملايين الأشخاص

B. Translate into English:

1. Refugees are facing hard times due to the persecution they have suffered.
2. The deteriorating conditions have led to only temporary measures.

Experimental Test

• Exercise 1: Dialogue Completion

Dialogue Between a Teacher and a Student

Teacher: Have you read the English story of this year?

Student: Yes, I've read it.

Teacher: What's it?

Student: (1) It's "The Prisoner of Zenda."

Teacher: (2) Who wrote it?

Student: Anthony Hope.

Teacher: (3) What kind of story is it?

Student: It's an adventure story.

Teacher: When did the story take place?

Student: (4) In the 19th century.

• Exercise 2: Fill in the Gaps

Words: Desperate – Desperation – High Commissioner – Realized – Long-haul – Displacement – Security Council

Answer:

The UN Security Council and the High Commissioner work together to address crises related to migration and displacement. Many desperate individuals face violations of their rights, leaving their homes in desperation. Addressing these issues requires long-haul efforts to ensure safety and stability.

• Exercise 3: Choose the correct answer

1. The missing child ...
 - d) has been located
2. Strict rules ...
 - b) have been enforced
3. The judges ...
 - b) have announced
4. The stolen car ...
 - a) has been recovered

5. All orders ...
 - ▶ c) have been dispatched
6. A competitor ...
 - ▶ b) has broken
7. The system ...
 - ▶ d) has been installed
8. The books ...
 - ▶ b) have been arranged

● **Exercise 4: Translation**

A. Translate into Arabic:

- ♦ اعتبر مجلس الأمن أنه من الضروري تقديم المساعدة للاجئين.
- ♦ هناك حاجة إلى تدابير طويلة الأجل لمعالجة الأسباب الجذرية للهجرة.

B. Translate into English:

1. Refugees were forced to leave their homes due to ongoing unrest.
2. It has become necessary to take urgent measures to address the problem.

● **Exercise 5: Essay (Sample Answer – 100 words)**

Title: Migration

Migration is the movement of people from one place to another in search of better living conditions. Many migrate due to war, poverty, or lack of opportunities in their home countries. Migrants often face challenges such as legal issues, language barriers, and discrimination. Despite these hardships, they show great resilience and hope for a better future. Migration can benefit both the host country and the migrants if managed well. Governments and international organizations must work together to support migrants and address the root causes behind their movement, such as conflict and economic instability.



Unit 2

Human Values



Unit Overview :

- ★ **Reading/Writing Focus:** Persuasive
- ★ **Grammar:** Prepositions
- ★ **Reading/Writing Skills:** Public Speaking, Using “Hooks”
- ★ **Essay:** Persuasive essay about an Islamic value
- ★ **Project:** Deliver a speech about an Islamic value
- ★ **Anchor Text:** Our Shared Values
- ★ **Recording:** What Happened to John?

Shared Values

Unit 2
Lesson 1

ILOs

Students will:

- ✎ Create a list of important shared values for society.
- ✎ Discuss shared values and their importance.
- ✎ Identify the meanings of target vocabulary using definitions.
- ✎ Read a text about human values for skimming.
- ✎ Brainstorm ideas for a persuasive essay about respect in Islam.

Warm-Up Activity

1. Begin by asking students:
 - » What are values, and why are they important in society?
 - » What values do you think people should share globally?
2. Create a class list of values (e.g., honesty, compassion, justice, peace). Write them on the board to set the context for the lesson.

Task 1 Vocabulary

- ✎ **Objective:** Students will match vocabulary with definitions to build understanding.

Activity:

1. Use Page 38: Get Ready, as directed.
2. Distribute the matching activity.
3. Guide students through the first example.

★ Answers Key:

✎ Match the words with their definitions.

Identify the meaning of target vocabulary using definitions and dictionaries.
 read a text about human values for skimming.
 brainstorm ideas for a persuasive essay about respect in Islam.

Target Vocabulary

• honesty (n)	• nurture (v)	• influential (adj)
• loyalty (n)	• well-behaved (adj)	• compassion (n)
• reinforce (v)	• harmonious (adj)	• compass (n)
• justice (n)	• injustice (n)	• essence (n)
• teenagers (n)	• non-violence (n)	
• role model (n)	• oppression (n)	

Task 1 Vocabulary

I can guess the meaning of target vocabulary using definitions.
 Before you read, write in the diagram below the human values that you believe are important:

Word	Definition	Answer
1- Reinforce	A- Prolonged cruel or unjust treatment or control.	C
2- Teenagers	Individuals in the age range of 13 to 19, typically experiencing adolescence.	J
3- Role model	A person who serves as an example of the values, attitudes, and behaviors.	B

Word	Definition	Answer
4- Nurture	To care for and encourage the growth or development of someone or something.	H
5- Well-behaved	Conducting oneself in a manner that is socially acceptable and polite.	E
6- Injustice	A lack of fairness or justice, especially when someone's rights are violated.	G
7- Oppression	Prolonged cruel or unjust treatment or control over a group.	A
8- Influential	Having the power to affect or shape events, people, or outcomes.	D
9- Compassion	Sympathetic concern for the suffering or misfortune of others.	F
10- Compass	An instrument used for navigation that shows direction.	I
11- Essence	The intrinsic nature or indispensable quality of something.	K

Follow-Up:

- ◆ Ask students to use at least three target words in sentences about shared values.
- ◆ Encourage students to guess meanings of unfamiliar words using context clues.

Task 2 Pre-Reading Discussion

👉 **Objective:** Students will discuss and analyze shared values in pairs.

Activity:

1 Pose the following discussion questions:

- ◆ What are some examples of values important for society?
- ◆ Who are the key figures responsible for nurturing values in children?
- ◆ How do institutions like universities and social media promote human values?

② Encourage students to write key points from their discussions and share them with the class.

● **Extension:**

◆ Create a class mind map linking values to the roles of parents, teachers, and institutions.

● **Discussion Questions (Open-Ended):**

1. Examples of values: Honesty, justice, compassion, respect, responsibility.
2. Key figures for nurturing values: Parents, teachers, family members, mentors.
3. Institutions promoting values: Universities provide education on ethics; social media highlights role models and spreads awareness.

Unit 2

Task 2 Pre-reading / SPEAKING/LISTENING

I can discuss shared values.

In pairs, discuss the following:

- What are the examples of important values for a society?
- Who are the key figures responsible for nurturing values in children?
- How do institutions like universities and social media promote human values?

Task 3 Reading

I can read a text about human values for skimming.

Read the article about human values and choose the correct answer:

Our Shared Values

Honesty, loyalty, freedom, love, peace, and justice are key values that help people behave well and communicate effectively. These values are important for building harmonious societies. Without them, societies may face problems like injustice, war, and oppression. It's essential to nurture human values from a young age to help children grow into responsible, well-behaved adults, which benefits society as a whole.

The best time to reinforce human values is during childhood because children learn by observing their parents and role models. Parents are responsible for demonstrating good values, but teachers and relatives also play important roles. For example, teachers who treat students in a respectful way offer a positive model for their students' behavior. As teenagers, friends become more influential, so it's important for parents to stay aware of their children's social circles. Peer behavior like lying or stealing could negatively influence children. Teenagers should be encouraged to adopt good values through positive reinforcement rather than criticism.

Task 3 Reading – “Our Shared Values”

👉 **Objective:** Students will read for skimming and answer comprehension questions.

🔴 **Activity:**

- ① Assign the text "Our Shared Values" for silent reading
- ② Distribute the multiple-choice questions.

★ **Answers Key:**

- ① Reinforce
- ② Help someone develop
- ③ To follow good behavior
- ④ Peaceful and balanced
- ⑤ 13 and 19
- ⑥ People want to imitate
- ⑦ The importance of values in building strong societies
- ⑧ They shape the values of young adults

Unit 2

Task 2 Pre-reading / SPEAKING/LISTENING

I can discuss shared values.

In pairs, discuss the following:

- What are the examples of important values for a society?
- Who are the key figures responsible for nurturing values in children?
- How do institutions like universities and social media promote human values?

Task 3 Reading

I can read a text about human values for skimming.

Read the article about human values and choose the correct answer:

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Honesty, loyalty, freedom, love, peace, and justice are key values that help people behave well and communicate effectively. These values are important for building harmonious societies. Without them, societies may face problems like injustice, war, and oppression. It's essential to nurture human values from a young age to help children grow into responsible, well-behaved adults, which benefits society as a whole.

The best time to reinforce human values is during childhood because children learn by observing their parents and role models. Parents are responsible for demonstrating good values, but teachers and relatives also play important roles. For example, teachers who treat students in a respectful way offer a positive model for their students' behavior. As teenagers, friends become more influential, so it's important for parents to stay aware of their children's social circles. Peer behavior like lying or stealing could negatively influence children. Teenagers should be encouraged to adopt good values through positive reinforcement rather than criticism.

● Follow-Up:

► Ask students:

- ◆ What values mentioned in the text do you find most important? Why?
- ◆ How can these values improve a society?

Task 4 Brainstorming a Persuasive Essay

👉 **Objective:** Students will brainstorm and plan a persuasive essay about respect in Islam.

● Activity:

- 1 Begin by discussing the importance of respect as a value in Islam.
- 2 **Ask students to brainstorm:**
 - ◆ Examples of how Islam emphasizes respect (e.g., for parents, teachers, neighbors, the environment).
 - ◆ How respect helps build a harmonious society.
 - ◆ Real events or teachings from Islamic history that highlight respect.

● Steps:

- 1 Guide students in creating a persuasive essay outline:
 - ◆ **Introduction:** Define respect and its importance in Islam.
 - ◆ **Body Paragraphs:**
 - » Use examples from the Quran or Hadith.
 - » Explain the positive impact of respect on individuals and society.
 - » Conclusion: Reinforce the importance of respect and a call to action.

● Follow-Up:

- Pair students to exchange ideas and provide feedback on their outlines.

Unit 2

According to the passage, what role do universities play in promoting values?

- a They encourage students to become famous public figures.
- b They focus only on academic achievements, not personal values.
- c They shape the values of young adults.
- d They replace parents in teaching moral behavior.

Task 4 Essay / WRITING

I can brainstorm ideas for a Persuasive essay about an Islamic value.

Brainstorm / Plan

Think about the values that Islam affirms. Select one that you think is important for society. Notice how examples are used in "Our Shared Values" to persuade the reader. Consider the use of these examples as you jot down ideas for your essay using the target vocabulary in the text. Discuss your ideas with a peer/peers.

Top Tip

A strong persuasive essay needs a clear argument and solid evidence. Start with a compelling thesis statement that shows your position. Use facts, statistics, and expert opinions to support your claims, and address counterarguments to strengthen your case. Structure is key: have a strong introduction, body paragraphs with one main point each, and a conclusion that reinforces your argument. Use linking words like "therefore," "however," and "moreover" to connect ideas. Finally, make your writing engaging with varied sentence structures and strong, confident language. Keep your audience in mind and appeal to their emotions and logic for maximum impact.

Task 5 Project / CRITICAL THINKING

I can write and deliver a speech based on Islamic values.

Write and deliver a speech based on Islamic values. Consider citing real events from Islamic history as examples. Try to include target vocabulary.

Task 5 Project – Writing and Delivering a Speech

Objective: Students will write and deliver a speech on an Islamic value using target vocabulary, grammar, and idioms.

Activity:

- 1 Guide students to choose an Islamic value to focus on (e.g., compassion, honesty, non-violence).
- 2 **Provide a structure for the speech:**
 - » **Opening:** Start with a strong statement or quotation.
 - » **Body:** Include examples from Islamic history, linking to values discussed earlier.
 - » **Conclusion:** Summarize key points and end with a powerful message.
- 3 **Encourage the use of:**
 - ♦ Target vocabulary and idioms (e.g., moral compass, essence of humanity).
 - ♦ Present perfect passive grammar structures (e.g., Respect has been emphasized in Islamic teachings for centuries).

Follow-Up:

- ♦ Have students present their speeches to the class or record them as a podcast.
- ♦ Provide feedback on vocabulary usage, structure, and delivery.

Reflection and Assessment

Assessment Methods:

1. **Vocabulary Matching:** Task 1 (graded for accuracy).
2. **Comprehension Questions:** Task 3 (graded for understanding).
3. **Essay Brainstorming:** Task 4 (assessed based on idea clarity and planning).
4. **Speech Delivery:** Task 5 (graded using a rubric: content, grammar, vocabulary, and presentation).

Unit 2

According to the passage, what role do universities play in promoting values?

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- They replace parents in teaching moral behavior.

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A strong persuasive essay needs a clear argument and solid evidence. Start with a compelling thesis statement that shows your position. Use facts, statistics, and expert opinions to support your claims, and address counterarguments to strengthen your case. Structure is key: have a strong introduction, body paragraphs with one main point each, and a conclusion that reinforces your argument. Use linking words like "therefore," "however," and "moreover" to connect ideas. Finally, make your writing engaging with varied sentence structures and strong, confident language. Keep your audience in mind and appeal to their emotions and logic for maximum impact.

Task 5 Project / CRITICAL THINKING

I can write and deliver a speech based on Islamic values.

Write and deliver a speech based on Islamic values. Consider citing real events from Islamic history as examples. Try to include target vocabulary.

Enhancements

- **Visuals:**

Include images that reflect human values (e.g., helping hands, harmonious families, diverse cultural groups).

- **Tech Integration:**

Use digital tools like Kahoot! or Quizlet to review vocabulary.

Allow students to create and edit their speeches using Google Docs.

- **Cross-Curricular Connection:**

Link the concept of values to social studies or ethics lessons.

Practice Book Lesson 1

- **Exercise 1: Choose the correct answer**

1. Which of the following is the opposite of honesty?
 - c) Dishonesty
2. A person who practices fairness and equality appreciates ...
 - c) Justice
3. Parents should ... their children with love and care.
 - b) Nurture
4. A ... child behaves politely and respectfully.
 - a) Well-behaved
5. Mahatma Gandhi promoted the principle of ...
 - c) Non-violence
6. To make the argument stronger, we need to ... it with evidence.
 - b) Reinforce
7. A person who inspires others is often called a ...
 - b) Role model
8. The ... of teamwork lies in collaboration and mutual respect.
 - c) Essence
9. Someone who shows kindness and understanding exhibits ...
 - b) Compassion

10. A ... is used to find direction when someone is lost.

- b) Compass

• **Exercise 2: Reading Comprehension**

Answer the following questions:

1. Why are honesty and loyalty important in relationships?
 - Because they are key traits that help build strong relationships.
2. How does a role model help teenagers?
 - A role model nurtures their sense of justice and reinforces positive behaviors.
3. What is the essence of a good society, according to the passage?
 - The ability to overcome injustice and foster unity.

Choose the correct answer:

1. ▸ c) Non-violence
2. ▸ c) Moral compass

• **Exercise 3: Find the mistakes and correct them**

1. **Incorrect:** She always speaks with honestly, even when the truth is hard to hear.
Correct: She always speaks with honesty, even when the truth is hard to hear.
2. **Incorrect:** The teacher tries to reinforced good behavior in the classroom.
Correct: The teacher tries to reinforce good behavior in the classroom.
3. **Incorrect:** He became a roll model for many teenagers in his community.
Correct: He became a role model for many teenagers in his community.
4. **Incorrect:** Justice is important, but sometimes people still face injust.
Correct: Justice is important, but sometimes people still face injustice.
5. **Incorrect:** The child was nurtured in a very harmonius environment.
Correct: The child was nurtured in a very harmonious environment.
6. **Incorrect:** Non-violence is a powerful response to oppressions.
Correct: Non-violence is a powerful response to oppression.

• **Exercise 4: Translation**

A. Translate into Arabic:

♦ الولاء قيمة أساسية في بناء علاقات قوية ودائمة.

B. Translate into English:

♦ Justice means that everyone is treated equally without discrimination.

Rumors and Work Values

Lesson 2

Unit 2

ILOs

◆ *By the end of the lesson, students will be able to:*

- ☞ discuss the effects of rumors and their implications in the workplace.
- ☞ identify and use idioms in context.
- ☞ demonstrate proper use of prepositions following verbs and nouns.
- ☞ develop a persuasive essay about an Islamic value..

Materials Needed:

- Textbook (for Get Ready section)
- Audio for Listening Task (to be placed at the end of the book or as a supplementary resource)
- Whiteboard or interactive board for discussion
- Handouts for vocabulary, grammar, and writing tasks

Task 1 Get ready

☞ **Objective:** discuss the effects of rumors and their implications in the workplace.

Procedure:

- ◆ Think (2 min): Students reflect individually on the questions.
- ◆ Pair (5 min): Share answers with a partner using phrases like "I think...", "In my opinion...".
- ◆ Share (5 min): Pairs report back to class

Task 2 Pre-Listening – Speaking

☞ **Objective:** Encourage students to share their thoughts on rumors and their effects in workplaces.

Procedure:

- ◆ Discuss the questions in pairs or small groups:
 - » Have you ever heard a rumor? Did you believe it was true? Why or why not?
 - » Have you ever repeated a rumor that you later found out was false?
 - » What does it mean to take credit for someone's ideas?
 - » What does an investigation in a workplace usually aim to do?
- ◆ Monitor discussions, encouraging students to expand their answers.
- ◆ Wrap up by eliciting a few responses to spark interest in the listening task.

Rumors and Work Values

ILOs

By the end of the lesson, students will be able to:

- ☞ discuss rumors and work values.
- ☞ listen to a dialogue for details.
- ☞ demonstrate the use of idioms in context through short dialogues or writings.
- ☞ use the prepositions following verbs and nouns properly.
- ☞ draft a persuasive essay about an Islamic value.

Task 1 Get Ready

☞ I can talk about issues connected with rumors and its impact on individual and communities.

Think, pair, share:

- ☐ What comes to your mind when you hear the word "rumors"?
- ☐ Have you ever been the subject of a rumor or heard a rumor about someone else?
- ☐ In your opinion, why do people spread rumors? What motivate them to do so?
- ☐ How do rumors affect individuals and communities? Can they have a positive or negative impact?

Task 2 Pre-listening / SPEAKING

☞ I can discuss rumors and work values.

Discuss with a partner:

- ☐ Have you ever heard a rumor? Did you believe it was true? Why or why not?
- ☐ Have you ever repeated a rumor that you later found out was false?
- ☐ What does it mean to take credit for someone's ideas?

★ **Answers:**

- ① Have you ever heard a rumor? Personal response.
- ② Have you ever repeated a rumor that was false? Personal response.
- ③ What does it mean to take credit for someone's ideas? It means claiming someone else's work or idea as your own without giving them recognition.
- ④ What does an investigation in a workplace usually aim to do? To uncover the truth, resolve conflicts, or address complaints and issues.

Task 3 **Listening**

👉 **Objective:** Improve students' listening comprehension and ability to identify details.

🔍 **Procedure:**

- ◆ Play the provided audio for the dialogue "What Happened to John?"
- ◆ Activity 1: Fill-in-the-gap activity (use the script provided).
- ◆ Activity 2: Multiple-choice questions to assess comprehension.
- ◆ Replay the audio as necessary to ensure understanding.

Listening Script

Will: Kiera, have you heard about John? They're saying he's not coming back, and they might fire him.

Kiera: No! I knew he was away, but I thought it was for personal reasons.

Will: Honesty, I don't think that's the whole story. Have you ever worked with him?

Kiera: A long time ago. I've heard stories about him, though.

Will: I've never worked directly with him, but people say he was always shouting and causing chaos. Susanne told me

discuss rumors and work values.

- listen to a dialogue for details.
- demonstrate the use of idioms in context through short dialogues or writings.
- use the prepositions following verbs and nouns properly.
- draft a persuasive essay about an Islamic value.

Task 1 Get Ready

• I can talk about issues connected with rumors and its impact on individuals and communities.

• **Think, pair, share:**

- ① What comes to your mind when you hear the word "rumors"?
- ② Have you ever been the subject of a rumor or heard a rumor about someone else?
- ③ In your opinion, why do people spread rumors? What motivate them to do so?
- ④ How do rumors affect individuals and communities? Can they have a positive or negative impact?

Task 2 Pre-listening / SPEAKING

• I can discuss rumors and work values.

• **Discuss with a partner:**

- ① Have you ever heard a rumor? Did you believe it was true? Why or why not?
- ② Have you ever repeated a rumor that you later found out was false?
- ③ What does it mean to take credit for someone's ideas?

Task 3 Listening

• I can listen for Detail.

• **Fill in the gaps with the correct word(s) while listening**

he took credit for her idea in a project. She shared it during a workshop, but later saw the notes, and there was no mention of her name. John made it look like it was his idea, and then Susanne had to do all the planning. When the project – the one about cars – got started, she was moved to something else.

Kiera: That project won an award, right?

Will: Yeah, but Susanne didn't get any recognition. It was an injustice. She was furious, but loyalty to the company stopped her from saying anything.

Kiera: It's nearly impossible to report someone as influential as John.

Will: How did you find working with him?

Kiera: Like you said, he shouted a lot. People learned to stay silent in meetings. It was oppressive, and everyone was afraid of him.

Will: Did you see him taking people's ideas?

Kiera: He was a genius with a great vision, but it's hard to say which ideas were his. The essence of the problem was that you could be in his good books one moment, and suddenly you'd be out.

Will: I heard women struggled particularly.

Kiera: Yes, you had to stay in his good graces. If a comment made you uncomfortable, you couldn't say anything.

Will: Did that happen to you?

Kiera: No, but we knew. It was a quiet injustice.

Will: There's an investigation now. I guess the truth will come out.

Kiera: I hope so. I hope he's not coming back.

📌 **Activity 1**

● **Fill-in-the-gap activity (use the script provided).**

★ **Answers:**

- 1 It was an **injustice**.
- 2 but **loyalty** to the company stopped her from saying anything.
- 3 It's nearly impossible to report someone as **influential** as John.
- 4 It was **oppressive**, and everyone was afraid of him.

- 5 The **essence** of the problem was that you could be in his good books...
- 6 If a **comment** made you uncomfortable, you couldn't say anything.

Activity 2

• Multiple-choice questions to assess comprehension

★ Answers:

- 1 He took credit for her idea
- 2 Afraid and oppressed
- 3 It won an award
- 4 She was loyal to the company
- 5 Justice and truth
- 6 He took credit for her project idea
- 7 She wanted to remain loyal to the company

Task 4 Listening – Critical Thinking

👉 Objective: Encourage critical reflection on workplace dynamics and ethical behavior.

Procedure:

- ◆ Ask students to answer the reflective questions in pairs or small groups.
- ◆ Facilitate a discussion, inviting students to share their perspectives.
- ◆ Guide them to consider ethical solutions and ways to improve workplace environments.

★ Answers:

- 1 Do you think the rumors about John were true?
 - ▶ Likely yes, based on Kiera and Will's observations and examples.
- 2 What are the effects of having an influential person like John being unaccountable?

☐ c He took credit for her project idea.
☐ d He promoted her to another team.

☐ 7 Why didn't Susanne report John's actions?
☐ a She didn't realize what had happened until it was too late.
☐ b She was too afraid to speak up against him.
☐ c She wanted to remain loyal to the company.
☐ d She received compensation for her work.

Task 4 Listening

☐ a I can listen to a dialogue for details.

Listen again then answer the following questions:
☐ 1 Do you think the rumors about John were true?
☐ 2 What are the effects of having an influential person like John being unaccountable?
☐ 3 How could the workplace have nurtured a better environment for its employees?
☐ 4 What role does loyalty play in how people responded to John?
☐ 5 How does the balance of power affect reporting workplace injustice?
☐ 6 Do you think Kiera's silence was justified? Why or why not?

Task 5 Idioms / WRITING/SPEAKING

☐ a I can demonstrate the use of idioms in context through short dialogues or writings.

Use the following idioms to create four sentences. Share with a partner.

1- Spread like wildfire	2- The rumor mill	3- A little bird told me
4- Fuel the fire	5- Caught wind of	

- ▶ It creates an oppressive workplace, discourages reporting issues, and undermines trust and fairness.
- 3 How could the workplace have nurtured a better environment?
 - ▶ By implementing strict policies on fairness, creating anonymous reporting channels, and holding everyone accountable.
- 4 What role does loyalty play in how people responded to John?
 - ▶ Loyalty prevented people like Susanne from speaking up against unfair treatment.
- 5 How does the balance of power affect reporting workplace injustice?
 - ▶ Those in power often intimidate others, making it hard to hold them accountable.
- 6 Do you think Kiera's silence was justified? Why or why not?
 - ▶ Personal response, but silence may seem justified if speaking up risks job security.
- 7 How can companies prevent situations like this from happening?
 - ▶ By promoting transparency, accountability, and creating a safe space for complaints.

Task 5 Idioms

👉 **Objective:** Familiarize students with idioms related to rumors and practice using them in context.

🔴 Procedure:

- ◆ **Activity 1:** Match idioms with their meanings.
- ◆ **Activity 2:** Create four sentences using the idioms. Students share their sentences with a partner or the class.
- ◆ **Extension:** Discuss how idioms are used in workplace contexts.

a He took credit for her project idea.
 d He promoted her to another team.

☐ Why didn't Susanne report John's actions?
 a She didn't realize what had happened until it was too late.
 b She was too afraid to speak up against him.
 c She wanted to remain loyal to the company.
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Task 4 Listening

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 Listen again then answer the following questions:
☐ Do you think the rumors about John were true?
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Task 5 Idioms / WRITING/SPEAKING

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 Use the following idioms to create four sentences. Share with a partner.

1- Spread like wildfire	2- The rumor mill	3- A little bird told me
4- Fuel the fire	5- Caught wind of	

Match Idioms with Their Meanings:

Idiom	Meaning	Answer
1- Spread like wildfire	c) Rumors travel quickly	c
2- The rumor mill	e) The place where gossip starts	e
3- A little bird told me	a) The source of the rumor is unknown	a
4- Fuel the fire	b) To make a rumor worse	b
5- Caught wind of	d) Heard about something	d

Example Sentences with Idioms:

- 1 Rumors about the manager's resignation spread like wildfire across the office.
- 2 The rumor mill has been busy with gossip about the upcoming promotions.
- 3 A little bird told me that there will be a surprise party tomorrow.
- 4 Instead of calming things down, he added comments that only fueled the fire.

Task 6 Grammar

Objective: Practice prepositions following verbs and nouns.

Procedure:

- ◆ Provide the exercise and have students choose the correct preposition.
- ◆ Review answers as a class and explain any challenging points:
 1. Teenagers often look **to** role models for guidance in life.
 2. He is well-known **for** his commitment to non-violence.
 3. The teacher reinforced the importance **of** justice during the class discussion.
 4. Parents play a key role **in** nurturing their children's values.
 5. The protest was against the oppression **of** minorities in the country.

Match Idioms:

Idiom	Meaning	The answer
1- Spread like wildfire	a- The source of the rumor is unknown	1- _____
2- The rumor mill	b- To make a rumor worse	2- _____
3- A little bird told me	c- Rumors travel quickly	3- _____
4- Fuel the fire	d- Heard about something	4- _____
5- Caught wind of	e- Imaginary place where gossip is created and spread	5- _____

Task 6 Grammar

I can use prepositions properly.

Noun and Verb + Preposition Combinations

English has many examples of prepositions coming after nouns. They can also be followed by a noun, or an -ing verb. **For example:**

- Scientists at the research institute think they are close to finding a solution to the problem.
- Everyone was surprised by his lack of confidence.
- Many English prepositions also follow verbs. Sometimes they introduce a phrase that contains a noun. They can also introduce a noun or an -ing verb. For example:
- Many of the town's residents relied on neighbours for help during the flood.
- She believes in helping people who are less fortunate than her.

Here are some more examples of Verb or Noun + Preposition Combinations

I insist on ...	He can deal with ...	the use of ...	a solution to ...
We belong to ...	Do you plan on ...	belief in ...	the cause of ...
They fight for ...	You can rely on ...	an increase in ...	a possibility of ...
We contribute to ...	I believe in ...	a reason for ...	a supply of ...

Note: some verbs' meanings do change when a different preposition is introduced. For example, the verb dream can mean to aspire when it is used with the preposition of; however, when it is used with the prepositions about, it means to see images

6. A compass is useful **for** finding your way in unfamiliar places.
 7. Compassion is a fundamental value **in** building harmonious relationships.

Task 7 Essay Writing

Objective: Develop students' ability to write a persuasive essay on an Islamic value.

Procedure:

- Use the guided example provided in the lesson to explain the structure of a persuasive essay.
- Brainstorm ideas as a class, focusing on key Islamic values such as justice, honesty, or respect.
- Encourage students to use target vocabulary, grammar, and linking words.
- Assign the essay as in-class writing or homework.

Unit 2

3 The teacher reinforced the importance ____ justice during the class discussion.
 a of b in
 c on d with

4 Parents play a key role ____ nurturing their children's values.
 a for b on
 c in d at

5 The protest was against the oppression ____ minorities in the country.
 a on b of
 c in d for

6 A compass is useful ____ finding your way in unfamiliar places.
 a on b of
 c to d for

7 Compassion is a fundamental value ____ building harmonious relationships.
 a to b on
 c at d for

Task 7 Essay / Writing

I can draft a persuasive essay about an Islamic value.

Guided example:

Respect is a cornerstone of Islamic teachings, emphasizing dignity, harmony, and justice. The Holy Qur'an declares that all humans are honored by Allah:

Task 8 Project

Objective: Plan group work for a speech on Islamic values.

Procedure:

- Divide students into groups and assign roles (e.g., researcher, writer, presenter).
- Encourage students to discuss their responsibilities and project goals.
- Provide feedback on their plans and ensure all group members are engaged.

Teacher's Notes:

- Use real-life examples to clarify key points, such as how loyalty and justice impact workplace dynamics.
- Encourage open discussion while maintaining respect for diverse opinions.
- Highlight the importance of using target vocabulary and idioms in speaking and writing tasks.

Unit 2

"And We have certainly honored the children of Adam..." (Surah Al-Isra, 17:70).
 This principle inspires Muslims to respect every individual, regardless of race, religion, or status.

Draft a Persuasive essay about an Islamic value. Use real events in Islamic history as examples to illustrate your points. Include target vocabulary words and grammar skills taught in this unit.

Task 8 Project

Do you know who your group members are? Does everyone have a role or task? What is your responsibility?

- » For students needing additional support, provide sentence starters or templates for the essay and idiom exercises.

Practice Book Lesson 2

• Exercise 1: Choose the correct answers based on Grammar

1. He is interested in learning a new language. ▶ a) in
2. She apologized for being late to the meeting. ▶ c) for
3. The company is responsible for maintaining safety standards. ▶ b) for
4. He succeeded in solving the puzzle after many attempts. ▶ d) in
5. The professor specializes in medieval literature. ▶ b) in
6. She complained about the noise coming from the street. ▶ c) about
7. His decision will depend on the outcome of the discussion. ▶ a) on
8. The child insisted on having ice cream before dinner. ▶ b) on
9. The team is working on a solution to the problem. ▶ d) on
10. She always listens to music while studying. ▶ c) to

• Exercise 2: Fill in the Gaps

1. Honesty and loyalty are key traits in building strong relationships.
2. Teenagers need a role model to nurture their sense of justice.
3. The essence of a good society lies in overcoming injustice.
4. Non-violence reduces oppression and ensures fairness.
5. A moral compass helps guide decisions in everyday life.

• Exercise 3: Dialogue Completion

Amr: Hi, Waleed. When did you come back? □ (1)

Waleed: I came back last week.

Amr: How was your trip to Sudan? □ (2)

Waleed: Guess, how could it be?

Amr: I think it was hot and humid there. □ (3)

Waleed: Of course, the Sudan has a tropical climate.

Amr: I wish you would do better when returning to your work.

Waleed: Thank you. I'll do my best. □ (4)

• **Exercise 4: Fill in the gaps with correct prepositions**

1. She applied for a job at the international company.
2. He is responsible for organizing the conference.
3. They were very interested in the new art exhibition.
4. There's been a strong demand for clean energy sources.
5. We congratulated her on winning the first prize.
6. The director insisted on reviewing the proposal again.

Islamic Values

ILOs

◆ *By the end of the lesson, students will be able to:*

- 👉 label Islamic values using visual prompts.
- 👉 analyze the author's techniques to deepen comprehension of moral values.
- 👉 demonstrate critical thinking by answering complex questions.
- 👉 identify effective attention-grabbing beginnings (hooks) for essays.
- 👉 recognize best practices for speech delivery.
- 👉 revise drafts of a persuasive essay on an Islamic value.

Materials Needed:

- Visual aids (pictures representing Islamic values)
- Textbook (Lesson 1: "Our Shared Values")
- Writing handouts
- Audio or video resources for speech delivery techniques (optional)
- Guided example of a persuasive essay

Task 1 Writing - Labeling Islamic Values

👉 Objective: Familiarize students with Islamic moral values.

● **Procedure:**

- ◆ Display or distribute 8 pictures illustrating Islamic values such as compassion, equality, mercy, justice, brotherhood, solidarity, freedom of choice, and honesty.
- ◆ Provide students with a word bank.
- ◆ Instruct students to match the values to the correct pictures.
 - ◆ Discuss each value briefly, highlighting its significance in Islam.

● **Assessment:**

Check accuracy of labeling and encourage class discussion about why each value is important.

Islamic Values

Lesson 3

ILOs

By the end of the lesson, students will be able to:

- 👉 label moral values in Islam using pictorial clues.
- 👉 analyze the author's technique to better understand a text about moral values.
- 👉 demonstrate critical thinking to answer questions related to moral values.
- 👉 identify examples of attention-grabbing beginnings (hooks).
- 👉 identify best practices in speech delivery.
- 👉 revise a draft of a persuasive essay about an Islamic value.

Task 1 Writing

👉 I can label the Islamic values.
 🔴 **Select the best word.**

Compassion
equality
mercy
justice
brotherhood
solidarity
freedom of choice

1

2

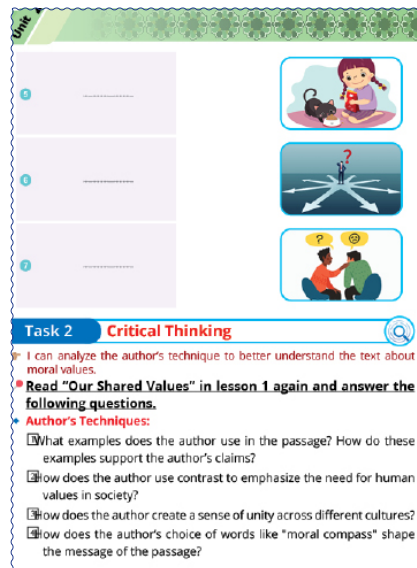
3

Task 2 Critical Thinking - Analyzing the Author's Technique

 **Objective:** Enhance reading comprehension and analytical thinking.

Procedure:

- ◆ Direct students to reread "Our Shared Values" from Lesson 1.
- ◆ Pose the following questions to guide analysis:
 1. What examples does the author use in the passage? How do these examples support the author's claims?
 2. How does the author use contrast to emphasize the need for human values in society?
 3. How does the author create a sense of unity across different cultures?
 4. How does the author's choice of words like "moral compass" and "essence" shape the message of the passage?
 5. What effect does the use of public figures and role models have on the author's argument?
- ◆ Facilitate group discussions or pair work.
- ◆ Introduce complex content questions to deepen critical thinking:
 - » What challenges do parents face when teaching values to teenagers?
 - » How can societies ensure that public figures act as positive role models?
 - » What universal values are shared across cultures?
 - » Why is it important to nurture human values from childhood?
 - » In what ways might social media harm the promotion of values?



Task 2 Critical Thinking

I can analyze the author's technique to better understand the text about moral values.

Read "Our Shared Values" in Lesson 1 again and answer the following questions.

Author's Techniques:

- What examples does the author use in the passage? How do these examples support the author's claims?
- How does the author use contrast to emphasize the need for human values in society?
- How does the author create a sense of unity across different cultures?
- How does the author's choice of words like "moral compass" shape the message of the passage?

Assessment:

Use students' answers to evaluate their comprehension and critical thinking.

★ **Answers:**

- 1 **What examples does the author use in the passage?**
 - » Examples include parents, teachers, and social media as role models. These examples support the author's claims by showing how various influences contribute to nurturing values.

- 2 **How does the author use contrast to emphasize the need for human values?**
 - » By contrasting a harmonious society with problems like war, oppression, and injustice, the author highlights the importance of shared values.
- 3 **How does the author create a sense of unity across different cultures?**
 - » The author emphasizes universal values, such as truth, peace, and love, which are shared globally despite cultural differences.
- 4 **How does the author's choice of words like "moral compass" and "essence" shape the message?**
 - » These terms reinforce the foundational importance of values and their role in guiding behavior.
- 5 **What effect does the use of public figures and role models have on the author's argument?**
 - » Mentioning public figures adds credibility and emphasizes the responsibility of influential individuals in setting positive examples.

Task 2 Critical Thinking - Complex Content Questions

★ Answers:

- 1 **What challenges do parents face when teaching values to teenagers?**
 - » Peer pressure and negative influences from social circles can make it hard for parents to instill good values.
- 2 **How can societies ensure that public figures act as positive role models?**
 - » By holding them accountable and promoting transparency in their actions.
- 3 **What universal values are shared across cultures?**
 - » Truth, peace, love, honesty, and justice.
- 4 **Why is it important to nurture human values from childhood?**

Complex Content Questions:

- 1 What challenges do parents face when teaching values to teenagers?
- 2 How can societies ensure that public figures act as positive role models?
- 3 What universal values are shared across cultures?
- 4 Why is it important to nurture human values from childhood?
- 5 In what ways might social media harm the promotion of values?

Task 3 Writing

✎ I can identify an attention-grabbing hook.

Top Tip
Attention-grabbing beginnings for a persuasive essay:

- 1 Question: "Have you ever stopped to think about how much water we waste every single day?"
- 2 Shocking Fact: "Every minute, a truckload of plastic is dumped into the ocean, destroying marine ecosystems."
- 3 Anecdote: "Last winter, a local teacher shared how she works two jobs just to afford heating for her family."
- 4 Quotation: "Mahatma Gandhi once said, 'The best way to find yourself is to lose yourself in the service of others.'"
- 5 Bold Statement: "Fast fashion is the silent killer of our planet, yet we keep buying."
- 6 Statistics: "Did you know that 1 in 5 children worldwide does not have access to clean drinking water?"
- 7 Scenario: "Picture a world where forests no longer exist, leaving animals and humans without shelter or resources."
- 8 Rhetorical Questions: "How can we claim to care about the future if we continue ignoring climate change?"

These openings aim to engage the reader from the start.

» Early experiences shape lifelong behavior, and children are most impressionable during this time.

5 In what ways might social media harm the promotion of values?

» It can spread negative influences, misinformation, or glorify behaviors that contradict positive values.

Task 3 Writing - Identifying Attention-Grabbing Hooks

Objective: Help students craft engaging introductions for essays.

Procedure:

- ◆ Present the "Top Tip" on attention-grabbing beginnings.
- ◆ Provide examples of hooks:
- ◆ Match hooks with definitions:
- » **Example:** 1- Question: "Have you ever wondered why more than 80% of plastic waste ends up in our oceans?" 2- Shocking Fact: "Every year, over 1.3 billion tons of food is wasted globally, while millions go hungry." 3- Anecdote: "Last year, my neighbor had to choose between buying groceries and paying for her medication." 4- Quotation: "As Nelson Mandela once said, 'Education is the most powerful weapon you can use to change the world.'"
- ◆ Encourage students to draft their own hooks for their essays.

Assessment:

- » Evaluate students' hooks for creativity and relevance.
- » Match Hooks with Definitions:

Complex Content Questions:

- 1. What challenges do parents face when teaching values to teenagers?
- 2. How can societies ensure that public figures act as positive role models?
- 3. What universal values are shared across cultures?
- 4. Why is it important to nurture human values from childhood?
- 5. In what ways might social media harm the promotion of values?

Task 3 Writing

I can identify an attention-grabbing hook.

Top Tip

Attention-grabbing beginnings for a persuasive essay:

- 1. Question: "Have you ever stopped to think about how much water we waste every single day?"
- 2. Shocking Fact: "Every minute, a truckload of plastic is dumped into the ocean, destroying marine ecosystems."
- 3. Anecdote: "Last winter, a local teacher shared how she works two jobs just to afford heating for her family."
- 4. Quotation: "Mahatma Gandhi once said, 'The best way to find yourself is to lose yourself in the service of others.'"
- 5. Bold Statement: "Fast fashion is the silent killer of our planet, yet we keep buying."
- 6. Statistics: "Did you know that 1 in 5 children worldwide does not have access to clean drinking water?"
- 7. Scenario: "Picture a world where forests no longer exist, leaving animals and humans without shelter or resources."
- 8. Rhetorical Question: "How can we claim to care about the future if we continue ignoring climate change?"

These openings aim to engage the reader from the start!

Hook Type	Example	Answer
1- Question	"Social media is the greatest threat to mental health in teenagers today."	g
2- Shocking Fact	"As Nelson Mandela once said, 'Education is the most powerful weapon you can use to change the world.'"	f

3- Anecdote	"Did you know that nearly 60% of college graduates struggle to find jobs in their field?"	h
4- Quotation	"Every year, over 1.3 billion tons of food is wasted globally, while millions go hungry."	b
5- Bold Statement	"Imagine waking up every morning to polluted air so thick you can't see the sun."	e
6- Statistic	"Have you ever wondered why more than 80% of plastic waste ends up in our oceans?"	c
7- Scenario	"Last year, my neighbor had to choose between buying groceries and paying for her medication. She's not alone."	a
8-Rhetorical Question	"Is it fair that only the wealthy can afford quality healthcare?"	d

Task 4 Speaking - Best Practices in Speech Delivery

👉 **Objective:** Develop effective public speaking skills.

📌 **Procedure:**

- ◆ Discuss the "Top Tip: Delivering a Speech."
- ◆ Break down the seven key tips:
 1. Clear articulation and pronunciation
 2. Pacing and pauses
 3. Effective use of non-verbal communication
 4. Voice modulation
 5. Audience engagement
 6. Strong opening and closing
 7. Confidence and relaxed posture
- ◆ Provide examples for each tip and demonstrate how to apply them.
- ◆ Divide students into pairs or small groups to practice delivering short speeches while focusing on one or two tips.
- ◆ Provide constructive feedback.

Unit 2

▶ Match the following "hooks" with their definitions:

Attention-grabbing beginnings	Examples	The answer
1- Question	a- "Last year, my neighbor had to choose between buying groceries and paying for her medication. She's not alone."	1-
2- Shocking Fact	b- "As Nelson Mandela once said, 'Education is the most powerful weapon you can use to change the world.'"	2-
3- Anecdote	c- "Is it fair that only the wealthy can afford quality healthcare?"	3-
4- Quotation	d- "Every year, over 1.3 billion tons of food is wasted globally, while millions go hungry."	4-
5- Bold Statement	e- "Imagine waking up every morning to polluted air so thick you can't see the sun."	5-

Task 4 Speaking

▶ I can identify best practices in speech delivery.

▶ Discuss the Top Tip about Delivering a Speech. Which tips would be most helpful for your project?

Assessment:

Observe and evaluate students' delivery based on the tips discussed.

Tips helpful for your project:

- **Clear Articulation:** Ensures the message is understood.
- **Pacing and Pauses:** Gives time for ideas to resonate with the audience.
- **Audience Engagement:** Keeps the audience attentive.
- **Strong Opening and Closing:** Captures attention and leaves a memorable impression.
- **Confidence and Relaxed Posture:** Makes the speaker appear credible and approachable.

Task 5 Writing - Revising a Persuasive Essay

Objective: Improve essay writing through structured revisions.

Procedure:

- ◆ Present the guided example of a persuasive essay:
 - » Introduction: Highlight respect for parents, diversity, and nature in Islam with examples from the Qur'an.
 - » Body: Use Surah Luqman (31:14), Surah Al-Hujurat (49:13), and Surah Al-An'am (6:165) to support claims.
 - » Conclusion: Reinforce the central message of respect and its role in fostering unity and peace.
- ◆ Introduce the writing rubric and "Top Tip on Quality Writing."
 - » Ensure:
 - » Logical organization of ideas
 - » Use of transitions
 - » Clear, concise language
 - » Relevant examples
 - » Attention-grabbing hooks

Unit 2

Task 5 Essay / Writing

I can revise a persuasive essay about an Islamic value.

Guided example:

In Islam, parents hold a unique position of reverence. The Holy Qur'an commands gratitude and care for them, particularly in their old age (Surah Luqman, 31:14). This respect strengthens families and fosters compassion within society.

Islam also celebrates diversity, encouraging mutual understanding among peoples and tribes (Surah Al-Hujurat, 49:13). It promotes coexistence and condemns arrogance or prejudice, urging Muslims to treat everyone with kindness.

Additionally, respect extends to nature, as humanity is entrusted with the earth's care (Surah Al-A'raf, 6:165). Preserving the environment reflects gratitude to Allah and sustains resources for future generations.

Ultimately, respect begins with submission to Allah, shaping ethical behavior and fairness. Prophet Muhammad (peace be upon him) said:

"None of you truly believes until he loves for his brother what he loves for himself."

This powerful message reminds us that respect is central to faith, fostering unity and peace in society.

Read the Top Tip on Quality Writing and the writing rubric. Consider how each item is important.

Revise your draft of a persuasive essay about an Islamic value. Check that a relevant "hook" has been used at the beginning and examples have been used to support your claims.

- Organize ideas logically
- Use transitions (linking words) to connect ideas
- Add missing ideas
- Delete unnecessary or repetitive ideas or words
- Choose words carefully

KEY PARTS OF QUALITY WRITING

IDEAS	knowledge of topic, elaboration, development, originality, creativity
	sense of audience, writer's passion and unique way of

- ◆ Allow students to revise their drafts based on the rubric and guided example.

● **Assessment:**

Provide feedback on revised essays, focusing on coherence, grammar, and vocabulary.

Task 6 Project - Preparation for Speech on Islamic Values

👉 **Objective:** Plan and organize project presentations on Islamic values.

● **Procedure:**

- ◆ Instruct students to choose an Islamic value to focus on.
- ◆ Guide them to outline their speech, incorporating:
 - » A strong hook
 - » Supporting examples
 - » Techniques from the "Top Tip" for speech delivery
- ◆ Facilitate group collaboration to finalize project goals.

ORGANIZATION	logical order and sequencing, proper use of transition sentences and phrases
WORD CHOICE	sensory description, strong action verbs, specific words to convey precise meaning
CONVENTIONS	grammar, spelling, capitalization, punctuation

SAMPLE RUBRIC

	Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
CONTENT		Ideas are incomplete and without organization. Difficult to understand.	Ideas are not clear or well-organized. Too short or could be organized better.	Ideas are both clear and organized. Many details are given.
VOCABULARY		Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
GRAMMAR & MECHANICS		There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

Task 6 Project

- Have you begun your preparation and decided which Islamic values you will share?

● **Assessment:**

Check progress and provide feedback on outlines.

● **Teacher's Notes:**

- Encourage active participation and provide individual support where needed.
- Highlight the real-world relevance of Islamic values in fostering ethical behavior.
- Use diverse teaching methods to cater to different learning styles (e.g., visual aids, discussions, writing exercises).
- Monitor group work to ensure equitable participation and engagement.

Practice Book Lesson 3

• Exercise 1: Idi Exercise 1: Idioms – Choose the correct answers

1. "Spread like wildfire" means:
 - b) To spread rapidly and uncontrollably
2. "I caught wind of something" implies:
 - a) They heard a rumor or piece of news
3. "Fuel the fire" means:
 - b) Increase the intensity of a situation
4. Which idiom means "to hear gossip or news from an unknown source"?
 - c) A little bird told me
5. A story from "the rumor mill" is likely to be:
 - d) A piece of unconfirmed gossip
6. If someone "fuels the fire" during an argument, they are:
 - c) Escalating the argument further
7. "Spread like wildfire" is commonly used to describe:
 - b) News that spreads extremely quickly
8. If someone says, "A little bird told me," they are:
 - d) Refusing to name their source
9. "Caught wind of" suggests that the information:
 - b) Was overheard or indirectly learned
10. If someone is part of "the rumor mill," they are:
 - a) Spreading or listening to unverified information

• Exercise 2: Reading Comprehension

A. Answer the questions

1. Why might rumors spread more easily in a workplace with weak communication?
 - Because employees don't have access to accurate information, so false or incomplete news spreads quickly.
2. How can personal work values help reduce the negative effects of rumors?
 - By promoting honesty, respect, and responsibility, employees verify information and avoid gossip that could harm others.
3. What role do leaders play in managing the spread of misinformation?
 - Leaders help stop misinformation by addressing rumors directly and

B. Choose the correct answer

1. ▶ C) Decreased morale
2. ▶ B) Responsibility

• Exercise 3: Translation**A. Translate into Arabic:**

♦ الإخلاص في العمل هو إحدى القيم الإسلامية التي يشجع عليها الإسلام.

B. Translate into English:

♦ Justice is a foundation of Islamic values and must be applied to everyone without discrimination.

• Exercise 4: Essay – Sample Answer

Essay Title: Why Everyone Should Learn a Second Language

Learning a second language opens doors to new cultures, ideas, and opportunities. It helps improve communication skills and enhances understanding between people from different backgrounds. In today's globalized world, knowing more than one language can improve job prospects and allow for better travel experiences. It also boosts memory, problem-solving, and critical thinking skills. Moreover, it promotes tolerance and empathy by allowing people to see the world through different perspectives. Everyone should learn a second language not only for practical benefits but also to build bridges between diverse communities and promote global understanding.

Unit Review

Lesson 4

Unit 2

ILOs

◆ *By the end of the lesson, students will be able to::*

- ☞ 1. Review and reinforce vocabulary and grammar covered in the unit.
- ☞ 2. Foster writing, editing, and peer feedback skills through a persuasive essay.
- ☞ 3. Develop critical thinking and presentation skills by creating and delivering a speech about an Islamic value.

Task 1 Vocabulary Review

☞ Objective: To help students use target vocabulary in meaningful contexts.

Materials Needed:

Vocabulary worksheet (provided), pens, and whiteboard.

Instructions:

- o Distribute the multiple-choice questions to students.
- o Encourage them to underline keywords in the sentence to identify context clues.
- o Review answers as a class, discussing why each correct answer fits the sentence.

★ Answers Key:

- | | |
|---------------|------------------|
| 1. role model | 7.on violence |
| 2. nurturing | 8. influential |
| 3. justice | 9. justice |
| 4. harmonious | 10. well-behaved |
| 5. oppression | |
| 6. harmonious | |

Extension:

Have students use each vocabulary word in their own sentences about Islamic values.

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ☞ review the target vocabulary, grammar, and new language skills.
- ☞ edit and share a persuasive essay about an Islamic value.
- ☞ create and deliver a speech about an Islamic value.

Task 1 Vocabulary Review

☞ I can use the target vocabulary.

◆ Choose the correct answer:

1. Being a good for teenagers means setting a positive example through actions and behavior.

a oppression	b role model
c injustice	d compass

2. Parents play a crucial role in values like honesty and respect in their children

a oppression	b reinforcing
c nurturing	d injustice

3. A society that values will treat everyone with fairness and equality.

a oppression	b injustice
c non-violence	d justice

4. The leader's actions helped build a peaceful and cooperative community.

a harmonious	b unjust
c oppressive	d dishonest

5. In times of, people are denied basic of their rights and treated unfairly.

Task 2 Grammar Review

Objective: To practice using prepositions correctly in sentences.

Materials Needed:

Grammar worksheet, whiteboard, and markers.

2. Instructions:

- o Review prepositions and their functions using examples from the unit.
- o Students complete the multiple-choice questions independently or in pairs.
- o Discuss answers as a class and explain common errors.

* Answers Key:

- | | | |
|----------|-------|--------|
| 1. at | 4. of | |
| 2. for | 5. in | |
| 3. about | 6. to | 7. for |

Extension:

Assign students to write 3-5 sentences about an Islamic value, using prepositions correctly.

Task 2 Grammar Review

I can use prepositions properly.

Choose the correct answer.

1. A society is one where everyone works together peacefully without conflict.
a non-violence b loyal
c harmonious d oppressive

2. Acts of like standing up for what is right without using force can bring about positive change.
a oppression b non-violence
c injustice d well-behaved

3. An individual can inspire others through their actions and words.
a oppressive b influential
c harmony d well-behaved

4. In a family that values and understanding fairness, children grow up respecting other.
a justice b injustice
c oppression d non-violent

5. When children are, it reflects the positive guidance they receive from their caregivers.
a well-behaved b loyalty
c oppressive d influence

Task 3 Essay Writing and Peer Review

Objective: To refine writing skills and practice constructive feedback.

Materials Needed:

Students' draft essays, writing rubric, peer feedback form.

Instructions:

- ◆ Guide students in editing their essays:
 - » Check spelling, grammar, capitalization, and sentence structure.
 - » Ensure a strong hook and logical organization.
 - » Use linking words to connect ideas smoothly.
- ◆ Pair students to exchange essays and provide feedback using a peer feedback form.

Task 3 Essay / Writing

I can write a persuasive essay.

Edit and share your persuasive essay about an Islamic value.

- ◆ Check the spelling, capitalization, and grammar.
- ◆ Exchange your essay with other students.
- ◆ Offer constructive feedback and make corrections.

- ◆ Allow time for students to revise their essays based on feedback.

● **Rubric Highlights:**

- ◆ Introduction with a strong hook.
- ◆ Relevant examples and evidence.
- ◆ Logical flow with transitions.
- ◆ Clear conclusion reinforcing the main argument.

● **Follow-Up:**

Students submit final drafts for grading.

Task 4 Writing and Delivering a Speech

- 👉 **Objective:** To create and present a speech that demonstrates understanding of Islamic values.

● **Materials Needed:**

Speech outline template, rubric for speech delivery, projector (optional).

● **Instructions:**

◆ **Writing the Speech:**

- » Students brainstorm ideas based on Islamic values they've learned.
- » Encourage them to include real-life examples from Islamic history or teachings.
- » Use target vocabulary, proper grammar, and idioms to enhance the speech.

◆ **Delivering the Speech:**

- » Review public speaking tips:
- » Strong opening and closing.
- » Clear pronunciation and articulation.
- » Use of gestures and eye contact.
- » Varying tone and pace.
- » Students deliver their speeches in front of the class.

● **Evaluation Criteria:**

- ◆ Content: Relevance, examples, and logical structure.
- ◆ Language: Vocabulary, grammar, and idiom usage.

Task 4

Project / CRITICAL THINKING

🎯 I can write and deliver a speech based on Islamic values.

Write and deliver a speech based on Islamic values. Consider citing real events from Islamic history as examples. Try to include target vocabulary, grammar skills taught in the unit, and new idioms.

- ◆ Delivery: Confidence, engagement, and voice modulation.

● **Extension:**

Have students reflect on their peers' speeches, noting strengths and areas for improvement.

● **Differentiation Strategies**

1. For Struggling Learners:

- » Provide sentence starters for essay writing.
- » Offer examples of how to use vocabulary and prepositions in sentences.

2. For Advanced Learners:

- ◆ Challenge them to include additional idioms or metaphors in their essays and speeches.
- ◆ Assign a mini-research task on a historical figure who embodied an Islamic value.

● **Assessment**

- Use rubrics for essay writing and speech delivery to evaluate students' understanding and skill development.
- Provide constructive feedback to guide improvement.

Practice Book Lesson 4

● ***Exercise 1: Grammar – Choose the correct answer***

- The students were accused of cheating on the test.
 - b) of
- The politician was blamed for the economic crisis.
 - a) for
- He congratulated her on winning the competition.
 - c) on
- She was focused on completing her assignment before the deadline.
 - d) on
- They are engaged in an important project.
 - b) in

6. The success of the campaign depends on public support.
 - c) on
7. He was aware of the risks involved.
 - a) of
8. The museum is famous for its ancient artifacts.
 - d) for
9. The report was based on recent research findings.
 - d) on
10. They were involved in a heated debate.
 - a) in

● **Exercise 2: Vocabulary – Choose the correct answer**

1. The essence of her speech inspired everyone in the audience.
 - a) essence
2. A truly influential person can bring about great change in society.
 - c) influential
3. Showing loyalty to a cause means staying committed.
 - b) loyalty
4. Practicing non-violence can help resolve conflicts without harm.
 - d) non-violence
5. Good teachers reinforce their students' moral values.
 - a) reinforce
6. Teenagers need proper nurture to develop positive behavior.
 - c) nurture
7. A just decision ensures fairness for everyone involved.
 - b) just
8. The influential individual inspired others to stand up for their rights.
 - d) influential
9. The activist showed compassion for the poor and marginalized.
 - a) compassion
10. A harmonious environment promotes peace.
 - b) peace

• Exercise 3: Sentence Correction

1. ✗ She was blamed on the delay in submitting the report.
✓ She was blamed for the delay in submitting the report.
2. ✗ They succeeded to complete the task ahead of schedule.
✓ They succeeded in completing the task ahead of schedule.
3. ✗ He has difficulty in to express his emotions clearly.
✓ He has difficulty expressing his emotions clearly.
4. ✗ We objected for the decision made by the board.
✓ We objected to the decision made by the board.
5. ✗ The teacher provided us for extra materials for revision.
✓ The teacher provided us with extra materials for revision.
6. ✗ I'm not familiar to this type of software.
✓ I'm not familiar with this type of software.

• Exercise 4: Translation

A. Translate into Arabic:

♦ الطفل المهذب غالبًا ما يكون نتيجة للتربية الجيدة من قبل والديه.

B. Translate into English:

- ♦ Compassion is the essence of humanity and helps us build harmonious relationships.

Experimental Test

① Dialogue Completion

1. Where have you been?
2. I was studying for my PhD in Environmental Science.
3. haven't you
4. Congratulations! That's a great achievement.

② Fill in the Gaps (Vocabulary)

1. The essence of a harmonious society lies in the values it nurtures.
2. Non-violence offers a peaceful solution to conflicts.

3. A well-behaved individual often becomes a role model.
4. Oppression and injustice weaken societies.
5. A moral compass helps navigate challenges.
6. By fostering loyalty and fairness, unity can be achieved.

3 Choose the Correct Answer

1. Teenagers are at a stage where they need **a) Guidance**
2. Non-violence promotes **b) Peace**
3. People value leaders who show **a) Honesty**
4. The **a) Essence** of the speech was about equality and fairness.
5. A **c) Non-violent** person avoids unnecessary conflict.
6. He focused **a) on** improving his skills.
7. The project was aimed **d) at** addressing global warming.
8. They benefited **b) from** the government's new policy.
9. She insisted **c) on** going to the event despite the weather.
10. The team collaborated **a) on** creating an innovative design.

4 Reading Comprehension

A. Answer the Questions

1. What values create the foundation of a harmonious society?
 - Justice, honesty, and compassion.
2. How does non-violence help in conflict resolution?
 - It offers a peaceful solution to conflicts.
3. Why is a moral compass important?
 - It helps navigate challenges and build a future based on trust and respect.

B. Choose the Correct Answer

1. What weakens societies, according to the passage?
 - b) Oppression and injustice
2. Who can inspire teenagers at their formative stage?
 - a) A well-behaved role model

5 Translation

A. Translate into Arabic:

- "A good role model can inspire teenagers to develop their character positively."
♦ يمكن أن يُلهِم القدوة الحسنة المراهقين لتطوير شخصياتهم بشكل إيجابي.
- "Honesty and compassion are values that every person should embrace."
♦ الصدق والرحمة هما من القيم التي يجب على كل شخص أن يتحلى بها.

B. Translate into English:

- الظلم والاضطهاد يمنعان المجتمعات من التقدم والنمو.
- ♦ Oppression and injustice prevent societies from progressing and growing.
- ♦ البوصلة الأخلاقية مهمة لتوجيه قراراتنا بشكل صحيح.
- ♦ The moral compass is important to guide our decisions correctly.

6 Essay (Model Answer – 150 Words)

Human Values

Human values are the guiding principles that shape our behavior and interactions with others. Values such as honesty, kindness, compassion, and respect help create a peaceful and cooperative society. These values are learned from family, school, and community, and they play a crucial role in shaping a person's character. A society that encourages human values is more likely to be just, fair, and inclusive. For example, honesty builds trust, while compassion fosters understanding between people. Practicing values like non-violence and loyalty promotes harmony and reduces conflict. Leaders and role models who uphold strong values can inspire others, especially teenagers, to make positive choices. Without human values, society becomes divided and unjust. Therefore, it is important to teach and live by these values in our daily lives. In conclusion, human values are essential for personal growth and the progress of any society.



Unit 3

Space



Unit Overview :

- ★ **Reading/Writing Focus:** Argumentative
- ★ **Grammar:** Relative Pronouns
- ★ **Reading/Writing Skills:** Thesis Statements, Supporting Claims
- ★ **Essay:** Argumentative essay
- ★ **Project:** Create graphs and pie charts to visually show government spending
- ★ **Anchor Text:** The Promise and Challenges of Space Exploration
- ★ **Recording:** A Variety of Views

Space Exploration

ILOs

◆ *By the end of this lesson, students will be able to::*

- ☞ Enhance students' vocabulary through visual aids and contextual understanding.
- ☞ Develop speaking and listening skills through discussions on space exploration.
- ☞ Build reading comprehension skills by extracting prediction from the text.
- ☞ Foster critical thinking and planning skills through brainstorming and essay writing.
- ☞ Promote data interpretation and creativity by creating visual graphs or charts.

Task 1 Vocabulary

☞ Objective: Students will identify the meaning of target words using pictures and dictionaries.

Materials Needed:

Vocabulary sheet with images, pens, and dictionaries.

Instructions:

- ◆ Present the vocabulary activity in the following sequence:
 - » **Pictures:** Display pictures related to the vocabulary.
 - » **Words:** Match pictures with the target vocabulary.
 - » **Choices:** Present options for meanings and match them with the target words.
- ◆ Eliminate the synonym column to simplify the exercise.

Steps:

- ◆ Students use dictionaries (or the provided meanings) to confirm their matches.
- ◆ Encourage students to use each word in a sentence to reinforce learning.

Space Exploration

ILOs

By the end of the lesson, students will be able to:

- ☞ identify the meaning of target words using pictures and dictionaries.
- ☞ read a text about space exploration for Prediction.
- ☞ brainstorm ideas for an argumentative essay.

Target Vocabulary

• prelude (n)	• stamp (n)	• speculative (adj)
• interstellar (adj)	• celestial (adj)	• significant (adj)
• entrepreneurs (n)	• advent (n)	• immense (adj)
• spacefaring (adj)	• settlements (n)	• venture (n)
• fiction (n)	• proponents (n)	• balancing (v)
• leap (n)	• colonization (n)	• possibilities (n)

Task 1 Vocabulary

☞ I can identify the meaning of target words using pictures and dictionaries.

☞ Match the Vocabulary from column "A" with the meaning in column "B" using the pictures:

Picture	A Word	B Meaning
	1 prelude	a- to jump a long way, to a great height, or with great force.
	2 interstellar	b- an action serving as an introduction to something more important.
	3 entrepreneurs	c- a genre of literature that is the opposite of non-fiction, science...

Example:

- ◆ **Picture:** Image of a rocket launch.
- ◆ **Word:** "Advent."
- ◆ **Meaning:** "The beginning of an important event or period."

Extension:

Have students form a sentence using each word and share it with the class.

Task 2 Pre-reading (Speaking/Listening)

👉 **Objective:** Discuss and engage with the topic of space exploration.

Materials Needed:

List of discussion questions, audio recording device (optional).

Instructions:

- ◆ Pair students and ask them to discuss the following:
 1. What is space exploration?
 2. What are some challenges of space travel?
 3. What are the benefits of space exploration?
- ◆ Monitor the discussions and provide prompts if necessary.

Follow-Up:

- ◆ Ask each pair to share one interesting point they discussed.
- ◆ Use a whiteboard to jot down key points, categorizing them under "Challenges" and "Benefits."

Extension:

Play a short video on space exploration to spark further interest and discussion.

1. What is space exploration?

Space exploration is the study and discovery of outer space using advanced technology, including satellites, telescopes, and spacecraft. It involves traveling to other celestial bodies like the moon and planets to learn more about the universe.

	spacefaring	d- situated between stars.
	colonization	e- the action of travelling in space.
	fiction	f- a person who sets up a business, taking on financial risks in the hope of profit.
	leap	g- impress a pattern or mark on (a surface, object, or document) using an engraved or linked block or die.
	stamp	h- settling among and establishing control over the indigenous people of an area.

Task 2 Pre-reading / SPEAKING/LISTENING

I can discuss space exploration.

With a partner, answer the following questions.

1. What is space exploration?
2. What are some challenges of space travel?
3. What are the benefits of space exploration?

2. What are some challenges of space travel?

Challenges include the high costs of building and launching spacecraft, the physical and psychological risks to astronauts, the dangers of space radiation, and technical limitations, such as the distance and time required to travel to distant planets.

3. What are the benefits of space exploration?

Benefits include technological advancements, potential solutions to resource shortages, inspiration for scientific and creative pursuits, and the possibility of finding habitable environments for humanity in the future.

Task 3 Reading

 **Objective:** Read the text for prediction and answer comprehension questions.

Materials Needed:

Text, comprehension worksheet.

Instructions:

- ◆ Distribute the text, "The Promise of Space Exploration."
- ◆ Students read individually or in pairs.
- ◆ Discuss any unfamiliar vocabulary from the text before answering the questions.

Comprehension Questions & Answer Key:

- 1: Elon Musk
- 2: 2033
- 3: Solving Earth's resource shortages
- 4: To secure the survival of humanity
- 5: They think resources should be used to fix problems on Earth first)
- 6: Supporters see it as beneficial, while critics argue it is costly and unnecessary

4. Follow-Up Activity:

Have students create a list of arguments for and against space exploration based on the text.

Task 3 Reading


 I can read a text about space exploration for prediction.

 **Read the text and answer the questions that follow:**

The Promise of Space Exploration

The **advent** of rockets and modern technology in the 20th century helped humans take a big **leap** into space. Achievements like the moon landing were seen as a **prelude** to more space exploration, but progress has been slower than expected. Today, human space travel is still limited as humans haven't themselves traveled beyond the moon yet. We must ramp up our efforts to explore the universe!

Proponents of space exploration argue that it brings many **immense** benefits. **Entrepreneurs** like Elon Musk are pushing for human **settlement** on Mars, seeing the **colonization** of other planets as key to the survival of humanity. Countries like China are also planning to send astronauts to Mars by 2033. Supporters believe that space exploration has benefits. For example, it can solve problems on Earth, such as resource shortages. The study of space can also inspire **speculative fiction** about space travel and **interstellar** exploration.

However, costs of exploring space are **significant**. It's very expensive. Some people believe that before spending so much money on space, we should focus on solving Earth's problems, such as poverty and climate change. They also worry that humans **might damage** other planets, much like we have harmed Earth. While these arguments have some merit, space travel may be humanity's only option for survival. Despite these concerns, space exploration is an important initiative and worthwhile endeavor.

Space initiatives have already led to technological advances that help life on Earth, such as in satellite communication and medical breakthroughs.

Task 4 Essay Writing

👉 **Objective:** Brainstorm ideas for an argumentative essay about space exploration.

🔴 **Materials Needed:**

Essay outline template, brainstorming graphic organizer.

🔴 **Instructions:**

- ◆ Guide students to brainstorm ideas by answering the question, Do you support space exploration? Why or why not?
- ◆ Emphasize using examples, facts, and target vocabulary from the text.
- ◆ Discuss how to use linking phrases like “such as” and “for example.”

🔴 **Essay Outline:**

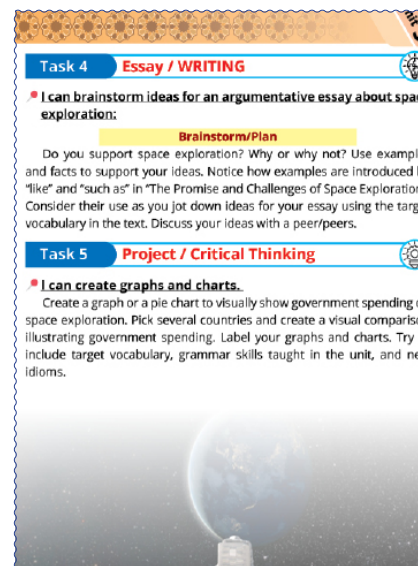
- ◆ Introduction: State your opinion (support or oppose space exploration).
- ◆ Body Paragraphs: Present arguments with examples and target vocabulary.
- ◆ Conclusion: Summarize key points and restate your position.

🔴 **Peer Review:**

- ◆ Pair students to share their outlines and provide feedback.

🔴 **Follow-Up:**

Students write their essays as homework.



Task 5 Project

👉 **Objective:** Create visual representations of government spending on space exploration.

🔴 **Materials Needed:**

Internet or pre-researched data on government spending, graph/chart templates, markers or digital tools (e.g., Excel or Google Sheets).

Instructions:

- ◆ Students research or use provided data on government spending by countries (e.g., USA, China, UAE).
- ◆ Guide them to create a bar graph or pie chart comparing spending.
 - ◆ Include labels, titles, and annotations using target vocabulary.

Example Data:

- ◆ USA: \$24 billion
- ◆ China: \$10 billion
- ◆ UAE: \$1 billion
- ◆ India: \$1.8 billion

Extension:

- ◆ Have students write a paragraph summarizing their findings, using idioms and target vocabulary.
- ◆ Example: "The USA has taken a significant leap in space exploration, dedicating immense resources compared to other nations."

Presentation:

- ◆ Students present their charts to the class, explaining their findings.

Differentiation Strategies

1. For Struggling Learners:

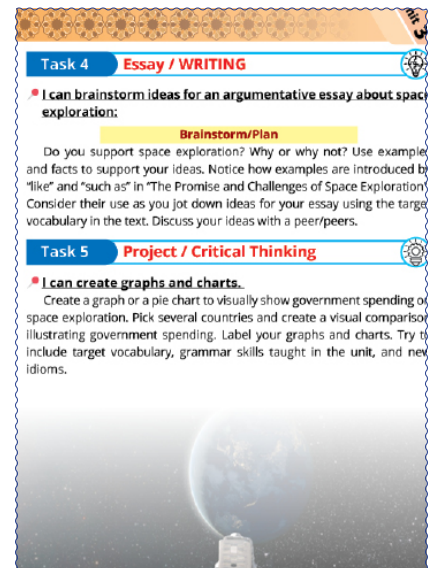
- ◆ Provide definitions for the vocabulary in simpler terms.
- ◆ Offer sentence starters for essay brainstorming.

2. For Advanced Learners:

- ◆ Challenge them to explore additional benefits or drawbacks of space exploration.
- ◆ Ask them to propose creative solutions to space exploration challenges.

Assessment

1. Vocabulary: Evaluate accuracy in matching words with meanings and usage in sentences.



2. Reading Comprehension: Assess correct answers to comprehension questions.
3. Essay: Grade using a rubric focusing on content, organization, and use of vocabulary.
4. Graph/Chart: Assess creativity, accuracy of data representation, and proper use of vocabulary during presentation.

Practice Book Lesson 1

• Exercise 1: Choose the correct answer on Grammar (Vocabulary Use)

1. The invention of the internet was the b) prelude to a new era of communication.
2. The movie depicted an a) interstellar journey to distant galaxies.
3. Many b) entrepreneurs start businesses despite financial risks.
4. Scientists believe that humans will become a b) spacefaring civilization in the future.
5. The book is a work of science a) fiction exploring future space travel.
6. The latest technological advances mark a great d) leap in artificial intelligence.
7. The company aims to leave a lasting a) stamp on the industry with its innovative products.
8. The telescope captured stunning images of b) celestial bodies in deep space.
9. The c) advent of smartphones changed the way people communicate.
10. Future a) settlements on Mars will require advanced technology to survive.

• Exercise 2: Reading Comprehension

A. Answer the questions

1. Why do some people view interstellar exploration as speculative while others see it as realistic?
 - Because it involves advanced, still-developing technology. Some think it's science fiction, while others see growing investments and possibilities making it realistic.

2. What challenges might arise when trying to balance the rewards of interstellar colonization with its risks?
 - Technological, financial, and ethical challenges, as well as the potential to neglect Earth's problems while focusing on space.
3. How do proponents of spacefaring envision celestial settlements, and what benefits do they foresee?
 - They envision living on other planets with immense opportunities for colonization, scientific advancement, and human survival.

B. Choose the correct answer

1. ▸ b) They are investing in speculative ventures
2. ▸ c) It distracts from solving Earth's issues

• Exercise 3: Correct the Mistakes

1. ✗ leaping ▸ ✓ leap
Correction: The Mars mission marked an important leap in human history.
2. ✗ entrepreneurial ▸ ✓ entrepreneurs
Correction: Several entrepreneurs have invested heavily in private space companies.
3. ✗ colonize ▸ ✓ colonization
Correction: With the colonization of the Moon, humanity is entering a new era.
4. ✗ celestially ▸ ✓ celestial depiction or accuracy
Correction: The movie was praised for its accurate depiction of celestial motion.
5. ✗ fictional ▸ ✓ fiction
Correction: We are witnessing the fiction of science becoming reality.
6. ✗ proponing ▸ ✓ proponents
Correction: The company is one of the leading proponents of lunar development.

● **Exercise 4: Translation**

A. English to Arabic

◆ تتطلب التحديات الهائلة لاستعمار الفضاء موازنة الإمكانيات التكنولوجية مع الاعتبارات الأخلاقية.

B. Arabic to English

- ◆ Space colonization is considered one of the greatest leaps in human history. However, interstellar travel is full of challenges.

Space Investment

ILOs

◆ *By the end of this lesson, students will be able to:*

- ✎ Discuss global perspectives on space investment.
- ✎ Develop listening comprehension skills by identifying specific details in spoken text.
- ✎ Demonstrate proper use of idioms in writing and dialogue.
- ✎ Practice grammar skills by using relative pronouns correctly.
- ✎ Draft and organize an argumentative essay on space exploration.
- ✎ Encourage collaboration through group project work.

Task 1 Pre-listening (Speaking)

✎ Objective: Discuss the global issue of space investment.

Materials Needed:

Discussion questions (printed or displayed on a screen/board).

Instructions:

● **Pair students and present the questions for discussion:**

1. What is the main argument against government investment in space exploration?
2. Why do some people think space exploration is necessary?
3. Would you like to travel to Mars? Why or why not?
 - o Monitor discussions and provide vocabulary support if needed.

3. Follow-Up:

- ◆ Have a few pairs share their answers with the class.
 - ◆ Summarize the main points discussed on a board or chart.
1. What is the main argument against government investment in space exploration?
 - » The main argument is that governments should prioritize addressing urgent problems on Earth, such as poverty, climate change, and education, before spending money on space

Space Investment

ILOs

By the end of the lesson, students will be able to:

- ✎ discuss the global issue of space investment.
- ✎ listen to a discussion of six people about investment in space for inference.
- ✎ demonstrate the use of idioms in context through short dialogues or writings.
- ✎ use relative pronouns properly.
- ✎ draft an argumentative essay about space exploration.

Task 1 Pre-listening / SPEAKING

✎ I can discuss the global issue of space investment.

✎ In pairs, discuss the following questions:

- ☐ What is the main argument against government investment in space exploration?
- ☐ Why do some people think space exploration is necessary?
- ☐ Would you like to travel to Mars? Why or why not?

Task 2 Listening

✎ I can listen to a discussion about investment in space exploration for inference.

✎ Listen to various people discussing government investment in space exploration. Fill in the gaps with the appropriate words:

speaker 1


speaker 2


speaker 3


speaker 4


speaker 5


speaker 6


exploration.

2. Why do some people think space exploration is necessary?

- » People argue that space exploration is necessary for humanity's survival, especially if Earth becomes uninhabitable. It also drives technological advancement and expands our understanding of the universe.

3. Would you like to travel to Mars? Why or why not?

- » Personal response (e.g., Yes, because it would be an amazing adventure to see another planet. Or No, because it would be too risky and far from home.).

Task 2 Listening

👉 **Objective:** Identify Inference from a discussion about space investment.

Part 1: Fill in the Gaps

1. Materials Needed: Audio recording of the discussion, worksheets with gaps.

2. Instructions:

- » Play the audio recording twice.
- » Students listen and fill in the missing words on their worksheets.

Speaker 1: Space exploration is indeed thrilling and offers a wonderful adventure. However, it's difficult to justify investing in it when many individuals are still living in poverty. Perhaps we need to set our priorities straight first.

Speaker 2: I completely agree. I don't believe the government should fund space exploration. There are significant issues on Earth, such as disease, war, and education, that require immediate attention. The focus should be on improving the lives of people here rather than spending money on space travel.

Speaker 3: I argue that space travel is crucial for two reasons. First, we are not treating our planet well, and if we continue this way, it might ultimately reject us. More importantly, space exploration is fun and expands our understanding of interstellar possibilities. Why shouldn't we pursue it?

Speaker 4: While I find space travel exciting and essential for the future, I believe we must prioritize resolving current environmental issues on Earth

Space Investment

ILOs

By the end of the lesson, students will be able to:

- discuss the global issue of space investment.
- listen to a discussion of six people about investment in space for inference.
- demonstrate the use of idioms in context through short dialogues or writings.
- use relative pronouns properly.
- draft an argumentative essay about space exploration.

Task 1 Pre-listening / SPEAKING

I can discuss the global issue of space investment.

• In pairs, discuss the following questions:

- 1 What is the main argument against government investment in space exploration?
- 2 Why do some people think space exploration is necessary?
- 3 Would you like to travel to Mars? Why or why not?

Task 2 Listening

I can listen to a discussion about investment in space exploration for inference.

• Listen to various people discussing government investment in space exploration. Fill in the gaps with the appropriate words:

speaker 1

speaker 2

speaker 3

speaker 4

speaker 5

speaker 6








before venturing into space. We should tackle the problems at home first.

Speaker 5: I don't think the government should allocate funds to space exploration. Instead, it should support entrepreneurs involved in spacefaring ventures, such as developing space hotels and commercializing travel. The private sector is likely to excel in this area.

Speaker 6: To a certain extent, I agree. While I don't think space exploration should be a top priority, it is worthwhile to know what surrounds us—be it under the ocean or in celestial realms. Perhaps a small portion of the budget could be dedicated to space travel, but we need to focus on more pressing matters first.

★ **Answers Key:**

- | | |
|----------------|-----------------|
| ① exciting | ⑥ opportunities |
| ② interstellar | ⑦ Earth |
| ③ war | ⑧ ventures |
| ④ satellite | ⑨ possibilities |
| ⑤ reject | ⑩ Earth |

Task 3 Listening

Part 2: Multiple-Choice Questions

★ **Answers Key:**

- ① There are more urgent problems on Earth
- ② Entrepreneurs and private businesses
- ③ It offers new possibilities
- ④ (They acknowledge Earth's problems but still find space travel valuable)
- ⑤ (Opposed)

Task 4 Critical Thinking

• Critical Thinking Questions:

1. Should private businesses take the lead in space exploration instead of governments?
2. How might space exploration impact global cooperation or competition?
3. How should governments balance spending on space exploration with addressing other pressing terrestrial problems?
4. Should space exploration be a global effort rather than driven by individual countries?

Class Discussion:

Divide students into small groups to discuss these questions, then share ideas with the class:

1. Should private businesses take the lead in space exploration instead of governments?
 - » Private businesses can innovate quickly and bring efficiency to space exploration, but government involvement ensures accountability, safety, and equitable benefits for humanity.
2. How might space exploration impact global cooperation or competition?
 - » Space exploration could foster global cooperation, like international space station partnerships, or intensify competition among nations for technological dominance.
3. How should governments balance spending on space exploration with addressing other pressing terrestrial problems?
 - » Governments should allocate a small percentage of their budgets to space exploration while prioritizing solutions for urgent Earth problems, such as climate change and poverty.
4. Should space exploration be a global effort rather than driven by individual countries?
 - » Yes, pooling resources and knowledge globally would make space exploration more efficient, reduce costs, and promote unity.

Task 5 Idioms

Objective: Demonstrate understanding and use of idioms in context.

Materials Needed:

Idioms list with meanings and example sentences.

Instructions:

- ◆ Students match idioms with their meanings.
- ◆ Encourage students to use each idiom in a short dialogue or sentence.

Task 5 Idioms / VOCABULARY

I can demonstrate the use of idioms in context through short dialogues or writings.

Match the idioms with their definition.

Idioms	Meanings
1 Shoot for the stars	a Extremely good or extraordinary
2 Over the moon	b Extremely expensive
3 Reach for the sky	c Extremely happy or excited
4 Sky-high prices	d Strive for something great
5 Out of this world	e To aim for something ambitious

Task 6 Grammar

I can use relative pronouns properly.

Choose the correct answer:

1 The moon landing was the prelude _____ led to the possibility of interstellar exploration.

a who b that
c whose d whom

2 The satellite communication technology _____ was developed through space exploration has had a significant impact on life on Earth.

a whose b which
c whom d where

3 The entrepreneurs _____ ventured into spacefaring were among

Top Tip

Relative pronouns (who, whom, whose, which, and that) connect a clause to a noun or pronoun. Use "who" for people, "which" for things, and "that" for rest when it's essential information. For example: "The teacher who helped me is kind." Avoid overusing "that" in formal writing to keep your sentences clear.

★ **Answers Key:**

- | | |
|-----------------------|--------------------------------------|
| 1 Shoot for the stars | – D. Strive for something great |
| 2 Over the moon | – C. Extremely happy or excited |
| 3 Reach for the sky | – E. To aim for something ambitious |
| 4 Sky-high prices | – B. Extremely expensive |
| 5 Out of this world | – A. Extremely good or extraordinary |

Task 6 Grammar (Relative Pronouns)

👉 **Objective:** Practice using relative pronouns correctly.

🔴 **Materials Needed:**

Grammar worksheets.

🔴 **Instructions:**

- ◆ Students choose the correct relative pronoun for each sentence.

★ **Answers Key:**

- | | |
|------------|------------|
| 1 b) that | 5 b) that |
| 2 b) which | 6 c) that |
| 3 c) who | 7 c) which |
| 4 d) where | |

Task 5 Idioms / VOCABULARY

👉 I can demonstrate the use of idioms in context through short dialogues or writings.

🔴 **Match the idioms with their definition.**

Idioms	Meanings
1 Shoot for the stars	a Extremely good or extraordinary
2 Over the moon	b Extremely expensive
3 Reach for the sky	c Extremely happy or excited
4 Sky-high prices	d Strive for something great
5 Out of this world	e To aim for something ambitious

Task 6 Grammar

👉 I can use relative pronouns properly.

🔴 **Choose the correct answer.**

1 The moon landing was the prelude led to the possibility of interstellar exploration.
a who b that c whose d whom

2 The satellite communication technology was developed through space exploration has had a significant impact on life on Earth.
a whose b which c whom d where

3 The entrepreneurs ventured into spacefaring were among the first to dream of interplanetary travel.

Top Tip
Relative pronouns (who, whom, whose, which, and that) connect a clause to a noun or pronoun. Use "who" for people, "which" for things, and "that" for entities when it's essential information. For example: "The teacher who helped me is kind." Avoid overusing "that" in formal writing to keep your sentences clear.

Task 7 Essay Writing

👉 **Objective:** Draft an argumentative essay on space exploration.

🔴 **Materials Needed:**

Essay outline templates, brainstorming graphic organizer.

🔴 **Instructions:**

- ◆ Introduce the top tip and the example from the textbook.
- ◆ Guide students to create a thesis statement and plan arguments with supporting examples.
- ◆ Encourage the use of idioms and target vocabulary.

Unit 3

4 The place the first human settlement on Mars is being built will be an important milestone for space exploration.
a whose b when c which d where

5 The immense technological leap space travel has made over the years has inspired countless works of fiction.
a who b that c whose d whom

6 The stamp humanity left on the moon serves as a reminder of what is possible when we push the boundaries of exploration.
a who b whom c that d whose

7 The speculative fiction imagines life in interstellar space continues to inspire scientists today.
a who b when c which d where

Task 7 Essay / WRITING

👉 I can draft an argumentative essay about space exploration.

Introduction: "Space Travel"

Thesis statement: In many countries, a big proportion of expenditure is being spent on exploring the space. It is argued that this expenditure should be spent on other important things rather than on Space Exploration. However, the space program is very crucial and important for the whole world and should be funded due to the fact that it will help to improve the communication between countries in the world.

Structure:

- ◆ Introduction: State your position clearly.
 - ◆ Body: Present 2-3 arguments with examples and counterarguments.
 - ◆ Conclusion: Summarize your main points and restate your opinion.
4. Peer Review: Students exchange essays and provide constructive feedback.

Task 8 Project Work

👉 **Objective:** Collaborate to complete a project related to space exploration.

Materials Needed:

Assigned group roles and tasks, data on space exploration investments, creative tools for presentations.

Instructions:

- ◆ Divide students into groups and assign roles (e.g., researcher, writer, presenter).
- ◆ Task: Create a presentation on space exploration investments, focusing on a specific aspect (e.g., private vs. government funding, benefits of space technology).
- ◆ Encourage visual elements like charts, graphs, or videos.

Checklist:

- ◆ Does everyone in the group have a clear role?
- ◆ Is the presentation well-organized and informative?
- ◆ Does it include target vocabulary and idioms?

Assessment

1. Listening: Evaluate accuracy in gap-filling and multiple-choice answers.
2. Idioms: Assess usage in sentences or dialogues.
3. Grammar: Grade correct use of relative pronouns in the exercise.
4. Essay: Use a rubric focusing on content, structure, grammar, and vocabulary.
5. Project: Assess creativity, teamwork, and presentation quality.

The worksheet is titled "Space Exploration" and features a "Top Tip" box that reads: "The introduction of an argumentative essay serves to capture the reader's interest, provide background information, presents a thesis statement, and summarizes the structure of the body." Below this, there is a section for "Task 8 Project" which includes the prompt: "Draft an argumentative essay about space exploration. Do you support space exploration? Why or why not? Create a thesis statement that describes your opinion and support it with facts and examples. Include target vocabulary and grammar skills taught in this unit." At the bottom of the task section, there is a question: "Do you know who your group members are? Does everyone have role or task? What is your responsibility?"

Practice Book Lesson 2

● ***Exercise 1: Grammar – Relative Pronouns***

1. The individual who was responsible for stealing my wallet has now been apprehended.
2. This is the book to which I was referring during our discussion.
3. The young man whom you met at the gathering is my relative.
4. He's the scientist whose invention changed the world.
5. The city which we visited last summer was beautiful.
6. The actor who won the award is my favorite.
7. This is the house where they held meetings in the 19th century.
8. The teacher whose class we enjoy the most is retiring.
9. The day when they graduated was truly unforgettable.
10. The movie which we watched last night was amazing.

● ***Exercise 2: Fill in the Gaps (Vocabulary)***

Correctly completed paragraph:

The prelude to humanity's exploration of other planets begins with bold initiatives by entrepreneurs investing in futuristic technologies. The advent of advanced space travel tools has made the idea of creating celestial settlements seem more achievable. While some critics dismiss such ideas as mere science fiction, proponents argue that this could be the next step in human progress.

● ***Exercise 3: Dialogue Completion***

1. He's at the bank right now.
2. What is he doing there?
3. He needs it for his wedding preparations.
4. When is it?

● ***Exercise 4: Rewrite Using Relative Clauses***

1. The researcher who published a groundbreaking study last month challenges existing theories in astrophysics.
2. A renowned architect, who also restored several historic buildings in the city, designed the new museum.

4. The author, whose books have influenced generations of scientists, gave a lecture on quantum mechanics.
5. The company launched an innovative product which aims to revolutionize renewable energy technology.
6. A diplomat, who negotiated several critical agreements during the event, attended the international summit.

Beyond the Frontier

ILOs

◆ *By the end of this lesson, students will be able to:*

- ✎ analyze and evaluate the author's techniques in a text about space exploration.
- ✎ demonstrate critical thinking through structured responses.
- ✎ evaluate and craft thesis statements and supporting claims.
- ✎ revise argumentative essays for clarity, organization, and quality.
- ✎ apply research and data on space exploration spending for their project.

Teacher Preparation

- Review the text "The Promise and Challenges of Space Exploration" from Lesson 1.
- Familiarize yourself with the Top Tip: Thesis Statements and Top Tip: Quality Writing from the Grade 10 text (pages 91-92).
- Prepare guiding questions for group discussions and examples of strong thesis statements.
- Provide students with writing rubrics and checklists for their essays.

Task 1 Critical Thinking

- ✎ Objective: Students analyze the author's technique and develop thoughtful answers to space exploration questions.

Text Analysis Questions:

- ◆ Facilitate a discussion on the author's stance, examples, and conclusions.
- ◆ Encourage students to identify tone, use of evidence, and opposing arguments in the text.

Critical Thinking Questions:

- ◆ Assign small groups to debate questions like:
 - "Should private companies like SpaceX lead space exploration?"
 - "Can humanity be trusted to treat other planets responsibly?"
- ◆ Encourage students to back their responses with real-world examples or evidence.

Beyond the Frontier

ILOs

By the end of the lesson, students will be able to:

- ✎ analyze the author's technique to better understand a text about space exploration.
- ✎ demonstrate critical thinking to answer questions related to space exploration.
- ✎ evaluate thesis statements.
- ✎ identify supporting claims.
- ✎ revise a draft of an argumentative essay about space exploration.

Task 1 Critical Thinking

✎ I can analyze the author's technique to better understand a text about space exploration.

✎ **Read the "The Promise and Challenges of Space Exploration" in lesson 1 again and answer the following questions:**

- ❑ Does the author support government spending on space travel? Why do you think so?
- ❑ Why does the author include criticisms of space exploration?
- ❑ What examples does the author use to persuade the reader?
- ❑ What message does the author leave the reader with?

Task 2 Critical Thinking

✎ I can demonstrate critical thinking to answer questions related to space exploration.

- ❑ What are some challenges of space travel?
- ❑ Should private companies like SpaceX lead space exploration?
- ❑ How might space exploration change international relations?
- ❑ Could space exploration solve Earth's resource problems?
- ❑ Can humanity be trusted to treat other planets responsibly?

• **Teaching Tip:**

Use probing questions like, “What’s the implication of this example?” or “How does this argument align with current events?”

★ **Answers:**

1 Does the author support government spending on space travel? Why do you think so?

Yes, the author supports government spending on space travel. This is evident from the argument that space exploration offers immense benefits, including technological advancements, solutions to resource shortages, and humanity's survival. The author acknowledges criticisms but concludes that space exploration is a worthwhile and important initiative.

2 Why does the author include criticisms of space exploration?

The author includes criticisms to provide a balanced perspective and strengthen the argument. By addressing issues such as high costs, environmental concerns, and the need to prioritize Earth’s problems, the author makes the case for space exploration more compelling by showing awareness of opposing views.

3 What examples does the author use to persuade the reader?

The author cites entrepreneurs like Elon Musk advocating for Mars colonization, China's plans to send astronauts to Mars by 2033, and the benefits of technological advances from space exploration, such as satellite communication and medical breakthroughs.

4 What message does the author leave the reader with?

The author leaves the reader with the idea that space exploration is both challenging and promising. While acknowledging the need to balance resources for Earth’s issues, the author emphasizes the long-term potential of space exploration for humanity’s survival and advancement.

Task 2 Critical Thinking

• **Critical Thinking Questions**

1 What are some challenges of space travel?

- High costs
- Health risks, including radiation exposure and muscle atrophy
- Ethical concerns about damaging other planets
- Limited technology for interstellar travel

2 Should private companies like SpaceX lead space exploration?

Private companies bring innovation, funding, and efficiency to space exploration. However, governments should maintain oversight to ensure accountability, safety, and ethical exploration, making collaboration between the two sectors ideal.

3 How might space exploration change international relations?

Space exploration could foster cooperation through shared missions, as seen with the International Space Station. Conversely, it could spark competition over space resources and geopolitical influence, creating tensions between nations.

4 Could space exploration solve Earth's resource problems?

Potentially, space exploration could solve resource shortages by mining asteroids or extracting resources from other planets. However, the feasibility, costs, and environmental impact of such initiatives remain challenges.

5 Can humanity be trusted to treat other planets responsibly?

Humanity's history of environmental harm on Earth suggests caution. Strong regulations and international cooperation are necessary to avoid repeating mistakes on other planets.

Task 3 Reading/Writing

Objective: Students evaluate thesis statements and supporting claims.

1 Thesis Evaluation Activity:

- ◆ Present the three thesis statements:
 - A. Space exploration has limited benefits...
 - B. While space exploration is costly...
 - C. Space exploration is only pursued...
- ◆ Discuss what makes a thesis accurate, complete, and balanced.
- ◆ Have students select the best thesis and justify their choice in writing.

2 Identifying Supporting Claims:

- ◆ Assign students to match smaller claims to the chosen thesis.
- ◆ Evaluate the strength of claims and evidence provided. Example:
 Claim: Space exploration drives technological advancements.
 Strength: Strong (supported by examples like satellite technology and medical innovations).

Task 3 Reading/Writing

I can evaluate thesis statements.

Thesis Statement

What is a thesis statement?
A concise summary of the main point or claim of an essay. It typically appears at the end of the introduction and provides a roadmap for the reader, outlining the central argument or focus of the work.

Thesis Statement for Argumentative Writing:
Articulates the writer's position on an issue and guides the main arguments that will be used to persuade the reader.

Specifications of Thesis Statements:

- specific, debatable, reflects the writer's perspective

Example of weak thesis:
"Many people think that recycling is important."

Example of strong thesis:
"Recycling should be mandatory in all communities because it reduces waste, conserves natural resources, and helps combat climate change."

Notice how the sentence in bold presents the main claim of the writer as well as a guide for topics to follow.

Top Tip

Which statement best summarizes the thesis statement of the article? For each thesis statement, students should decide if it is:

- ◆ **Accurate:** Does it reflect the main idea of the article?
- ◆ **Complete:** Does it consider both the promises and challenges mentioned?

Choose the thesis statement you feel best represents the article and provide a brief justification for your choice:

- ◆ **A:** "Space exploration has limited benefits and poses more risks than rewards for humanity."
- ◆ **B:** "While space exploration is costly and challenging, it holds potential to inspire technological advances and address future survival needs."
- ◆ **C:** "Space exploration is only pursued for competitive and financial reasons, with little positive impact on Earth."

3 Writing a Thesis Statement:

- ◆ Students craft their thesis and list supporting claims.
- ◆ Example:

Thesis: "Space exploration paves the way for technological and medical advancements but must be balanced with addressing Earth's challenges."

Supporting Claims:

- » Space exploration has led to innovations like MRI technology.

Task 4 Critical Thinking

👉 Objective: I can identify supporting claims.

Task: Identify which claim does NOT support the thesis about space exploration.

✗ **Star Wars is one of the highest-grossing media franchises of all time.**

Then: Students write a thesis (benefits / challenges / balanced) + 2-3 supporting claims.

Examples:

Thesis: Space exploration improves life on Earth.

Claim 1: Advances communication.

Claim 2: Leads to medical discoveries.

Thesis: The risks outweigh the benefits.

Claim 1: Too expensive.

Claim 2: Health risks for astronauts.

Unit 3

Task 4 Critical Thinking

I can identify supporting claims.

Which of the following claims does NOT support the overall thesis?

- ◆ Space exploration holds benefits for technological advancements on Earth, such as in communication and medicine.
- ◆ Star Wars is one of the highest-grossing media franchises of all time.
- ◆ There are challenges, including high costs and health risks associated with space travel, like radiation exposure.
- ◆ Some argue resources should be used to address current Earth problems like poverty and climate change.

Review your essay draft and identify (or create if you don't yet have one) your own thesis statement. It could focus on either the benefits or the challenges of space exploration or present a balanced view. Then, identify two to three supporting claims to back your thesis statement.

Example Thesis statement:
"Space exploration, while risky and expensive, drives technological advancement and opens new possibilities for humanity's future."

Possible Supporting Claims:

- ☐ Needed resources might be found on other planets.
- ☐ Space exploration has led to medical breakthroughs.

Task 5 Essay Revision

👉 Objective: Students revise a draft of their argumentative essay.

Review the Top Tip:

Emphasize clarity, structure, and persuasive language.

Peer Review:

Pair students to exchange essays and provide constructive feedback based on the rubric.

Essay Revisions:

Focus on:

- ◆ Logical organization of ideas.
- ◆ Strong and clear transitions.

Unit 3

Task 5 Essay / Writing

I can revise a draft of an argumentative essay about space exploration.

Paragraph 1: Intro

Hook: _____

Thesis statement: I believe space exploration. _____

Body Paragraph 2

The first reason I believe this is _____

Body Paragraph 2

Another reason is _____

Body Paragraph 2

Lastly, _____

Paragraph 3: Conclusion

In conclusion, _____

"Space Exploration"

Top Tip

The body of an argumentative essay should contain well-supported claims. Here you'll present evidence, which might include analytical reasoning, facts and statistics, or anecdotes to convince the reader that your thesis statement is true.

- ◆ Eliminating redundancy.
- ◆ Precise word choice.

● **Teaching Tip:**

Provide a model essay from the Grade 10 text (pages 91-92) for students to reference.

A. Which statement best represents the article?

B. "While space exploration is costly and challenging, it holds potential to inspire technological advances and address future survival needs."

• Justification:

This thesis is accurate, complete, and balanced because it reflects the author's argument. It acknowledges challenges, such as costs and risks, while emphasizing the long-term benefits for humanity.

● **Supporting Claims and Strength Ratings**

1. **Claim:** Space exploration holds benefits for technological advancements on Earth, such as in communication and medicine.

◆ **Strength:** Strong.

◆ **Reasoning:** This claim is well-supported with specific examples, like satellite communication and medical breakthroughs.

2. **Claim:** Space exploration provides a solution to resource shortages on Earth, supporting survival through interplanetary colonization.

◆ **Strength:** Moderate.

◆ **Reasoning:** The claim is speculative but aligns with arguments about Mars colonization and mining asteroids.

3. **Claim:** There are challenges, including high costs and health risks associated with space travel, like radiation exposure.

◆ **Strength:** Strong.

◆ **Reasoning:** The article thoroughly discusses these challenges, making them a critical counterpoint.

4. **Claim:** Some argue resources should be used to address current Earth problems like poverty and climate change.

◆ **Strength:** Strong.

◆ **Reasoning:** This claim reflects a widely debated criticism of space

exploration, adding depth to the discussion.

📌 Example Thesis and Supporting Claims

● **Example Thesis:**

"Space exploration, while risky and expensive, drives technological advancement and opens new possibilities for humanity's future."

● **Supporting Claims:**

1. Needed resources might be found on other planets, potentially solving Earth's shortages.
2. Space exploration has led to medical breakthroughs and advancements in satellite communication.
3. Space initiatives inspire creativity and collaboration, fostering innovation in science and technology.

Task 4 **Project**

👉 **Objective:** Students apply research on government spending for space exploration to compare countries.

1 **Country Selection:**

Guide students in choosing 2-3 countries (e.g., USA, China, UAE).

2 **Data Collection:**

- ◆ Provide links or sources to research government spending on space programs.
- ◆ Example: NASA's budget vs. ESA's funding.

3 **Data Analysis:**

- ◆ Ask students to compare spending and outcomes (e.g., technological advancements, global influence).

4 **Presentation:**

Students prepare a comparative analysis for submission or presentation.

📌 Assessment

1. Critical Thinking Questions: Evaluate for depth, relevance, and evidence.

Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
VOCABULARY	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
GRAMMAR & MECHANICS	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

Task 4 Project

• Have you decided on the countries of focus? Have you found data on government spending?

Practice Book Lesson 3

• Exercise 1: Idioms

1. ▶ b) Aim high and be ambitious
2. ▶ c) Extremely happy
3. ▶ d) Aim high and be ambitious
4. ▶ a) Extremely high prices
5. ▶ b) Beyond amazing
6. ▶ b) Sky-high prices
7. ▶ a) Winning the lottery
8. ▶ c) Work hard and aim high
9. ▶ b) It was extraordinary
10. ▶ a) Reach for the sky

• Exercise 2: Reading Comprehension

Short Answer Questions

1. How can space investment simultaneously benefit and challenge global equality?
 - ◆ Space investment can benefit equality by creating new economic opportunities and technological advances. However, it may also challenge equality if dominated by wealthy nations and corporations, increasing global inequality.
2. What are the potential risks of relying heavily on asteroid mining for Earth's resource needs?
 - ◆ Relying on asteroid mining could be risky due to technical challenges, high costs, and possible overdependence on uncertain space operations, potentially ignoring sustainable solutions on Earth.
3. In what ways might technological advances from space investment affect everyday life on Earth?
 - ◆ Advances may improve communication (via satellites), enhance weather forecasting, support environmental monitoring, and drive innovation across industries.

Multiple Choice

4. B) Extracting valuable resources from asteroids
5. B) It may worsen geopolitical inequalities

● **Exercise 3: Translation**

A. English to Arabic:

◆ تلعب الشركات الخاصة دوراً متزايداً في تمويل المهمات الفضائية وتطوير التقنيات الجديدة.

B. Arabic to English:

◆ Space investments are a strategic step toward a more advanced and sustainable future.

● **Exercise 4: Essay**

Suggested Essay Answer

Title: The Role of Entrepreneurs in Advancing Space Exploration

(Approximately 150 words)

Entrepreneurs play a vital role in advancing space exploration by introducing innovation, agility, and private investment into a field once dominated by governments. Companies like SpaceX, Blue Origin, and Virgin Galactic have transformed space travel from a distant dream into an emerging reality. These entrepreneurs invest in developing reusable rockets, satellite networks, and even space tourism, significantly reducing costs and expanding possibilities. Their efforts not only accelerate technological progress but also inspire global interest in space science. Moreover, entrepreneurial ventures promote competition and collaboration, which can lead to faster advancements and more diverse solutions to complex challenges. However, this progress must be guided by ethical considerations to avoid monopolization and inequality. Overall, the dynamic involvement of entrepreneurs continues to shape the future of space exploration, making it more accessible and impactful for all humanity.

Unit Review

ILOs

◆ *By the end of this lesson, students will be able to:*

- ✎ demonstrate mastery of target vocabulary and grammar related to space exploration.
- ✎ edit and refine an argumentative essay using peer feedback and teacher guidance.
- ✎ create graphs or charts to visually represent data on government spending, applying critical thinking and presentation skills.

Teacher Preparation

- Review vocabulary and grammar exercises to prepare for student questions.
- Prepare an example argumentative essay and visual graph/chart as references.
- Ensure students have access to data on government spending for their charts (e.g., research links, datasets).
- Organize materials for peer feedback activities, such as editing checklists and peer review rubrics.

Task 1 Vocabulary Review

✎ Objective: Students will review and apply target vocabulary related to space exploration.

Activity: Vocabulary Quiz

- ◆ Display the vocabulary questions on the board or distribute as worksheets.
- ◆ Go over each question as a class, ensuring students understand the context and definitions of words like "colonization," "proponents," and "interstellar."

Discussion: Vocabulary in Context

- ◆ Ask students to write original sentences using the vocabulary. Encourage them to include space exploration themes in their sentences.

★ Answers:

- | | | |
|----------------|-------------|---------------|
| 1 colonization | 3 venture | 5 proponents |
| 2 speculative | 4 celestial | 6 spacefaring |

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ✎ review the target vocabulary, grammar, and new language skills.
- ✎ edit and share an argumentative essay about space exploration.
- ✎ create a graph or pie chart to visually show government spending.

Task 1 Vocabulary Review

✎ I can use the target vocabulary.

◆ Choose the correct answer:

- 1 The idea of _____ of other planets raises many ethical and practical questions about humanity's future.

a leap
b colonization

c significant
d stamp
- 2 The author wrote a _____ novel that imagined a future where humans could live on distant planets.

a spacious
b spectacles

c speculative
d speckled
- 3 The leap in technology during the late 20th century allowed for the first human _____ on the moon.

a ventilation
b stellar

c venture
d interstellar
- 4 The _____ bodies, including Mars and Venus, have captivated scientists and writers alike for centuries.

a celestial
b cell

c entrepreneurs
d possibilities
- 5 Many _____ of space exploration argue that it is essential for the survival of the human race.

- 7 settlements 9 advent
8 interstellar 10 possibilities

Task 2 Grammar Review

👉 Objective: Students will practice using relative pronouns correctly.

Activity: Grammar Quiz

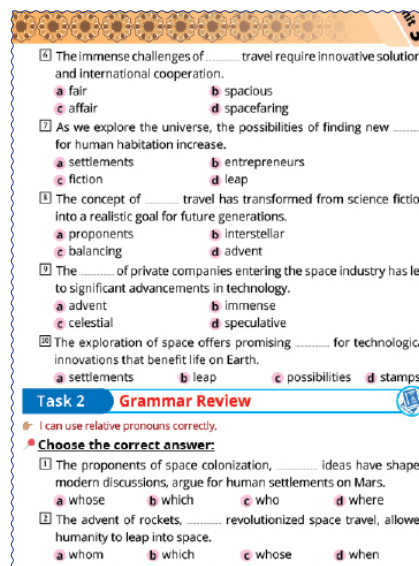
- ◆ Have students complete the multiple-choice quiz individually or in pairs.
- ◆ Review answers and provide explanations for any challenging questions.

Extension: Writing Sentences

- ◆ Assign students to write sentences about space exploration using the relative pronouns: whose, which, that, when, where, whom.

★ Answers

- | | | |
|---------|--------|--------|
| 1 whose | 4 that | 7 who |
| 2 which | 5 when | 8 that |
| 3 whose | 6 that | |



Task 2 Grammar Review

👉 I can use relative pronouns correctly.

Choose the correct answer:

- The immense challenges of travel require innovative solutions and international cooperation.
a fair b spacious
c affair d spacefaring
- As we explore the universe, the possibilities of finding new for human habitation increase.
a settlements b entrepreneurs
c fiction d leap
- The concept of travel has transformed from science fiction into a realistic goal for future generations.
a proponents b interstellar
c balancing d advent
- The of private companies entering the space industry has led to significant advancements in technology.
a advent b immense
c celestial d speculative
- The exploration of space offers promising for technological innovations that benefit life on Earth.
a settlements b leap c possibilities d stamps

Task 2 Grammar Review

👉 I can use relative pronouns correctly.

Choose the correct answer:

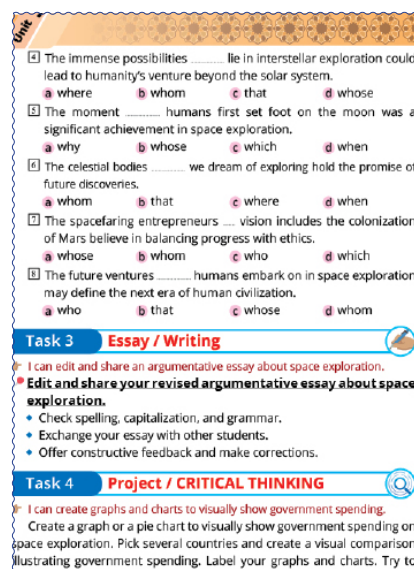
- The proponents of space colonization, ideas have shaped modern discussions, argue for human settlements on Mars.
a whose b which c who d where
- The advent of rockets, revolutionized space travel, allowed humanity to leap into space.
a whom b which c whose d when

Task 3 Essay

👉 Objective: Students will refine their argumentative essays and share them with peers for constructive feedback.

Editing Activity:

- ◆ Provide students with a checklist:
 - » Is the thesis clear and strong?
 - » Are the supporting claims relevant and well-explained?
 - » Are grammar, punctuation, and spelling accurate?
 - » Does the essay include appropriate transitions?



Task 3 Essay / Writing

👉 I can edit and share an argumentative essay about space exploration.

✎ Edit and share your revised argumentative essay about space exploration.

- Check spelling, capitalization, and grammar.
- Exchange your essay with other students.
- Offer constructive feedback and make corrections.

Task 4 Project / CRITICAL THINKING

👉 I can create graphs and charts to visually show government spending.

Create a graph or a pie chart to visually show government spending on space exploration. Pick several countries and create a visual comparison illustrating government spending. Label your graphs and charts. Try to

- ◆ Have students edit their essays individually using this checklist.

Peer Review:

- ◆ Pair students to exchange essays.
- ◆ Encourage constructive feedback by asking peers to highlight strong points and suggest improvements.

Sharing:

- ◆ Ask a few students to read excerpts of their essays aloud to the class for further feedback.

Task 4 Project

- 👉 **Objective:** Students will create graphs or charts to visually represent government spending on space exploration.

Data Collection:

- ◆ Provide students with data sources or examples, such as NASA's budget, ESA funding, and other countries' spending on space programs.
- ◆ Assign students to select at least 3 countries to compare.

Graph/Chart Creation:

- ◆ Teach students how to create pie charts, bar graphs, or line graphs using tools like Excel, Google Sheets, or manual drawing.
- ◆ Remind them to include clear labels, legends, and titles.

Vocabulary Integration:

- ◆ Require students to write a short description of their graph, using at least 3 target vocabulary words and one relative pronoun. Example:
"The chart shows the immense spending by NASA, whose budget surpasses that of and China combined."

Presentation:

- ◆ Have students present their graphs to the class and explain their findings.

Unit 3

1. The immense possibilities lie in interstellar exploration could lead to humanity's venture beyond the solar system.
a where b whom c that d whose

2. The moment humans first set foot on the moon was a significant achievement in space exploration.
a why b whose c which d when

3. The celestial bodies we dream of exploring hold the promise of future discoveries.
a whom b that c where d when

4. The spacefaring entrepreneurs vision includes the colonization of Mars believe in balancing progress with ethics.
a whose b whom c who d which

5. The future ventures humans embark on in space exploration may define the next era of human civilization.
a who b that c whose d whom

Task 3 Essay / Writing

- ✦ I can edit and share an argumentative essay about space exploration.
- ✦ Edit and share your revised argumentative essay about space exploration.
- Check spelling, capitalization, and grammar.
- Exchange your essay with other students.
- Offer constructive feedback and make corrections.

Task 4 Project / CRITICAL THINKING

- ✦ I can create graphs and charts to visually show government spending.
- ✦ Create a graph or a pie chart to visually show government spending on space exploration. Pick several countries and create a visual comparison illustrating government spending. Label your graphs and charts. Try to

● **Assessment**

1. Vocabulary and Grammar:
 - o Evaluate student accuracy and understanding during the quizzes.
2. Argumentative Essay:
 - o Use a rubric to assess essay organization, clarity, grammar, and persuasiveness.
3. Graphs/Charts:
 - o Assess the accuracy of data representation, the quality of visual design, and the use of target vocabulary in the accompanying description.

● **Extensions**

- Debate: Organize a debate on government vs. private funding for space exploration, encouraging students to use their essays and data as evidence.
- Creative Task: Ask students to design a futuristic space colony and describe its features using vocabulary and grammar skills from the unit.

Practice Book Lesson 4

● **Exercise 1: Grammar (Relative Pronouns)**

● **Choose the correct answers**

- | | |
|-------------|-------------|
| 1. A) that | 6. A) where |
| 2. C) whose | 7. B) whom |
| 3. A) whose | 8. D) which |
| 4. D) which | 9. A) whose |
| 5. C) whose | 10. B) who |

● **Exercise 2: Vocabulary**

● **Choose the correct answers**

- | | |
|--------------------|---------------------|
| 1. a) Proponents | |
| 2. c) colonization | 5. a) venture |
| 3. b) speculative | 6. b) balancing |
| 4. c) immense | 7. a) possibilities |

8. d) significant
leap

9. a) interstellar

10. c)

• Exercise 3: Error Correction

1. ✗ The professor, that lectures on astrophysics,
✓ The professor, who lectures on astrophysics,
2. ✗ The city which its skyline has been featured in films
✓ The city whose skyline has been featured in films
3. ✗ The report what you submitted
✓ The report that/which you submitted
4. ✗ The reason that why she declined the offer
✓ The reason why she declined the offer / The reason that she declined the offer
5. ✗ The organization, whom supports underprivileged youth,
✓ The organization, which supports underprivileged youth,
6. ✗ The building where was constructed in the 18th century
✓ The building which was constructed in the 18th century

• Exercise 4: Translation

A. English to Arabic:

◆ يعمل رواد الأعمال على التمهيد لإنشاء مستوطنات على كوكب المريخ وعلى أجسام سماوية أخرى.

B. Arabic to English:

◆ Proponents believe that the emergence of celestial settlements will change the fate of humanity forever.

Experimental Test

① Dialogue Completion (Doctor and Patient)

1. What seems to be the problem?
2. Can you describe the kind of pain you feel?
3. We need to run some tests.
4. Make a proper diagnosis.

2 Fill in the Gaps

The colonization of distant planets for human settlements may offer immense possibilities for survival and growth. However, such speculative ventures into spacefaring raises significant challenges. To succeed, humanity must focus on balancing the risks with the potential rewards. Whether we take this historic leap into the unknown or stamp out such ambitions is a question that continues to spark debate.

3 Choose the Correct Answer

1. ▸ a) immense
2. ▸ c) prelude
3. ▸ c) speculative
4. ▸ b) significant
5. ▸ d) venture
6. ▸ a) where
7. ▸ b) that
8. ▸ c) whose
9. ▸ a) whom
10. ▸ d) whose

4 Reading Comprehension

• Answer the following questions:

1. They believe it can protect humanity's future and help access new resources.
2. The costs are very high, and there are ethical dilemmas to consider.
3. Some people see it as science fiction, while others think it's an important next step for progress.

• Choose the correct answer:

1. ▸ b) Building celestial settlements for humanity
2. ▸ b) Balancing costs and ethical dilemmas

5 Translation

A: English to Arabic

- ◆ يمثل ظهور حضارة قادرة على السفر في الفضاء تحولاً كبيراً في الإمكانيات البشرية.
- ◆ غالباً ما تستكشف الروايات الخيالية الاحتمالات المتعلقة بالسفر بين النجوم والاستعمار.

B: Arabic to English

- The journey of entrepreneurs into infinite space represents a project full of potential.
- Interstellar travel has been a subject of science fiction for decades.

6 Essay Writing: "Imagine Your Journey to Space"

- ◆ Here's a sample essay (150 words):

Title: My Journey to Space

Last night, I closed my eyes and imagined being aboard a spacecraft heading to Mars. The rocket roared beneath me as Earth shrank into a blue dot. I was filled with excitement and fear. Inside the spacecraft, everything was quiet except for the soft hum of machines. Through the window, I could see the vast darkness of space and distant stars shining like diamonds. I floated in zero gravity, communicating with my team and monitoring the ship's systems. Days later, we landed on Mars. I stepped onto the red surface and placed a flag as the first explorer from my country. The silence of Mars was surreal, and I felt proud to be part of this historical leap for humanity. This imaginary journey reminded me that with courage and science, nothing is truly out of reach—even the stars.



Unit 4

Sports



Unit Overview

- ★ **Reading/Writing Focus:** Informational/Research
- ★ **Grammar:** Tag Questions
- ★ **Reading/Writing Skills:** Finding and Evaluating Sources
- ★ **Essay:** an informational essay about the mental and physical benefits of sports
- ★ **Project:** an inspirational speech encouraging more community sporting opportunities
- ★ **Anchor Text:** The Power of Mindset in Athletic Performance
- ★ **Recording:** What's the big deal about the Olympics?

The Power of Mindset in Athletic Performance

ILOs

◆ *By the end of this lesson, students will be able to:*

- ✎ understand and use target vocabulary related to mindset and athletic performance.
- ✎ read a text for specific information about mindset in sports.
- ✎ brainstorm and write an informational essay about the benefits of sports on physical and mental health.
- ✎ develop and deliver a speech on the importance of sports in communities.

Task 1 Vocabulary Task Identifying Meaning

✎ Objective: Students will identify the meaning of target vocabulary using synonyms and dictionaries.

Instructions:

1. Provide students with the vocabulary list and synonym-matching activity.
2. Encourage students to use dictionaries to confirm their answers.
3. Review answers as a class. Discuss any challenging words.
4. Monitor student participation and clarify vocabulary usage.

★ Answer key:

1. b) mindset → characteristic mental attitude
2. d) intellect → intelligence
3. e) growth mindset → belief in development through effort
4. g) dedication → hard work, staying power
5. h) exhibit → to show, display
6. a) resilience → ability to recover quickly
7. c) recognition → acknowledgment
8. f) awareness → consciousness
9. k) potential → possible
10. i) visualization → imaging, understanding
11. m) self-talk → personal empowerment, self-help
12. n) mindfulness → carefulness, caution

Unit 4 Lesson 1 The Power of Mindset in Athletic Performance

ILOs

By the end of the lesson, students will be able to:

- ✎ identify the meaning of target words using synonyms and dictionaries.
- ✎ read a text about sports mindset for specific information.
- ✎ brainstorm ideas for an informational essay about the impact of sports on physical and mental health.

Target Vocabulary

• mindset (n)	• resilience (n)	• self-talk (n)
• intellect (n)	• recognition (n)	• mindfulness (n)
• growth mindset (n)	• awareness (n)	• trigger (v)
• dedication (n)	• potential (adj)	• efficacy (n)
• exhibit (v)	• visualization (n)	• deprived of (v)

Task 1 Vocabulary

✎ I can identify the meaning of the target vocabulary using synonyms and dictionaries.

✎ Match the vocabulary with their synonym using dictionaries:

Words	Synonyms, Meaning
1. mindset	a. quality of quickly recovering from sadness or failure
2. intellect	b. mental attitude that determines how you will respond to situations
3. growth mindset	c. acknowledgement
4. dedication	d. the ability to learn and reason
5. exhibit	e. a belief that promotes the idea that abilities and intelligence can be developed with time, effort
6. resilience	f. consciousness
7. recognition	g. hard work, staying power

13. o) trigger → to spark, set off

14. l) efficacy → effectiveness

15. j) deprived of → to prevent

♦ **Assessment:** Monitor student participation and clarify vocabulary usage.

Task 2 Pre-Reading - Mindset in Sports

👉 **Objective:** Students will discuss the concept of mindset and compare growth and fixed mindsets.

Instructions:

1. Present the definition of growth and fixed mindsets.
2. Pair students to discuss the provided questions.
3. Facilitate a brief class discussion to summarize key points.

Discussion Questions:

1. What is the difference between a growth mindset and a fixed mindset?
2. How can having a growth mindset benefit an athlete? A student?
3. Do you have a growth or a fixed mindset?

Teaching Tip:

Encourage students to share examples from their own lives to make the discussion relatable.

1- Growth vs. Fixed Mindset

- Growth Mindset: Belief that abilities can improve through effort and learning.
- Fixed Mindset: Belief that abilities are innate and unchangeable.

2 - Benefits of a Growth Mindset

- Athletes: Enhances performance, resilience, and long-term development.
- Students: Boosts academic outcomes, motivation, and reduces fear of failure.

3-My Mindset I operate with a growth mindset, continuously learning and improving.

Words	Synonyms, Meaning
visualization	prevented from having
self-talk	possible
mindfulness	effectiveness, ability to produce the desired results
trigger	personal empowerment, self-help
efficacy	carefulness, caution
deprived of	to cause, to spark

Task 2 Pre-reading / SPEAKING / LISTENING

👉 I can discuss mindset in sports.

Top Tip

Understanding Growth vs. Fixed Mindset

A growth mindset is the belief that your abilities and intelligence can be developed through hard work, dedication, and learning from mistakes. People with a growth mindset embrace challenges, persist in the face of setbacks, and see failure as an opportunity to grow.

In contrast, a fixed mindset is the belief that abilities and intelligence are static and cannot be significantly changed. Those with a fixed mindset avoid challenges, give up easily, and view effort as a sign of inadequacy.

♦ **Discuss the following questions with a partner.**

- 1 What is the difference between a growth mindset and a fixed mindset?
- 2 How can having a growth mindset benefit an athlete? A student?
- 3 Do you have a growth or a fixed mindset?



Task 3 Reading Task Comprehension

👉 Objective: Students will read a speech for specific information and answer comprehension questions.

📌 Instructions:

1. Provide the reading passage, "The Power of Mindset in Athletic Performance."
2. Ask students to read the text silently and underline key points related to mindset.
3. Have students complete the comprehension questions.
4. Review the answers as a class and discuss the role of mindset in athletic performance.
5. Check for understanding through class discussion and correct responses.

Task 3 Reading

I can read a text about sports mindset for specific information.

Read "The Power of Mindset in Athletic Performance" and answer the questions that follow:

The Power of Mindset in Athletic Performance

"Whether you think you can, or you think you can't, you're right."
"Henry Ford"

Ladies and gentlemen, Have you ever participated in an athletic competition?

Imagine this: You're standing at the starting line of a marathon. Your muscles are ready. You've trained for months. But there's a nagging voice in your head, whispering, "What if I can't do this?" Does this sound familiar?

Now, picture the same scenario, but this time, your mind is calm, and that voice says, "I'm ready. I've got this." Do you think you will perform better with this mindset? In both cases, your physical preparation is the same, but it's your mindset that might determine how you perform that day.

Research shows that the journey of an athlete goes beyond physical training. Did you know that? Beyond conditioning the body, the **intellect** and psychology of an athlete also drive success.

Today, we will explore the critical role **mindset** plays in shaping athletic performance. Mindset often becomes the deciding factor between success and failure.

Carol Dweck introduced the idea of **growth mindset** in her book *Mindset: The New Psychology of Success*. Dr. Jim Taylor applied the idea to sports. A growth mindset emphasizes that abilities can be developed through effort and **dedication** (Taylor, 2019). Athletes with a growth mindset are more likely to **exhibit resilience**, as they view challenges and failures as

★ Answer key:

1. Development through effort
2. Dr. Carol Dweck
3. Visualization
4. Physical strength training
5. It enables them to unlock their potential
6. (Find hidden talents and improve performance)
7. (They may struggle to perform well under pressure)

◆ **Assessment:** Check for understanding through class discussion and correct responses.

Task 4 Writing Task Brainstorming for an Informational Essay

👉 Objective: Students will brainstorm ideas for an informational essay about the benefits of sports on physical and mental health.

📌 Instructions:

1. Explain the structure of an informational essay (introduction, body paragraphs, conclusion).
2. Use the speech as a model to show how to incorporate evidence, facts,

and vocabulary.

- Students brainstorm in pairs or small groups, using a graphic organizer to jot down ideas.
- Encourage the use of target vocabulary and real-life examples.

Teaching Tip:

Guide students to include how sports improve physical health, relieve stress, and develop resilience.

Task 5 Project: Speech on Sports in Communities

Objective: Students will write and deliver a speech about the benefits of sports in communities.

Instructions:

- Divide students into groups to brainstorm key points for their speech.
- Highlight elements of an impactful speech:
 - Greeting the audience
 - Interactive questions
 - Facts and evidence
 - Strong conclusion and call to action
- Students write their speeches individually or collaboratively in their groups.
- Facilitate a class presentation where students deliver their speeches.
- Provide peer and teacher feedback focusing on the use of vocabulary, grammar, and delivery.

Assessment:

Evaluate speeches using a rubric (content, organization, language use, delivery, and engagement).

Materials Needed:

- Vocabulary matching worksheet
- Copies of the speech "The Power of Mindset in Athletic Performance"
- Graphic organizers for brainstorming
- Presentation tools (optional: slides, posters)

Task 4

Essay / WRITING

I can brainstorm ideas for an informational essay about the benefits of sport on physical and mental health.

Think about how practicing sports relieves stress and anxiety, and improves coping mechanisms for challenges. Notice how the speaker of "The Power of Mindset in Athletic Performance" greets the audience, interacts with the audience through questions, and issues a call to action at the end. The speaker has also used facts and trusted sources to build credibility. Consider the use of these techniques as you jot down ideas for your story using the target vocabulary in the text and tag questions. Discuss your ideas with a peer/peers.

Task 5

Project

I can write and deliver a speech about the benefits of sports in communities.

Create a short speech encouraging more community sporting opportunities. Focus on the beneficial aspects of sports. Consider how sports inspire teamwork (breaking down barriers of age, gender, and cultural differences), build resilience, and develop leadership while promoting physical and mental wellness. Include target vocabulary, idioms, new grammar skills, and facts which support your claims. Deliver your inspirational speech.

● **Additional Teacher Tips:**

1. **Engagement:** Use videos or images of athletes demonstrating growth mindsets to inspire discussion.
2. **Differentiation:** Provide extra support for struggling students by pairing them with stronger peers or offering sentence starters.
3. **Feedback:** Offer specific and constructive feedback throughout the lesson to encourage improvement.

Practice Book Lesson 1

● **Exercise 1: Grammar/Vocabulary – Choose the correct answer**

- | | |
|----------------------|-------------------|
| 1. b) mindset | 6. c) resilience |
| 2. a) intellect | 7. b) recognition |
| 3. b) growth mindset | 8. c) self-talk |
| 4. b) dedication | 9. a) awareness |
| 5. a) exhibit | 10. b) potential |

● **Exercise 2: Reading Comprehension**

◆ **Answer the following questions:**

1. By fostering resilience and encouraging individuals to embrace challenges and learn from failure.
2. It helps people picture their success and stay motivated.
3. Because it encourages perseverance and reinforces the value of effort over outcomes.

◆ **Choose the correct answer:**

1. ► c) Developing skills through effort
2. ► a) It replaces doubts with confidence

• Exercise 3: Find and correct the mistakes

1. ✗ dedicate ▶ ✓ dedication
✓ She showed great dedication to improving her skills every day.
2. ✗ potentially ▶ ✓ potential
✓ The student's potential to succeed is evident in his consistent performance.
3. ✗ visualize ▶ ✓ visualization
✓ His visualization of winning the race helped him stay motivated.
4. ✗ recognize ▶ ✓ recognition
✓ They received public recognition for their contribution to the project.
5. ✗ intellectual ▶ ✓ intellect
✓ Her intellect impressed everyone at the science fair.
6. ✗ mindsetting ▶ ✓ mindset
✓ It's important to develop a growth mindset to overcome challenges.

• Exercise 4: Translation

A: Translate the following into Arabic:

- ◆ لدي قناعة بأن التفاني في العمل يؤدي دائماً إلى النجاح.
- ◆ الوعي بالفرص المتاحة حولنا يساعدنا في تحقيق إمكانياتنا الكاملة.

B: Translate the following into English:

- I am convinced that dedication to work always leads to success.
- Awareness of the opportunities around us helps us achieve our full potential.

The Olympics

ILOs

◆ *By the end of this lesson, students will be able to:*

- ☞ discuss the importance of the Olympics and qualities required for athletes.
- ☞ understand the role of mindset, self-talk, and visualization in athletic success.
- ☞ demonstrate understanding and use of idioms in meaningful contexts.
- ☞ practice forming and using tag questions appropriately.
- ☞ draft an informational essay discussing the physical and mental benefits

Warm-Up

- Begin with a class discussion. Write the following questions on the board:
 - o What qualities do you think are essential for an Olympic athlete to succeed?
 - o How do you think positive thinking or self-talk can affect an athlete's performance?
- Allow students to share their ideas.
- Emphasize qualities like resilience, dedication, and focus.

Task 1 Pre-Listening Discussion

☞ Objective: Familiarize students with key vocabulary and the Olympic theme.

Instructions:

- ◆ Introduce and briefly explain the following terms: growth mindset, resilience, self-talk, visualization, mindfulness.
- ◆ Ask students to predict what they think the dialogue will be about.

★ Answer:

- ① I think qualities like dedication, resilience, and a strong mindset are essential. Athletes need to be physically fit, but their mental strength is equally important for overcoming challenges and staying focused.

The Olympics

ILOs

By the end of the lesson, students will be able to:

- ☞ discuss the Olympics.
- ☞ listen to a dialogue about the Olympics for Scanning.
- ☞ demonstrate the use of idioms in context through short dialogue.
- ☞ use tag questions properly.
- ☞ draft an informational essay about the mental and physical benefits of sports.

Task 1 Pre-listening / SPEAKING

☞ I can discuss the Olympics.

☐ What qualities do you think are essential for an Olympic athlete to succeed?

☐ How do you think positive thinking or self-talk can affect an athlete's performance?

☞ I can listen to a dialogue about the Olympics for Scanning.

☞ **Listen to a dialogue between two friends discussing Olympic athletes and fill in the blanks.**

What's the big deal about the Olympics?

Sam: I've always wondered, what's the big deal about the Olympics? What makes it so special?

Alex: The Olympics is the pinnacle of athletic competition, where the world's best athletes come together. But it's not just about physical potential. It's a test of too—strategizing, managing stress, and staying focused. The athletes' mindset plays a huge role in their success.

Sam: What do you mean by

Alex: It's how athletes think and approach challenges. Many adopt a growth mindset, where they believe abilities can be developed through hard work. They don't shy away from mistakes but view them as opportunities for growth. This approach requires a lot

2 Positive thinking or self-talk can help an athlete stay motivated, confident, and focused. When athletes use encouraging words or thoughts, it can boost their belief in their abilities, reduce anxiety, and help them stay calm under pressure. This mental strength often leads to better performance because they're more likely to push through challenges, stay positive during tough moments, and believe

Task 2 Listening Activity

 **Objective:** Listen to a dialogue and fill in the blanks.

Steps:

1. Provide students with a transcript of the dialogue with blanks to fill in (see provided text).
2. Play the audio twice: once for general understanding and once to complete the blanks.
3. Review answers as a class.

Alex: I've been reading about the athletes' mindset. It's amazing how a growth mindset can really enhance their performance, isn't it? According to Carol S. Dweck in her book *Mindset: The New Psychology of Success*, athletes who adopt a growth mindset view challenges as opportunities to improve.

Jamie: Absolutely! Their dedication and resilience are crucial. It's like they exhibit this incredible potential, and that's so inspiring. Jim Afremow's *The Champion's Mind* highlights how resilience helps athletes stay motivated after setbacks.

Alex: Right? And the way they use visualization techniques to prepare mentally is fascinating. It must really boost their self-talk too, you know? Visualization is a common practice in sports, as athletes imagine themselves succeeding, which increases confidence.

Jamie: Definitely! Positive self-talk can trigger better performance. Research shows that self-talk affects an athlete's mindset and focus. But do you think all athletes have the same level of awareness about their mental game?

Alex: They train themselves in techniques like _____ to see themselves succeeding. They also use positive self-talk to boost confidence. It's all about mindfulness—being aware of the present moment and not letting past failures or future fears _____ anxiety. The best athletes don't get deprived of focus or energy by stress—they have the mental _____ to push through.

Sam: Sounds like a lot of mental work!

Alex: It is. But that mental work is key to getting the _____ they deserve. With the right mindset, they reach their full _____ overcoming obstacles and challenges along the way.

Task 2 Critical Thinking

• Listen again then answer the following questions:

• Critical Thinking Questions:

- 1 How does a growth mindset help athletes perform better? Could it also help students?
- 2 Why do you think some people are more resilient than others?
- 3 Why is self-talk important?
- 4 What is visualization, and why do athletes use it?

Task 3 Idioms / VOCABULARY

• I can demonstrate the use of idioms in context through short dialogues.

• Match idioms with their meaning:

Idioms	Meaning
1 keep your head in the game	a pause and calm yourself, often used to encourage someone to relax.
2 keep your eyes on the prize	b stay focused on the task at hand and avoid distractions.
3 take a breath	c stay focused on your ultimate goal or objective.

Alex: Not always. Some might be deprived of that knowledge, which affects their efficacy in competition. Recognition of mental health in sports is improving, though. Studies in Mindfulness and Sport show that mindfulness practices can significantly enhance performance.

Jamie: True! The intellect behind their training strategies is impressive. It's not just physical; it's also about cultivating a resilient mindset. Mindfulness, as discussed in Eckhart Tolle's *The Power of Now*, helps athletes stay focused and calm under pressure, which is vital during the Olympics.

Alex: And let's not forget mindfulness. It helps them stay focused and calm under pressure, which is vital during the Olympics.

Jamie: Exactly! It's a combination of skills and mental strength that really sets the top athletes apart, wouldn't you say?

◆ **Review answers as a class.**

★ **Answer :**

1-intellect

5-trigger

2-mindset

6-efficacy

3- resilience

7- recognition

4-visualization

8-potential

Critical Thinking

👉 **Objective:** Encourage analytical thinking about mindset and performance.

📌 **Instructions:**

- ◆ Students work in pairs or groups to discuss the following questions:
 1. How does a growth mindset help athletes perform better? Could it also help students?
 2. Why do you think some people are more resilient than others?
 3. Why is self-talk important?
 4. What is visualization, and why do athletes use it?
- ◆ Share group responses with the class.

*** 1. Answer :**

A growth mindset helps athletes see challenges as chances to improve. This can make them less anxious and more likely to do well, even under pressure. Absolutely! A growth mindset benefits students by:

1. Encouraging Effort: They are more likely to persist with difficult subjects or tasks.
 2. Promoting Learning from Errors: Mistakes become stepping stones for improvement.
 3. Building Confidence: Belief in their ability to grow fosters self-assurance and curiosity.
 4. Improving Academic Success: They actively seek strategies and support to enhance their learning.
- both athletes and students thrive with a growth mindset by focusing on development and resilience rather than fearing failure.

*** 2. Answer :**

Some athletes are naturally more resilient than others, which means they can handle setbacks better. Resilient athletes tend to stay motivated and train harder after facing challenges.

*** 3. Answer :**

Self-talk is important because it can boost an athlete's confidence. Positive self-talk helps them feel more in control, while negative self-talk can make them doubt themselves.

*** 4. Answer :**

Visualization is when athletes imagine themselves succeeding in their sport. They use it to prepare mentally, which can help them feel more confident and focused during competitions.

Task 3 Idioms Activity

👉 **Objective:** Learn and practice idioms related to focus and resilience.

📌 Instructions:

1. Introduce idioms and their meanings (see list provided).

2. Have students complete the dialogue activity using the idioms.

3. Pair students to create their own short dialogues using at least two idioms.

A) 1. b 2. c 3. a 4. e 5. d

B) 1. keep their head in the game
2. keeping your eyes on the prize
3. take a breath
4. roll with the punches
5. a calm mind is a sharp mind.

Alex: They train themselves in techniques like _____ to see themselves succeeding. They also use positive self-talk to boost confidence. It's all about mindfulness—being aware of the present moment and not letting past failures or future fears _____ anxiety. The best athletes don't get deprived of focus or energy by stress—they have the mental _____ to push through.

Sam: Sounds like a lot of mental work!

Alex: It is. But that mental work is key to getting the _____ they deserve. With the right mindset, they reach their full _____ overcoming obstacles and challenges along the way.

Task 2 Critical Thinking

• Listen again then answer the following questions:

Critical Thinking Questions:

- ❑ How does a growth mindset help athletes perform better? Could it also help students?
- ❑ Why do you think some people are more resilient than others?
- ❑ Why is self-talk important?
- ❑ What is visualization, and why do athletes use it?

Task 3 Idioms / VOCABULARY

• I can demonstrate the use of idioms in context through short dialogues.

• Match idioms with their meaning:

Idioms	Meaning
1. keep your head in the game	a. pause and calm yourself, often used to encourage someone to relax.
2. keep your eyes on the prize	b. stay focused on the task at hand and avoid distractions.
3. take a breath	c. stay focused on your ultimate goal or objective.

Task 4 Grammar Tag Questions

👉 **Objective:** Practice forming and using tag questions.

📌 Instructions:

1. Review the rules for forming tag questions. Provide examples (e.g., "You're excited about the Olympics, aren't you?").

2. Complete the sentence activity as a class.

3. Have students write five tag questions based on their own experiences and share with a partner.

★ Answer :

- | | |
|----------------|---------------|
| 1 aren't you? | 2 were they? |
| 3 can you? | 4 shall we? |
| 5 doesn't she? | 6 won't she? |
| 7 isn't it? | 8 have they? |
| 9 aren't I? | 10 didn't he? |

Unit

• Use the previous idioms to fill in the gaps:

Sarah: You know, I've been thinking a lot about how athletes need _____ (1) _____ during competitions. Focus is everything!

Tom: Absolutely! It's all about _____ (2) _____ and not getting distracted by what's happening around them.

Sarah: Right! When things get tough, they just need to _____ (3) _____ and refocus. It's easy to panic, but staying calm is key.

Tom: Definitely! The best athletes can really _____ (4) _____ when things don't go as planned. They adapt and keep moving forward.

Sarah: Exactly! That's why they say _____ (5) _____. When athletes can maintain their composure, they make better decisions.

Tom: It's fascinating how mental strategies can impact performance. I think more athletes should prioritize this kind of training.

Sarah: For sure! The mental aspect is just as important as the physical training. It can truly make a difference in their success.

Task 4 Grammar

• I can use tag questions properly.

Tag Questions

A tag question consists of two parts: a positive statement followed by a negative question, or vice versa. We typically use tag questions when we expect the listener to agree with us.

- When the statement is positive, we use a negative tag.
- If we're confident the listener will agree, we use a falling intonation.
- If we're less sure, we use a rising intonation.

Formation:

Tag questions use auxiliary verbs:

- "I don't need to finish this today, do I?"
- "Your parents have retired, haven't they?"
- "It was raining that day, wasn't it?"

James is working on that, isn't he?
The phone didn't ring, did it?
Your mom hadn't met him before, had she?

When there is no auxiliary verb, use don't, doesn't, or didn't with the main verb:

- "James eats cheese, doesn't she?"
- "I said that already, didn't I?"

Top Tip

Task 5 Writing an Essay

👉 **Objective:** Draft an essay about the physical and mental benefits of sports.

Steps:

1. Guide students to brainstorm ideas (e.g., stress relief, improved focus, resilience).
2. Provide a structure:
 - » Introduction: Start with a quote or question to engage the reader.
 - » Body: Discuss 2-3 benefits of sports, using facts and target vocabulary (e.g., resilience, self-talk, visualization).
 - » Conclusion: Summarize and call to action (e.g., "Let's promote sports for a healthier lifestyle!").
3. Encourage students to include tag questions and idioms for variety.

• **Complete the sentences using the correct question tags:**

☐ You're addicted to shopping,?

☐ They weren't part of the regular team,?

☐ You can't give it back to the owner,?

☐ Let's take a day off tomorrow,?

☐ She has her hair styled every week,?

☐ Mum will be happy to see you,?

☐ John keeps talking all the time. That's disgusting,?

☐ They haven't ever bought a new car,?

☐ I'm such a good swimmer,?

☐ He didn't find anything to do,?

Task 5 Essay / WRITING

👉 I can draft an informational essay for an informational essay about the benefits of sports on physical and mental health.

Draft an informational essay about mental and physical benefits of sports. Use a quote to engage your reader and include facts from trusted sources to build credibility. Include target vocabulary and new grammar skills in your essay.

Task 6 Project

• **Have you begun planning your speech? Do you have an outline?**

Task 6 Project (Homework or Extension)

👉 **Objective:** Plan and outline a speech encouraging community involvement in sports.

Instructions:

1. Guide students to create an outline:
 - » Introduction: Why sports are important for communities.
 - » Body: Benefits (teamwork, leadership, physical and mental wellness).
 - » Conclusion: Call to action.
2. Encourage the use of target vocabulary, idioms, and tag questions.
3. Deliver speeches in the next lesson.

Assessment:

Formative:

- ♦ Participation in discussions and group activities.

• **Complete the sentences using the correct question tags:**

☐ You're addicted to shopping,?

☐ They weren't part of the regular team,?

☐ You can't give it back to the owner,?

☐ Let's take a day off tomorrow,?

☐ She has her hair styled every week,?

☐ Mum will be happy to see you,?

☐ John keeps talking all the time. That's disgusting,?

☐ They haven't ever bought a new car,?

☐ I'm such a good swimmer,?

☐ He didn't find anything to do,?

Task 5 Essay / WRITING

👉 I can draft an informational essay for an informational essay about the benefits of sports on physical and mental health.

Draft an informational essay about mental and physical benefits of sports. Use a quote to engage your reader and include facts from trusted sources to build credibility. Include target vocabulary and new grammar skills in your essay.

Task 6 Project

• **Have you begun planning your speech? Do you have an outline?**

- ◆ Completion of fill-in-the-blank and idioms exercises.
- ◆ Quality of responses to critical thinking questions.

• **Summative:**

- ◆ Drafted essays will be assessed for structure, use of target vocabulary, and grammar.
- ◆ Speeches will be evaluated on content, delivery, and use of idioms/tag questions.

• **Materials Needed:**

- Audio recording of the dialogue.
- Copies of the transcript with blanks.
- Handouts with idioms and grammar rules.
- Laptops or notebooks for essay drafting (if available).

• **Extension Ideas:**

- Create a bulletin board showcasing students' essays and speech outlines.
- Invite a guest speaker, such as a local athlete, to discuss mindset and performance.

• **Homework:**

1. Finalize your informational essay.
2. Practice delivering your speech using clear and confident intonation.

Practice Book Lesson 2

• **Exercise 1: Choose the correct answer (Question Tags)**

- | | |
|--------------------|----------------------|
| 1. ▶ c) isn't she | 2. ▶ b) have you |
| 3. ▶ b) won't they | 4. ▶ a) weren't they |
| 5. ▶ c) isn't it | 6. ▶ b) can't you |
| 7. ▶ a) did they | 8. ▶ a) aren't I |
| 9. ▶ c) hasn't she | 10. ▶ b) wasn't it |

● **Exercise 2: Fill in the Gaps (Vocabulary)**

1. mindset
2. growth mindset
3. dedication
4. resilience
5. exhibit
6. visualization

● **Exercise 3: Dialogue Completion**

1. My favourite hobby is playing chess.
2. Who taught you how to play it?
3. What is a grand master?
4. Can you teach me how to play it?

● **Exercise 4: Complete with a question tag**

1. Let's review the report one more time, shall we?
2. Don't be late for the interview, will you?
3. I am doing well in the new role, aren't I?
4. Pass me the folder, will you?
5. Somebody called during the meeting, didn't they?
6. Nothing was missing from the documents, was it?

The Paralympics

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ analyze an author's technique and evaluate a speech for rhetorical effectiveness.
- ✎ develop critical thinking by evaluating the reliability and validity of claims and sources.
- ✎ revise a previously drafted informative essay for clarity and quality.
- ✎ plan and practice public speaking techniques for a polished presentation.

Task 1 Critical Thinking

✎ Objective: Students will analyze a speech to understand the author's techniques and evaluate its effectiveness.

Steps:

1 Revisit the Reading Material

- ◆ Read the speech from Lesson 1 again (or provide students with a printed copy).
- ◆ Highlight storytelling, sources cited, and the call to action.

2 Discussion Questions:

- ◆ How does the speaker use storytelling to engage the audience in the introduction?
- ◆ What sources did the speaker use? How might these sources have been evaluated for reliability?
- ◆ What is the call to action at the end? Discuss whether this is an effective way to end a speech.

3 Growth Mindset Connection:

- ◆ Discuss how athletes with a growth mindset face challenges and how this applies to students.
- ◆ Ask students to share mental techniques they use in stressful situations, comparing them to those used by athletes.

PARALYMPICS

ILOs

By the end of the lesson, students will be able to:

- ✎ analyze the author's technique to better understand a speech about athletes.
- ✎ demonstrate critical thinking to answer questions related to sports.
- ✎ find and evaluate sources for reliability and validity.
- ✎ revise a draft of an informative essay about the benefits of sports.

Task 1 Critical Thinking / READING

✎ I can analyze the author's technique to better understand a speech about athletes.

✎ Read the "Power of Mindset in Athletic Performance" in lesson 1 again and answer the following questions:

- ✎ How does the speaker use storytelling in the introduction to engage the audience?
- ✎ What sources did the speaker use? How might the author have found and evaluated the sources used in the speech?
- ✎ What was the call to action at the end of the speech? Do you think a "call to action" is an effective way to end a speech? Why or why not?

Top Tip

Evaluating Sources

- Authority: Examine the credentials of the authors or organizations providing the information. For instance, sources like studies published in reputable journals.
- Accuracy: Verify the data provided by cross-referencing other scholarly work or trusted institutions.
- Objectivity: Check for potential bias.
- Currency: Use up-to-date research and make sure the information is recent.
- Relevance: Ensure...

- **Differentiation:**

Provide sentence starters for students who need support, e.g., “The author engages the audience by...”

1- Answer: The author uses storytelling by presenting a relatable scenario—a runner standing at the starting line of a marathon. This imagery immediately puts the audience in the mindset of an athlete and helps them connect emotionally with the speech’s message about mindset. By contrasting two different mental states (doubt and confidence), the author demonstrates the power of mindset, drawing the audience into the topic.

2- Answer: The author likely found the sources by researching experts in sports psychology who have published work on mindset and performance. To evaluate credibility, the author would have checked the authors’ qualifications (e.g., their education, experience, and reputation in the field), looked for peer-reviewed studies or well-regarded publications, and ensured the information was current and directly relevant to the speech topic. By choosing sources like Dr. Jim Taylor and Dr. Michael Gervais, the author relied on experts with solid backgrounds, which adds authority to the arguments presented.

- ◆ **What was the call to action at the end of the speech?**

The call to action was:

"We should all raise our awareness of our thoughts and cultivate a positive mindset on our journeys to greatness."

- ◆ **Is a Call to Action an Effective Way to End a Speech? Why or Why Not?**

Yes, a call to action is an effective way to end a speech because:

1. Encourages Engagement: It invites the audience to take specific actions or reflect on the topic personally.
2. Creates Impact: A well-crafted call to action leaves a memorable impression, reinforcing the speaker's message.
3. Provides Direction: It clarifies how the audience can apply the speech's ideas in their own lives, making the message practical and actionable.

In this case, the call to action effectively ties the speech's content to a broader, relatable goal, encouraging listeners to adopt a growth mindset.

Task 2 Research and Critical Thinking

👉 **Objective:** Students will verify claims about the Paralympics using reliable sources.

Steps:

1. Claim Verification Exercise:

- ◆ Provide the claims from the text about the Paralympics and ask students to verify them using the Internet or classroom books.
- ◆ Students will complete the table provided, listing reliable sources next to each claim.

Claim	Reliable Source
The Paralympics is a major international sporting event where athletes with disabilities compete.	
Para athletics, Para swimming, and wheelchair basketball are Paralympic sports.	
The games are held every 4 years in the same host city as the Olympics.	
The games originated in 1801.	
Egypt has never hosted the Paralympics.	
Fatma Omar is a celebrated Egyptian Paralympic champion.	

2. Group Discussion:

- ◆ Identify claims that could not be verified.
- ◆ Brainstorm ways to improve the text by

including only accurate, up-to-date information

Differentiation: Assign specific claims to groups for collaborative research.

1- Answer: A growth mindset helps athletes see challenges and failures as chances to learn and improve, instead of giving up. They believe that with hard work and dedication, they can get better and succeed.

Task 2
Research and Critical Thinking / READING

👉 I can find and evaluate sources for reliability and validity.

• Read this short text about the paralympics and use sources found on the Internet or classroom books to verify the stated claims.

The Paralympics is a major international sporting event where athletes with disabilities compete in a wide range of sports adapted for athletes with disabilities, such as Para athletics, Para swimming, and wheelchair basketball. Originating in 1801, it showcases incredible talent and perseverance. These games are held every four years, immediately following the Olympics, with the same host city often organizing both events.

Egypt has a strong connection to the Paralympics, with its athlete excelling in sports like powerlifting and athletics. In fact, Fatma Omar is a celebrated Egyptian Paralympic champion with multiple gold medals. While Egypt has not yet hosted the Paralympics, its athletes consistently make their mark.

2- Answer: Being mentally focused helps athletes stay calm and make better decisions during stressful situations. It allows them to perform their best without being distracted by pressure or emotions.

3- Answer: These mental techniques help athletes stay confident and focused. Visualization helps them imagine success, and positive self-talk keeps their thoughts strong and motivated. Without these techniques, athletes may struggle to perform well under pressure.

Task 3 Essay Revision

 **Objective:** Students will revise their essays to improve clarity, organization, and overall quality.

Steps:

1. Top Tip Review:

- ◆ Read the writing tip aloud and discuss how to find credible sources and improve essay quality.

2. Guided Revision:

- ◆ Use the following checklist for revision:
 - » Organize ideas logically.
 - » Use transitions to connect paragraphs.
 - » Add missing ideas or examples.
 - » Remove unnecessary or repetitive words.
 - » Choose precise and impactful vocabulary.

3. Peer Review:

- ◆ Pair students to exchange essays and provide feedback using the checklist.

4. Independent Work:

- ◆ Allow students time to revise their drafts based on feedback.

Differentiation: Provide a sample essay to model effective revisions.

Claim	Reliable Source
The Paralympics is a major international sporting event where athletes with disabilities compete.	
Para athletics, Para swimming, and wheelchair basketball are sporting events at the Paralympics.	
The games are held every 4 years in the same host city as the Olympics.	
The games originated in 1801.	
Egypt has never hosted the Paralympics.	
Fatma Omar is an Egyptian Paralympic champion with multiple gold medals.	

Which claim was not able to be verified? How would you improve the text to only include verifiable claims?

Task 3 Essay / WRITING

I can revise an informative essay about the benefits of sports.

- ◆ Read the Top Tip on Quality Writing and the writing rubric. Consider how each item is important.
- ◆ Revise your draft of an informative essay about mental and physical benefits of sports:
 - ◆ Organize ideas logically
 - ◆ Use transitions between ideas

Top Tip

Research

Start your research with clear, focused questions. Use reliable sources like books, academic articles, or trusted websites such as government or educational pages. In Egypt, online platforms like the Bibliotheca Alexandrina are great resources.

Task 4 Project – Public Speaking Practice

👉 **Objective:** Students will prepare and refine a speech using effective presentation techniques.

Steps:

1. Top Tip Review:

- ◆ Discuss the key elements of public speaking:
 - » Strong hook (e.g., question, story, or fact).
 - » Eye contact, tone variation, and gestures.
 - » Audience involvement through questions or participation.
 - » Memorable conclusion (e.g., call to action or quote).

2. Practice and Reflection:

- ◆ Students practice delivering their speeches in pairs or small groups.
- ◆ Record speeches using smartphones or tablets.

3. Feedback:

- ◆ Students watch their recordings and complete a self-evaluation.
- ◆ Provide peer and teacher feedback on content and delivery.

4. Homework/Extension:

- ◆ Encourage students to refine their speech and practice at home.

Differentiation: For students with speaking anxiety, allow them to deliver their speech to a smaller group or record it.

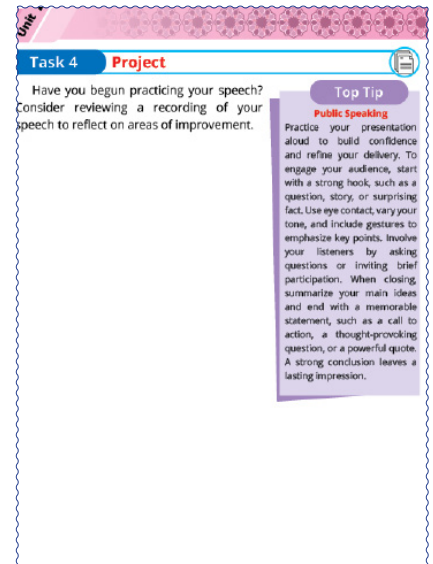
Assessment:

● Formative:

- Participation in class discussions and claim verification exercise.
- Completion of the essay revision checklist.
- Practice and peer feedback during speech preparation.

● Summative:

- Revised essays will be assessed based on the rubric for structure, clarity, and use of vocabulary.
- Final speeches will be evaluated for content, delivery, and engagement techniques.



● **Materials Needed:**

- Copies of the speech from Lesson 1.
- Computers or tablets for research.
- Essay drafts from the previous lesson.
- Recording devices for speech practice.

● **Homework:**

- Finalize the essay on the benefits of sports.
- Rehearse the speech and incorporate feedback for next class.

● **Extension Ideas:**

- Host a mini "Paralympics" speech competition where students share their presentations with the class or another group.
- Create a classroom display featuring verified claims and profiles of Paralympic athletes like Fatma Omar.

Practice Book Lesson 3

● ***Exercise 1: Choose the correct answers (Idioms & Tag Questions)***

1. ▶ a) Stay focused on the task at hand
2. ▶ a) Staying motivated to finish a degree despite difficulties
3. ▶ b) Relax and compose yourself
4. ▶ b) Adapt to difficult situations
5. ▶ a) Being calm makes decision-making easier
6. ▶ b) Focus on the discussion and participate actively
7. ▶ a) Losing focus on your main goal
8. ▶ a) To ensure you respond calmly and rationally
9. ▶ b) Be flexible and adjust to changes
10. ▶ c) Clarity comes from staying composed

● ***Exercise 2: Reading Comprehension (The Olympic Games)***

Answer the following questions:

1. Why do you think the Olympics are still relevant in today's global society?
 - ▶ Because they promote unity, inspire excellence, and encourage peaceful competition among nations.

2. How can countries use the Olympics to improve international relationships?

► By participating in peaceful competition, promoting cultural exchange, and fostering mutual respect through sportsmanship.

3. Should political protests be allowed at Olympic events? Why or why not?

► (Accept any reasoned opinion. Sample answer:)

No, because the Olympics are meant to unite people through sport, and political protests may create division and distract from the spirit of the Games.

Choose the correct answer:

4. ► B) Showcasing athletic talent and unity

5. ► C) Improve performance

● Exercise 3: Translation

A. Translate into Arabic:

◆ تجمع الألعاب الأولمبية الرياضيين من جميع أنحاء العالم للتنافس في سلام.

B. Translate into English:

◆ Winning an Olympic medal is a dream for many athletes.

● Exercise 4: Essay (Sample Response)

Essay: How a Growth Mindset Can Help Individuals Achieve Their Goals

A growth mindset is the belief that abilities and intelligence can be developed through effort, learning, and perseverance. This mindset plays a key role in helping individuals reach their goals by encouraging resilience. When faced with failure or difficulty, those with a growth mindset view challenges as opportunities to grow rather than reasons to give up.

Dedication is another important trait linked to a growth mindset. Instead of relying solely on talent, dedicated individuals commit time and energy to improve their skills. They stay focused on their objectives, even when progress is slow.

Self-awareness also supports success by helping individuals understand their strengths and weaknesses. By knowing what they need to work on, they can create better strategies for improvement. Altogether, a growth mindset empowers people to overcome obstacles and continue striving toward their goals.

Review

ILOs

Students will:

- ☞ review and apply target vocabulary related to growth mindset, sports, and resilience.
- ☞ reinforce their understanding of tag questions in grammar.
- ☞ edit, peer-review, and finalize their informational essay about the physical and mental benefits of sports.
- ☞ develop and deliver an inspirational speech encouraging community sports participation.

Task 1 Vocabulary Review

- ☞ Objective: Students will demonstrate their understanding of target vocabulary by selecting the correct answers in a multiple-choice activity.

Steps:

1 Introduction:

- ◆ Briefly review the key terms: mindset, growth mindset, dedication, resilience, visualization, self-talk, mindfulness, exhibit, deprived of, and efficacy.
- ◆ Provide examples and engage students in a quick discussion of how these terms relate to sports and personal development.

2 Vocabulary Activity:

- ◆ Students independently answer the vocabulary questions (1–10).
- ◆ After completion, review answers as a class.
- ◆ Discuss why each answer is correct, providing examples if necessary.

★ Answer key :

- | | |
|------|------|
| 1. b | 4. b |
| 2. c | 5. b |
| 3. d | 6. c |

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ☞ review the target vocabulary, grammar, and new language skills.
- ☞ edit and share an essay about the physical and mental benefits of sports.
- ☞ create and deliver an inspirational speech encouraging more community sporting opportunities.

Task 1 Vocabulary Review

☞ I can use the target vocabulary.

☞ **Choose the correct answers:**

1 What is the definition of "mindset"?

- a A type of physical fitness level
- b A fixed attitude or set of beliefs that shape how one perceives and reacts to situations
- c A daily exercise routine
- d A method of learning new skills

2 A "growth mindset" refers to the belief that

- a intelligence and abilities are fixed traits.
- b success comes from avoiding challenges.
- c skills and intelligence can develop through effort and learning.
- d one should not focus on learning from mistakes.

3 What does "dedication" primarily refer to?

- a Being open to trying new hobbies
- b Enjoying time off from work or study
- c A willingness to procrastinate and avoid challenges
- d A strong commitment to a task or purpose, often involving hard work and persistence

4 Which of the following best describes "resilience"?

- a The ability to give up easily

7. d

9. a

8. a

10. a

- ◆ **Differentiation:** Pair students to discuss answers before the class review.

Task 2 Grammar Review Tag Questions

👉 **Objective:** Students will practice forming and using tag questions.

Steps:

1 Review Tag Questions:

- ◆ Briefly explain the structure of tag questions (e.g., positive statement → negative tag, and vice versa).
- ◆ Provide examples relevant to sports and growth mindset (e.g., "Athletes work hard, don't they?").

2 Grammar Activity:

- ◆ Students answer the multiple-choice questions.
- ◆ Review answers as a class, discussing why each answer is correct.

Task 2 Grammar Review

I can use tag questions.

Choose the best answer to complete the question:

- People with a growth mindset believe they can improve their abilities ?
 a do they b don't they
 c won't they d have they
- You haven't been deprived of the necessary resources for success ?
 a are you b weren't you
 c have you d do you
- Visualization helps athletes improve their performance, ?
 a doesn't it b didn't it
 c won't it d aren't they
- Mindfulness requires a high level of awareness, ?
 a won't it b doesn't it
 c isn't it d haven't they
- Exhibiting resilience during tough times is essential for success ?
 a hasn't it b isn't it
 c wasn't it d aren't they
- Your self-talk can either trigger positive thoughts or negative ones ?
 a can't it b hasn't it
 c won't it d is it
- Dedication to your goals ensures long-term efficacy, ?
 a hasn't it b isn't it
 c won't it d is it

★ Answer key :

1. don't they

5. isn't it

2. have you

6. can't it

3. doesn't it

7. doesn't it

4. doesn't it

- ◆ **Differentiation:** Allow struggling students to refer to notes or work with a partner.

Task 3 Essay Editing and Peer Review

👉 **Objective:** Students will edit and finalize their informational essays on the benefits of sports.

Steps:

1. Editing Checklist:

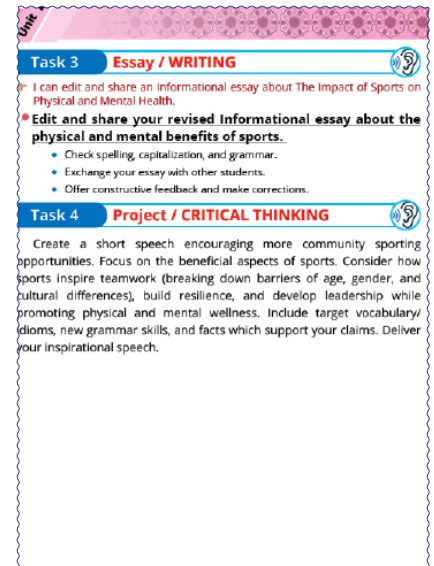
- ◆ Provide students with an editing checklist to focus on:
 - » Spelling, grammar, and capitalization.
 - » Logical organization of ideas.
 - » Clear transitions between paragraphs.
 - » Effective use of vocabulary and grammar.

2. Peer Review:

- ◆ Pair students to exchange essays and provide constructive feedback using the checklist.
- ◆ Ensure feedback is specific and actionable (e.g., "Your second paragraph could include an example of resilience.").

3. Finalize Essays:

- ◆ Allow students time to revise their essays based on feedback.
- ◆ Optionally, have a few students volunteer to read their essays aloud to the class.
- **Differentiation:** Provide examples of well-written paragraphs as models.



Task 4 Inspirational Speech Project

👉 **Objective:** Students will create and deliver an inspirational speech promoting community sports opportunities.

Steps:

1. Brainstorming:

- ◆ Discuss the key benefits of sports (e.g., teamwork, resilience, leadership, wellness).
- ◆ Review public speaking techniques (e.g., strong hooks, clear structure, engaging delivery).

2. Writing the Speech:

- ◆ Students write a short speech focusing on the benefits of sports.

- ◆ Encourage the use of target vocabulary, idioms, and grammar structures (e.g., tag questions).
- ◆ Provide sentence starters for those who need support (e.g., "Sports inspire teamwork by...").

3. Speech Practice:

- ◆ Pair students to practice their speeches and provide peer feedback.
- ◆ Encourage students to focus on tone, gestures, and audience engagement.

4. Delivering the Speech:

- ◆ Select students to deliver their speeches to the class.
- ◆ Offer constructive feedback, focusing on content, language use, and delivery.
- **Differentiation:** For students with speaking anxiety, allow them to deliver their speech to a smaller group or record it.

● Assessment:

Formative:

- Participation in vocabulary and grammar review activities.
- Quality of feedback provided during peer review.

Summative:

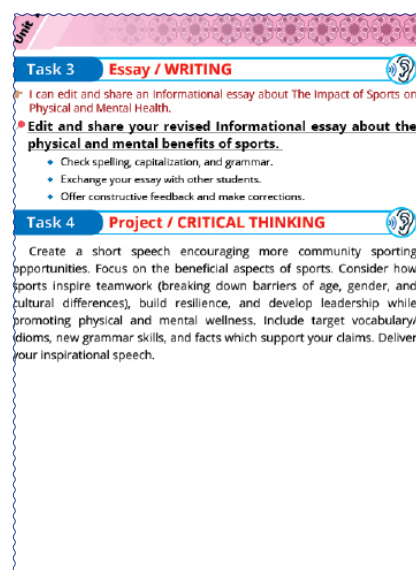
- Final essays will be assessed based on a rubric (clarity, organization, grammar, use of vocabulary).
- Inspirational speeches will be evaluated for content, language use, and delivery.

● Materials Needed:

- Vocabulary and grammar worksheets.
- Students' essay drafts.
- Devices for recording speeches (optional).

● Homework:

- Finalize and submit the essay.



- Continue practicing the speech for refinement and confidence.

● **Extension Ideas:**

1. Speech Showcase: Organize a mini-class event where students present their speeches to other classes or parents.
2. Community Engagement: Encourage students to create posters or social media posts advocating for local sports opportunities.

Practice Book Lesson 4

● **Exercise 1: Choose the correct answer (Tag Questions)**

● **Choose the Correct Answers**

- | | |
|------------------|--------------------|
| 1. b) does he | 6. b) shouldn't we |
| 2. c) shall we | 7. b) didn't they |
| 3. a) will she | 8. a) does she |
| 4. a) aren't you | 9. a) wouldn't you |
| 5. a) did they | 10. b) hasn't she |

● **Exercise 2: Choose the correct answer (Vocabulary)**

● **Choose the correct answer on Vocabulary**

- | | |
|----------------------|--------------------|
| 1. c) mindfulness | 6. a) Resilience |
| 2. b) trigger | 7. c) self-talk |
| 3. a) efficacy | 8. b) intellect |
| 4. b) deprived of | 9. b) recognition |
| 5. a) growth mindset | 10. a) mindfulness |

● **Exercise 3: Find and correct the mistakes**

1. ✗ didn't it? ▶ ✓ hadn't it?
(Correct tag for past perfect is hadn't it)
2. ✗ am I not? ▶ ✓ am I?
(Correct tag for "I'm not" is am I)
3. ✓ didn't they? (✓ correct as is)
4. ✗ shall we? ▶ ✓ will we? (in the case of "let us not...", tag is will we)
5. ✗ does she not? ▶ ✓ does she?

6. ✗ didn't he? ▶ ✓ oughtn't he? (for "ought to have", correct tag is oughtn't he? though this form is formal and less commonly used today)

● **Exercise 4: Translation**

A. Translate into Arabic:

◆ تُقام الألعاب الأولمبية كل أربع سنوات وتجمع الرياضيين من جميع أنحاء العالم.

B. Translate into English:

- ◆ Many countries participate in the Olympic Games to compete for medals and showcase their talents.

Experimental Test

① Supply the missing parts in the following dialogues:

Mum: What do you think of going to the park today?

Shahenda: The park will be crowded.

Mum: You're right. It's usually packed on Fridays.

Shahenda: (2) How about going to the club instead?

Mum: The club doesn't serve good food for lunch.

Shahenda: (3) Then let's order food from a restaurant.

Mum: Good idea! Do you have the delivery number?

Shahenda: (4) Yes, I saved it on my phone.

Mum: Let's go!

② Fill in the gaps (Mindfulness & Resilience Vocabulary):

1. resilience
2. awareness
3. efficacy
4. deprived
5. build
6. practice

3 Choose the correct answer (Grammar & Vocabulary):

1. a) visualization
2. b) trigger
3. c) efficacy
4. b) deprived of
5. d) mindset
6. b) am I
7. a) shall we
8. c) do they
9. b) is there
10. b) didn't they

4 Reading Comprehension

1. How does mindfulness contribute to resilience?
 - Mindfulness helps individuals stay calm and focused, allowing them to respond thoughtfully to stress, which builds resilience.
2. What is the importance of dedication in mindfulness practices?
 - Dedication leads to improved emotional balance, clarity, and problem-solving effectiveness.
3. Why do people deprived of mindfulness struggle with stress?
 - Because they lack emotional control and awareness, making it harder to manage challenges effectively.

Choose the correct answer:

4. b) Awareness of emotions
5. c) They exhibit greater adaptability

5 Translation

A: Translate into Arabic:

- ◆ الناس المحرومون من الموارد الأساسية غالبًا ما يطورون قدرة مذهلة على التكيف.
- ◆ تُمكنهم هذه القدرة على التكيف من التغلب على التحديات وتحقيق النجاح.

B: Translate into English:

- ◆ Intrinsic motivation and positive self-talk enhance self-confidence.
- ◆ Visualizing success in advance can help improve performance.

6 Essay: How to Raise Awareness (Model Essay - 120 words)**How to Raise Awareness**

Raising awareness is essential for creating positive change in society. It begins with education—providing people with clear, accurate information about important issues such as health, the environment, or social justice. Campaigns using social media, public events, and workshops can reach a wide audience and spark meaningful conversations. Storytelling and personal experiences are also powerful tools that help others understand different perspectives. Schools and organizations play a major role by promoting awareness through lessons and community activities. Moreover, encouraging critical thinking helps individuals become more engaged and responsible citizens. When people are aware, they are more likely to take action, support causes, and influence others. Ultimately, raising awareness builds a more informed and compassionate world.



Unit 5

Culture



Unit Overview

- ★ **Reading/Writing Focus:** Poetry/Songs
- ★ **Grammar:** future tense using “will” and “going to”
- ★ **Reading/Writing Skills:** Figurative Language
- ★ **Essay:** descriptive poem or song
- ★ **Project:** descriptive poem or song public reading
- ★ **Anchor Text:** Stand in the world’s face and greet Al-Azhar, Wisdom by the Nile
- ★ **Recording:** Respecting Diversity in Islam

ILOs

◆ *By the end of the lesson, students will be able to:*

- ☞ identify the meanings of target vocabulary using synonyms and dictionaries.
- ☞ analyze a poem about Al-Azhar for its descriptive language, metaphors, and deeper meaning.
- ☞ brainstorm and write a descriptive poem or song that highlights an important aspect of Islam.
- ☞ present their creative work with clear pronunciation and expression.

Teacher Preparation

- Review vocabulary meanings and prepare definitions and examples for classroom use.
- Obtain the poem by Ahmed Shawqi, "Stand in the world's face and greet Al-Azhar."
- Provide printed worksheets with vocabulary matching, pre-reading discussion questions, and multiple-choice questions.
- Ensure students have access to dictionaries (digital or physical).
- Familiarize yourself with Al-Azhar's annual initiative, "Being Elegant with my Morals," to guide the project activity

Task 1 Vocabulary

☞ Objective: Students will use synonyms and dictionaries to understand target words.

Activity: Vocabulary Matching

- ◆ Provide students with the table of vocabulary words and synonyms.
- ◆ Guide them in using dictionaries to match each word in Column A with its synonym in Column B.

Discussion: Sentence Creation

- ◆ Ask students to create sentences using the target vocabulary, ensuring they connect to the theme of Islam or knowledge.

Unit 5
Lesson 1

Islam

ILOs

By the end of the lesson, students will be able to:

- ☞ identify the meaning of target words using synonyms and dictionaries.
- ☞ read a poem about Al-Azhar as a cultural beacon for knowledge to guess Meaning from Context.
- ☞ brainstorm ideas for a descriptive poem or song about an aspect of Islam.

Task 1 Vocabulary

I can identify the meaning of target words using synonyms and dictionaries.

Target Vocabulary

• scatter (v) • humility (n) • peak (n) • spread (v)	• legacy (n) • fortress (n) • justice (n) • righteousness (n)	• scholars (n) • illuminating (v).
---	--	---

Match the words and their synonyms using a dictionary:

Column A	Column B	The answer
1. Scatter (v)	a. Radiating	
2. Humility (n)	b. Summit	
3. Peak (n)	c. Tradition	
4. Spread (v)	d. Fairness	
5. Legacy (n)	e. Disperse	
6. Fortress (n)	f. Modesty	
7. Justice (n)	g. Expand	
8. Righteousness (n)	h. Wisdom-seekers, Researchers	

★ **Answer key :**

1. e

5. c

9. h

2. f

6. j

10. a

3. b

7. d

4. g

8. i

Task 2 Pre-reading Discussion

👉 **Objective:** Engage students in discussing themes of knowledge, culture, and history to prepare them for the poem.

● **Pair Activity:**

- ◆ Discuss the provided questions in pairs.
- ◆ Share thoughts as a class.
- ◆ Encourage students to connect their answers to Islamic principles or historical knowledge.

● **Ahmed Shawqi's Background:**

- ◆ Share the sidebar text about Ahmed Shawqi.
 - ◆ Highlight his cultural contributions and relevance to the poem's themes.
1. Knowledge may be described as a "jewel" because it is precious and valuable. Other words to describe knowledge could include "treasure," "light," or "power."
 2. Al-Azhar is a historic university in Egypt, known as a center of Islamic learning and cultural significance, attracting scholars from across the world.
 3. Great scholars or Imams serve as moral guides, educators, and preservers of cultural and intellectual heritage in society.

Task 2
Pre-reading / SPEAKING/LISTENING

👉 I can discuss culture.

• **Discuss the following questions in pairs:**

- ❑ Why might someone describe knowledge as a "jewel"? What other words might describe knowledge?
- ❑ What do you know about Al-Azhar and its historical significance?
- ❑ What role do great scholars or Imams play in a society?

Top Tip

Ahmed Shawqi

Ahmed Shawqi, known as the "Prince of Poets," is celebrated for his masterful blend of classical Arabic poetry with modern themes. A key tip for appreciating his work is to focus on the rich imagery and historical references that permeate his verses. Shawqi often draws from Egypt's rich cultural heritage, infusing his poetry with deep emotional resonance and national pride. Readers should also explore how his poems reflect social issues and personal experiences, making them timeless and relatable. Understanding the context of Shawqi's life, including his experiences during colonialism, can enhance appreciation for his passionate advocacy for freedom and cultural identity.



Task 3
Pre-Reading

👉 I can read a poem about Al-Azhar as a cultural beacon for knowledge & guess Meaning from Context.

• **Read the following poem aloud together as a class.**

Stand in the World's Face and Greet Al-Azhar

Stand in the mouth of the world and greet Al-Azhar,
Scatter its jewels, like light from afar,
 Bow with **humility**, and give respect,
 To the great scholars who raised knowledge to its **peak**, perfect.

Task 3 Reading the Poem

👉 **Objective:** Analyze the poem for its descriptive language, metaphors, and themes.

● **Reading Activity:**

- ◆ Read the poem aloud or ask students to take turns reading stanzas.
- ◆ Explain key phrases like "ears of time," "pens of gold," and "fortress of

faith."

Multiple-Choice Questions:

- ◆ Have students complete the quiz individually.
- ◆ Discuss answers as a class, highlighting the poetic techniques and cultural significance of Al-Azhar.

★ Answer key :

1. A fortress of faith, knowledge, and wisdom
2. Through teaching justice and righteousness
3. The entire world
4. Al-Azhar's educational reach
5. Reverent
6. Knowledge and wisdom
7. It safeguards important knowledge
8. Valuable contributions of scholars
9. Preserve and spread knowledge
10. The act of listening over ages

Task 4 Writing a Poem or Song

👉 Objective: Use descriptive language and target vocabulary to create a poem or song about Islam.

Brainstorming Activity:

- ◆ Guide students to reflect on the significance of Islam in their lives.
- ◆ Encourage them to include metaphors, imagery, and target vocabulary in their brainstorm.

Writing the Poem/Song:

- ◆ Provide a structure if needed:
 - » Stanza 1: Introduce the subject (e.g., Islamic ethic, location, or figure).
 - » Stanza 2: Describe its significance.

Unit 5

Task 2 Pre-reading / SPEAKING/LISTENING

I can discuss culture.

Discuss the following questions in pairs:

- Why might someone describe knowledge as a "jewel"? What other words might describe knowledge?
- What do you know about Al-Azhar and its historical significance?
- What role do great scholars or Imams play in a society?

Top Tip

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Ahmed Shawqi, known as the "Prince of Poets," is celebrated for his masterful blend of classical Arabic poetry with modern themes. A key tip for appreciating his work is to focus on the rich imagery and historical references that permeate his verses. Shawqi often draws from Egypt's rich cultural heritage, infusing his poetry with deep emotional resonance and national pride. Readers should also explore how his poems reflect social issues and personal experiences, making them timeless and relatable. Understanding the context of Shawqi's life, including his experiences during colonialism, can enhance appreciation for his passionate advocacy for freedom and cultural identity.



Task 3 Pre-Reading

I can read a poem about Al-Azhar as a cultural beacon for knowledge to guess Meaning from Context.

Read the following poem aloud together as a class.

Stand in the World's Face and Greet Al-Azhar

Stand in the mouth of the world and greet Al-Azhar,
 Scatter its jewels, like light from afar,
 Bow with **humility**, and give respect,
 To the great scholars who raised knowledge to its **peak**, perfect.

Unit 5

Task 4 Essay / WRITING

I can write a poem or song about Islam.

Write a song or poem that captures the positive significance of Islam. The song/poem Islamic figure, Islamic ethic, or even a famous Islamic location.

Brainstorm / Plan

Think about the importance of Islam and the positive way practicing Islam makes you feel. Who have been positive influences that have provided guidance to you? What Islamic places are special to you? Are there any ethics from Islam that give you comfort? Notice how the "Stand in the world's face and greet Al-Azhar" uses descriptive language and metaphors to help readers feel a sense of reverence for Al-Azhar. Consider the use of these techniques as you jot down ideas for your poem using the target vocabulary in the text. Discuss your ideas with a peer/peers.

Task 5 Project / CRITICAL THINKING

I can share my poem or song at a poetry reading.

After writing a poem describing an important aspect of Islam, practice reading your poem aloud with your group, focusing on clear pronunciation and expression. At an upcoming reading, you will present your poem to the class.

» Stanza 3: Conclude with a personal or universal reflection.

- ◆ Offer individual feedback as students write.

Peer Review:

- ◆ Pair students to exchange their poems and offer constructive feedback.

Task 5 Project

👉 Objective: Share and celebrate creative work through a poetry reading.

Rehearsal:

- ◆ In groups, students practice reading their poems aloud, focusing on clear pronunciation and expression.
- ◆ Provide tips for effective delivery, such as pacing, emphasis, and tone.

Presentation:

- ◆ Organize an in-class poetry reading session.
- ◆ Invite students to share their poems as part of the Al-Azhar annual initiative, "Being Elegant with my Morals."

Reflection:

- ◆ After the poetry reading, ask students to reflect on what they learned about Islam, poetry, and creative expression.

Assessment

1 Vocabulary and Reading:

- ◆ Evaluate comprehension through the matching activity and multiple-choice questions.

2 Writing:

- ◆ Use a rubric to assess creativity, use of target vocabulary, grammar, and descriptive language in the poems or songs.

3 Presentation:

Unit

Task 4 Essay / WRITING

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Write a song or poem that captures the positive significance of Islam. The song/poem Islamic figure, Islamic ethic, or even a famous Islamic location.

Brainstorm / Plan

Think about the importance of Islam and the positive way practicing Islam makes you feel. Who have been positive influences that have provided guidance to you? What Islamic places are special to you? Are there any ethics from Islam that give you comfort? Notice how the "Stand in the world's face and greet Al-Azhar" uses descriptive language and metaphors to help readers feel a sense of reverence for Al-Azhar. Consider the use of these techniques as you jot down ideas for your poem using the target vocabulary in the text. Discuss your ideas with a peer/peers.

Unit

Task 5 Project / CRITICAL THINKING

I can share my poem or song at a poetry reading.

After writing a poem describing an important aspect of Islam, practice reading your poem aloud with your group, focusing on clear pronunciation and expression. At an upcoming reading, you will present your poem to the class.

- ◆ Assess clarity, pronunciation, and expression during the poetry reading.

● **Extensions**

1. Art Integration:

- ◆ Encourage students to create artwork or calligraphy that reflects themes in their poems.

2. Cultural Exploration:

- ◆ Assign students to research other Islamic cultural or educational landmarks and share their findings in a brief presentation.

3. Ahmed Shawqi's Legacy:

- ◆ Read and analyze more of Ahmed Shawqi's poems, focusing on how he incorporates historical and cultural themes.

Practice Book Lesson 1

● **Exercise 1: Vocabulary – Choose the correct answers**

● **Choose the Correct Answer**

1. a
2. c
3. b
4. d
5. c
6. b
7. b
8. a
9. b
10. c

● **Exercise 2: Reading Comprehension**

Answer the following questions:

1. How did scholars contribute to spreading knowledge and justice?

- ▶ Scholars spread knowledge and justice by teaching, traveling to remote areas, and protecting the values of truth and fairness.

2. What values did scholars encourage in their students?

- They encouraged humility, righteousness, and a commitment to truth and fairness.

3. What does the passage suggest about the power of knowledge?

- Knowledge has the power to transform lives and create a more harmonious world.

Choose the correct answer:

1. ▸ b) Scholars
2. ▸ d) By traveling to remote areas

• Exercise 3: Error Correction

1. ✗ scatter ▸ ✓ scattered
▸ Corrected: The troops were **scattered** throughout the valley, which made communication difficult.
2. ✗ humalilty ▸ ✓ humility
▸ Corrected: His display of **humility** was actually a way to seek attention from others.
3. ✗ peek ▸ ✓ peak
▸ Corrected: After hours of climbing, they finally reached the mountain's highest **peak**.
4. ✗ spreaded ▸ ✓ spread
▸ Corrected: The news about the scandal **spread** faster than anyone expected.
5. ✗ legasy ▸ ✓ legacy
▸ Corrected: The inventor left a remarkable legacy that changed technology forever.
6. ✗ forties ▸ ✓ fortress
▸ Corrected: The medieval **fortress** was considered impregnable due to its thick stone walls.

● **Exercise 4: Translation**

A. English to Arabic:

◆ كانت القلعة القديمة رمزاً للسلام والعدالة.

B. Arabic to English:

◆ The scholars spread their illuminating ideas all over the world.

Diversity

ILOs

◆ *By the end of the lesson, students will be able to:*

- ☞ discuss the concept of respecting diversity in Islam.
- ☞ listen to a text about respecting diversity for Paraphrasing and Summarization.
- ☞ demonstrate the use of idioms in context.
- ☞ apply future and present continuous tenses appropriately.
- ☞ draft a descriptive poem or song reflecting the positive aspects of Islam.

Materials Needed

- Audio recording or script for the listening task
- Whiteboard/Smartboard for discussion points
- Printed or digital copies of idioms and grammar exercises
- Dictionaries (optional)
- Space for group discussions and project work

Task 1 Pre-Listening

- ☞ Objective: Activate prior knowledge about diversity and encourage meaningful discussion.

Instructions for Teachers:

- ◆ Pair students and ask them to discuss the following questions:
 - » Why does the Quran mention people of various tribes and nations?
 - » What does Prophet Muhammad's (PBUH) farewell sermon say about equality?
 - » How is diversity presented in Islam—as a challenge or a blessing?
- ◆ Encourage students to provide examples or personal insights.

Teaching Tip:

Write key terms like "tribes," "equality," and "blessing" on the board.

1. The Quran mentions various tribes and nations to encourage

Diversity

ILOs

By the end of the lesson, students will be able to:

- ☞ discuss respecting diversity in Islam.
- ☞ listen to a recording about respecting diversity in Islam for Paraphrasing and Summarization.
- ☞ demonstrate the use of idioms in context through short dialogues or writings.
- ☞ use future and present continuous for future plans properly.
- ☞ draft a descriptive poem or song about Islam.

Task 1 Pre listening / SPEAKING

- ☞ I can discuss respecting diversity in Islam.
- ◆ Discuss the following questions in pairs:
 - ❑ Why does the Quran mention people of various tribes and nations?
 - ❑ What does the Prophet Muhammad's (PBUH) farewell sermon say about equality?
 - ❑ How is diversity presented in Islam—as a challenge or a blessing?

Task 2 Listening

- ☞ I can listen to a text about respecting diversity in Islam for Paraphrasing and Summarization.
- ◆ Listen to "Respecting Diversity in Islam."
- ◆ Listen again to the text and fill in the gaps with the suitable word:
 - ❑ The Quran emphasizes the importance of _____ and respect.
 - ❑ Differences in language and _____ are signs of Allah's creation.
 - ❑ Islam teaches that _____ does not determine one's worth.
 - ❑ Prophet Muhammad (PBUH) taught that _____ has no superiority over others except by piety.
 - ❑ Diversity contributes to _____ in society.

understanding and mutual respect among people.

2. The Prophet Muhammad's (PBUH) farewell sermon emphasizes that no one has superiority over another based on race or ethnicity, and the only measure of worth is piety and good actions.
3. In Islam, diversity is presented as a blessing from Allah, showcasing the beauty of creation and fostering mutual respect and collaboration.

Task 2 Listening

👉 **Objective:** Develop listening skills while learning about respecting diversity in Islam.

1. Instructions for Teachers:

- ◆ Play the audio or read the text, "Respecting Diversity in Islam."
- ◆ Distribute the fill-in-the-blank worksheet and guide students as they listen.

• Respecting Diversity in Islam

Islam emphasizes the importance of respecting diversity, as it acknowledges that people are created with differences in race, language, and beliefs. The Holy Quran addresses this directly in Surah Al-Hujurat (49:13), saying: "O mankind, We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted." This verse highlights the purpose of diversity, emphasizing mutual understanding and respect rather than discrimination.

Another verse, Surah Ar-Rum (30:22), states: "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, these are signs for those of knowledge." This teaches that differences in appearance, speech, and culture are signs from Allah, meant to be appreciated as part of His creation.

Diversity

ILOs

By the end of the lesson, students will be able to:

- discuss respecting diversity in Islam.
- listen to a recording about respecting diversity in Islam for Paraphrasing and Summarization.
- demonstrate the use of idioms in context through short dialogues or writings.
- use future and present continuous for future plans properly.
- draft a descriptive poem or song about Islam

Task 1 Pre listening / SPEAKING

• I can discuss respecting diversity in Islam.

• **Discuss the following questions in pairs:**

- 1 Why does the Quran mention people of various tribes and nations?
- 2 What does the Prophet Muhammad's (PBUH) farewell sermon say about equality?
- 3 How is diversity presented in Islam—as a challenge or a blessing?

Task 2 Listening

• I can listen to a text about respecting diversity in Islam for Paraphrasing and Summarization.

• **Listen to "Respecting Diversity in Islam."**

• **Listen again to the text and fill in the gaps with the suitable word:**

- 1 The Quran emphasizes the importance of _____ and respect
- 2 Differences in language and _____ are signs of Allah's creation
- 3 Islam teaches that _____ does not determine one's worth
- 4 Prophet Muhammad (PBUH) taught that _____ has no superiority over others except by piety.
- 5 Diversity contributes to _____ in society.

Prophet Muhammad (PBUH) also exemplified respect for diversity, treating people of different ethnic backgrounds and religions with kindness. In his farewell sermon, he declared: "An Arab has no superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab. A white has no superiority over a black, nor does a black have any superiority over a white; none have superiority over another except by piety and good action." This message reinforces that virtue and righteousness are the true measures of a person's worth.

By embracing diversity, Muslims contribute to a harmonious society, fulfilling the Quran's call for understanding and unity. Islam promotes respect for others, regardless of differences, reminding believers that diversity is a divine blessing, and that it's through mutual respect and understanding that peace and unity are achieved.

● **Answers for Fill-in-the-Blank:**

1. mutual understanding
2. colors
3. race
4. piety
5. harmony
6. peace
7. know
8. righteousness
9. blessing
10. signs

● **Answers for Multiple Choice:**

1. c) It is a way for people to know one another.
2. d) The most righteous individuals.
3. b) Signs for those of knowledge.
4. c) It should be celebrated as part of Allah's creation.
5. b) No race has superiority over another.
6. c) Virtue and righteousness.
7. (Islam emphasizes the importance of diversity and promotes respect,

unity, and equality among people.)

8. (Diversity in race and language is a divine sign in Islam.)

Teaching Tip:

Pause the audio after significant sections to discuss the meaning.

Task 3 Critical Thinking

Objective: Promote deeper engagement with the topic of diversity.

1. Instructions for Teachers:

- ◆ Pair or group students and ask them to discuss the following:
 - » What is the Quranic perspective on diversity?
 - » Why is diversity emphasized in Islamic teachings?
 - » How can respecting diversity contribute to a peaceful society?

Teaching Tip:

Encourage students to connect their answers to personal experiences or global examples.

1. The Quran views diversity as part of Allah's creation, meant for people to understand and respect one another.
2. Diversity is emphasized to foster mutual respect, understanding, and unity in society.
3. Respecting diversity can reduce conflict, promote harmony, and lead to a more peaceful society.

Task 3 Critical Thinking / SPEAKING/LISTENING

1. I can discuss diversity.

2. With a partner, discuss the following.

- What is the Quranic perspective on diversity?
- Why is diversity emphasized in Islamic teachings?
- How can respecting diversity contribute to a peaceful society?

Task 4 Idioms / VOCABULARY

1. I can demonstrate the use of idioms in context through short dialogues or writings.

2. Match the following idioms with their meanings. Then use the idiom.

1. According to the text, what should be the true measure of a person's worth?

- a. Wealth and power
- b. Virtue and righteousness
- c. Race and ethnicity
- d. Language and culture

2. Which of the following best summarizes the passage?

- a. Islam emphasizes the importance of diversity and promote respect, unity, and equality among people.
- b. The Quran discourages people from interacting with those who are different.
- c. Prophet Muhammad (PBUH) only promoted equality within Arab communities.
- d. The Quran considers diversity a problem rather than a blessing.

3. Which key idea should be included in a summary of the passage?

- a. Diversity in race and language is a divine sign in Islam.
- b. Superiority is determined by social class.
- c. The Quran discourages cultural exchange.
- d. Islam promotes separation between different ethnic groups.

Task 4 Idioms

Objective: Familiarize students with idioms and their meanings.

1. Instructions for Teachers:

- ◆ Distribute the idiom-matching activity.
- ◆ Once completed, have students write sentences using the idioms and share them with a partner.

Match the idioms with their meanings:

<i>Idiom</i>	<i>Meaning</i>
1. Walk a mile in someone else's shoes	F. Encourages understanding others by considering their experiences and challenges.
2. On the same wavelength	E. Finding common ground despite differences.
3. Two heads are better than one	C. Suggests collaboration between different minds leads to better results.
4. Strength in numbers	A. Highlights the power of unity among diverse groups.
5. Melting Pot	D. A blend of varied cultures.
6. Open Minded.	B. See value in different perspectives.

• Example sentences:

1. The city is a melting pot of cultures, where diverse backgrounds come together.
2. Before judging him, try walking a mile in his shoes to understand his perspective.
3. Let's work together on this project—two heads are better than one!
4. The protesters realized there was strength in numbers, so they united for the cause.
5. We got along so well in the meeting; it felt like we were on the same wavelength.
6. Being open-minded is key to resolving conflicts and understanding different opinions.

• Teaching Tip:

Highlight that idioms can enhance both writing and speaking.

According to the text, what should be the true measure of a person's worth?

a Wealth and power b Virtue and righteousness
c Race and ethnicity d Language and culture

Which of the following best summarizes the passage?

a Islam emphasizes the importance of diversity and promote respect, unity, and equality among people.
b The Quran discourages people from interacting with those who are different.
c Prophet Muhammad (PBUH) only promoted equality within Arab communities.
d The Quran considers diversity a problem rather than a blessing.

Which key idea should be included in a summary of the passage?

a Diversity in race and language is a divine sign in Islam.
b Superiority is determined by social class.
c The Quran discourages cultural exchange.
d Islam promotes separation between different ethnic groups.

Task 3 Critical Thinking / SPEAKING / LISTENING

I can discuss diversity.

With a partner, discuss the following.

What is the Quranic perspective on diversity?
Why is diversity emphasized in Islamic teachings?
How can respecting diversity contribute to a peaceful society?

Task 4 Idioms / VOCABULARY

I can demonstrate the use of idioms in context through short dialogues or writings.

Match the following idioms with their meanings. Then use the idiom to form sentences. Share your sentences with a partner.

Task 5 Grammar

👉 Objective: Practice using future and present continuous tenses.

1. Instructions for Teachers:

- ◆ Explain the rules for using “will” and “going to.”
- ◆ Guide students through the multiple-choice questions.

2. Answers for Grammar Exercise:

• Choose the two correct answers:

- I ___ a new laptop next week.
▶ **Answer:** will buy
- Look at those dark clouds! It _____.
▶ **Answer:** is going to rain
- We ___ them at the airport tomorrow.
▶ **Answer:** will meet;
- My friends ___ me this weekend.
▶ **Answer:** will visit
- I think she ___ her exam; she's well-prepared.
▶ **Answer:** will pass
- They ___ to a new apartment next month.
▶ **Answer:** will move
- I'm sure they ___ the concert tonight.
▶ **Answer:** will enjoy
- Be careful! You ___ down the stairs.
▶ **Answer:** are going to fall
- We ___ for the trip at 8 a.m. tomorrow.
▶ **Answer:** are leaving
- ___ you ___ me with my homework tonight?
▶ **Answer:** Will / help

• Teaching Tip:

Use real-life examples to clarify the differences between the tenses.

Unit

Idiom	Meaning
1. Walk a mile in someone else's shoes	a) Many working together are stronger than one working alone.
2. On the same wavelength	b) One who sees value in different perspectives
3. Two heads are better than one	c) Suggests collaboration between different minds leads to better results.
4. Strength in numbers	d) A blend of varied cultures
5. Melting Pot	e) Finding common ground.
6. Open Minded	f) Encourages understanding others by considering their experiences and challenges.

☐ Alexandria is a melting pot of cultures, where diverse backgrounds come together.

☐ _____

☐ _____

☐ _____

☐ _____

Task 5 Grammar

I can use “will” and “going to” express ideas in the future.

“Future plans”

Will
We use “will” to talk about spontaneous plans decided at the moment of speaking.
Oops, I forgot to phone Mum! I’ll do it after dinner.
I can’t decide what to wear tonight. I know! I’ll wear my green shirt.
There’s no milk. I’ll buy some when I go to the shops.

Going to
We use “going to” to talk about plans decided before the moment of speaking.
I’m going to phone Mum after dinner. I told her I’d call at 8 o’clock.
I’m going to wear my black dress tonight.
I’m going to go to the supermarket after work. What do we need?

Present continuous:
We usually use the present continuous when the plan is an arrangement - already confirmed with at least one other person and we know the time and place.

Task 6 Writing a Poem or Song

👉 Objective: Develop creativity while reflecting on Islamic values.

1. Instructions for Teachers:

- ◆ Encourage students to brainstorm topics, such as an Islamic figure, ethic, or location.
- ◆ Remind them to use descriptive language and metaphors.
- ◆ Highlight the option of free verse for flexibility.

• Teaching Tip:

Display sample poems for inspiration.

Task 7 Project

👉 Objective: Encourage collaboration and prepare for a group presentation.

1. Instructions for Teachers:

- ◆ Divide students into groups and assign roles (e.g., presenter, writer, editor).
- ◆ Guide them to rehearse reading their poem or song aloud, focusing on clarity and expression.

• Teaching Tip:

Schedule a poetry reading event to showcase their work.

• Assessment and Feedback

- Class Participation: Evaluate engagement during discussions.
- Listening Exercise: Check accuracy in fill-in-the-blank and multiple-choice questions.
- Grammar Practice: Review correct use of tenses in responses.
- Creative Writing: Assess descriptive language, use of idioms, and grammar accuracy.
- Group Presentation: Observe teamwork and presentation skills.

Unit

21 We _____ for the trip at 8 a.m. tomorrow:

a is going to leave b will leave

c are going to leave d left

22 _____ you _____ me with my homework tonight?

a Are / going to help b Will / help

c Are / helping d Do / help

Task 6 Essay / WRITING

I can draft a poem about Islam.

Write a song or poem that captures the positive significance of Islam. The song/poem might describe an Islamic figure, Islamic ethic, or an important Islamic location. Focus on expressing your personal feelings and experiences. Use descriptive language and metaphors to help readers see and feel what you see and feel. Your song or poem can be any style—rhymed or free verse, short or long. Include target vocabulary words and grammar skills taught in this unit.

Top Tip

Free Verse

While rhyme can be a beautiful feature in poetry, non-rhyming poems (or "free verse") allow for greater freedom in expression. Instead of rhyme, free verse uses strong images, vivid language, and rhythm to evoke emotions and capture the reader's imagination. This approach lets the meaning and feeling of the words shine through without the constraints of rhyme schemes.

Task 7 Project

Do you know who your group members are? Does everyone have a role or task? What is your responsibility?

● **Additional Notes for Teachers**

- Incorporate multimedia resources (e.g., videos or slides) for visual learners.
- Encourage open discussions about cultural and religious diversity to foster inclusivity.
- Emphasize that respecting diversity aligns with broader global values of tolerance and unity.

Practice Book Lesson 2

● ***Exercise 1: Grammar – Choose the correct answers***

1. ▶ b) is going to
2. ▶ c) might
3. ▶ a) might
4. ▶ d) are going to
5. ▶ b) is going to
6. ▶ a) will
7. ▶ c) are going to
8. ▶ b) will
9. ▶ a) is going to
10. ▶ d) will

● ***Exercise 2: Fill in the Gaps***

1. scholars 2. justice
3. legacy 4. fortress

● Full paragraph:

Throughout history, great scholars have dedicated their lives to ensuring justice and fairness in society. Their legacy can be seen in the values they passed on to future generations. These individuals acted as a fortress of hope and knowledge during times of uncertainty, guiding others toward truth and wisdom.

- **Exercise 3: Dialogue Completion**

1. It's really nice. I love the spacious living room.
2. How much is the rent?
3. That sounds a bit expensive.
4. Can you reduce the rent?

- **Exercise 4: Sentence Rewriting (Using will / going to / present continuous)**

1. The CEO is going to announce the merger next Monday.
2. Look at those clouds! It is going to rain soon.
3. We think the company will offer us a better deal in the coming days.
4. I'm going to book a conference room for the 3 p.m. meeting.
5. She is going to apply for the scholarship.
6. We are not going to attend the conference after all.

Figurative Language

Lesson 3

Unit 5

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ analyze the author's use of figurative language to understand a text about culture.
- ✎ identify and apply figurative language techniques (e.g., simile, metaphor, personification, hyperbole, alliteration).
- ✎ revise a draft poem or song using figurative language and other techniques to enhance creativity and clarity.

Materials Needed

- Copies of the poem or song from the previous lesson (students' drafts).
- Worksheets for identifying figurative language.
- Whiteboard/Smartboard for class discussions.
- Rubric for poem evaluation (included below).

Task 1 Critical Thinking

✎ Objective: Analyze the author's use of figurative language and understand cultural references.

Instructions for Teachers:

- ◆ Provide a copy of the poem or text about culture from the previous lesson.
- ◆ Pair students to discuss the following questions:
 - » Why does the poet use metaphors like "jewels" and "sun" for Al-Azhar?
 - » What does the repetition of "generations after generations" emphasize?
 - » What is meant by "ears of time"?
 - » How is Al-Azhar's legacy described in the poem?
 - » How does Al-Azhar remain relevant in modern society?

Figurative Language

ILOs

By the end of the lesson, students will be able to:

- ✎ analyze the author's technique to better understand a text about culture.
- ✎ demonstrate critical thinking to answer questions related to culture.
- ✎ identify and create descriptions using figurative language.
- ✎ revise a draft of a song or poem about Islam.

Task 1 Critical Thinking

✎ I can analyze the author's technique to better understand a text about culture.

✎ Read the poem in lesson 1 and discuss the following questions in pairs.

- 1 Why does the poet use metaphors like "jewels" and "sun" for Al-Azhar?
- 2 Why does the author use repetition by writing knowledge? What the author trying to convey?
- 3 What is the significance of "Scatter its jewels"?
- 4 How does the poet describe the spread of Al-Azhar's legacy?
- 5 How does an institution like Al-Azhar maintain relevance in modern society?
- 6 How do centers of learning like Al-Azhar influence global education?
- 7 How might educational institutions make positive impacts on society?

Task 2 Reading / Writing

✎ I can identify and use figurative language.

✎ Read the sentences below and identify the literary device used in each one.

Literary Devices

Alliteration (noun) /əˈlɪtəˈreɪʃən/ The repetition of the same initial consonant sounds in sequence of words, often used to create rhythm or emphasis.

Hyperbole (noun) /haɪˈpɜːboʊli/ An exaggerated statement or claim that is not meant to be taken literally, often used for emphasis or effect.

Metaphor (noun) /ˈmetaːfər/ A figure of speech that makes a direct comparison between

★ **Teaching Tip:**

Encourage students to consider cultural and historical contexts in their responses. Use guiding questions to elicit thoughtful discussions.

★ **Answer :**

1. Why does the poet use metaphors like “jewels” and “sun” for Al-Azhar?

- ◆ The poet uses these metaphors to highlight Al-Azhar’s significance and impact. The term “jewels” conveys the value and timeless beauty of its knowledge, while “sun” symbolizes its far-reaching influence and ability to illuminate minds globally.

2. Why does the author use repetition by writing “generations after generations”? What is the author trying to convey?

- ◆ Repetition emphasizes continuity and the enduring legacy of Al-Azhar. The author wants to show how Al-Azhar has been a source of knowledge and wisdom across countless generations, maintaining its relevance and influence.

3. What is the significance of “ears of time”?

- ◆ “Ears of time” personifies time, suggesting that Al-Azhar’s contributions are so profound and lasting that they are heard and remembered throughout history. It highlights the institution’s timeless impact.

4. How does the poet describe the spread of Al-Azhar’s legacy?

- ◆ The poet mentions that its light spreads from East to West, symbolizing how its teachings and knowledge have reached all corners of the world. The legacy grows in every heart, signifying its personal and global influence.

5. How does an institution like Al-Azhar maintain relevance in modern society?

- ◆ Al-Azhar remains relevant by adapting its teachings to modern contexts while preserving its core values. It continues to be a center for interfaith dialogue, a source of authentic Islamic knowledge, and a voice for justice and unity.

6. How do centers of learning like Al-Azhar influence global education?
 - o They serve as beacons of knowledge, promoting academic excellence, cultural exchange, and moral values. Al-Azhar's scholars contribute to global debates on faith, ethics, and coexistence, influencing both religious and secular education.
7. How might educational institutions make positive impacts on society?
 - ◆ Educational institutions foster critical thinking, promote tolerance, and equip individuals with the knowledge and skills to address societal challenges. By encouraging innovation and respect for diversity, they contribute to building harmonious and progressive communities.

Task 2 Identifying Figurative Language

👉 **Objective:** Recognize literary devices and understand their effect.

1. Instructions for Teachers:

- ◆ Distribute the worksheet with example sentences.
- ◆ Explain each literary device (definitions provided in the lesson file).
- ◆ Ask students to identify the literary device in each sentence.
- ◆ Write example sentences on the board and have students explain why each device was used and its impact on the sentence.

Answer Key for Literary Devices

1. The pyramids stood like ancient giants against the desert sky.

Answer: Simile (comparison using "like").

2. The bustling markets were a vibrant tapestry of colors and sounds.

Answer: Metaphor (the markets are compared to a tapestry directly).

3. After walking all day in the heat, I felt like I had walked a million miles before reaching the Nile.

Answer: Hyperbole (exaggeration for effect).

Identify and create descriptions using figurative language.
 ✎ revise a draft of a song or poem about Islam.

Task 1 Critical Thinking

✎ I can analyze the author's technique to better understand a text about culture.

Read the poem in lesson 1 and discuss the following questions in pairs.

- 1 Why does the poet use metaphors like "jewels" and "sun" for Al-Azhar?
- 2 Why does the author use repetition by writing knowledge? What is the author trying to convey?
- 3 What is the significance of "Scatter its jewels"?
- 4 How does the poet describe the spread of Al-Azhar's legacy?
- 5 How does an institution like Al-Azhar maintain relevance in modern society?
- 6 How do centers of learning like Al-Azhar influence global education?
- 7 How might educational institutions make positive impacts on society?

Task 2 Reading / Writing

✎ I can identify and use figurative language.

Read the sentences below and identify the literary device used in each one.

Literary Devices

Alliteration (noun) / ʔaʔtaʔrefanʔ: The repetition of the same initial consonant sounds in sequence of words, often used to create rhythm or emphasis.

Hyperbole (noun) / ʔas ʔa ʔa ʔa ʔa: An exaggerated statement or claim that is not meant to be taken literally, often used for emphasis or effect.

Metaphor (noun) / ʔmaʔa ʔa: A figure of speech that makes a direct comparison between two unlike things, stating that one is the other.

Personification (noun) / ʔa ʔa ʔa ʔa: The attribution of human qualities or characteristics to non-human entities or objects.

Simile (noun) / ʔa ʔa ʔa: A figure of speech that compares two unlike things using the words "like" or "as".

Top Tip

4. The sacred journey of the hajj called out to the faithful, inviting them to find peace in unity.

Answer: Personification (the journey is given human qualities).

5. Camel caravans crossed the desert, creating a rhythm in the stillness.

Answer: Alliteration (repetition of the "c" sound in "camel caravans crossed").

3. Teaching Tip:

Write example sentences on the board and have students explain why each device was used and its impact on the sentence.

Task 3 Writing & Revising Poetry

Objective: Revise a poem or song to incorporate figurative language, enhance creativity, and improve structure.

1. Instructions for Teachers:

- ◆ Provide students with their draft poems or songs from Lesson 2.
- ◆ Share the poetry rubric and discuss evaluation criteria:
 - » Content (clarity of theme and ideas)
 - » Form (structure, grammar, and spelling)
 - » Creativity (originality, vivid language, and imagery)
- ◆ Guide students to:
 - » Add metaphors, similes, and other figurative language.
 - » Improve clarity by deleting or rephrasing unclear ideas.
 - » Organize ideas using transitions.
 - » Review word choice, adding adjectives or adverbs for vividness.

Unit 5

Identify the Literary Devices:

Read the sentences below and identify the literary device used in each one. Write the correct term (personification, metaphor, simile, hyperbole, alliteration) next to each sentence.

☐ The pyramids stood like ancient giants against the desert sky.
Answer: _____

☐ The bustling markets were a vibrant tapestry of colors and sounds.
Answer: _____

☐ After walking all day in the heat, I felt like I had walked a million miles before reaching the Nile.
Answer: _____

☐ The sacred journey of the hajj called out to the faithful, inviting them to find peace in unity.
Answer: _____

☐ Camel caravans crossed the desert, creating a rhythm in the stillness.
Answer: _____

Task 4 Essay / WRITING

I can revise a draft of a poem about Islam.

After reviewing the poetry rubric, revise your draft of a poem or song about Islam. Use target vocabulary and newly learned grammar skills from this unit:

- Develop ideas
- Delete unnecessary ideas
- Organize ideas logically
- Use transitions between ideas
- Choose words carefully

Sample Rubric for Poetry Evaluation:

Criteria	Level+ 1: Needs Improvement (2 points)	Level 2: Satisfactory (3 points)	Level 3: Excellent (5 points)
Content	Lacks clear meaning or theme.	Conveys a theme but has unclear parts.	Presents a strong theme with well-developed ideas.
Form	No structure; many grammar errors.	Some structure with few errors.	Clear structure; grammar is correct.
Creativity	Minimal originality or clichés.	Some creativity; some clichés.	Highly original with unique imagery.

Teaching Tip:

Offer individualized feedback as students revise their drafts, focusing on specific areas like figurative language or transitions.

Task 4 Project

👉 Objective: Refine poetic elements to make the poem or song more engaging.

Instructions for Teachers:

- ◆ Ask students to review their revised draft and look for:
 - » Opportunities to add figurative language (metaphors, similes, personification).
 - » Adjectives or adverbs to enhance imagery.
 - » Encourage students to share their work with a partner for feedback.

Teaching Tip:

Emphasize the importance of peer feedback. Guide students to offer constructive criticism, focusing on specific areas like vividness or flow.

Unit 5

Task 5 Project

Review your word choice throughout. Can you add figurative language to your song or poem to make it more vivid? Are there places where you might add adjectives or adverbs to help your future audience see and feel what you see and feel?

● Assessment and Feedback

Formative Assessment:

- Evaluate students' ability to identify and explain figurative language during the worksheet activity.
- Observe participation and critical thinking during pair discussions.

Summative Assessment:

- Use the poetry rubric to grade students' revised poems or songs.
- Provide written or verbal feedback highlighting strengths and areas for improvement.

● Extension Activities

1. Create a Figurative Language Poster:
 - ◆ Students design a poster illustrating one literary device, including examples and visuals.
2. Poetry Recital:
 - ◆ Organize a recital where students present their revised poems or songs to the class or school.

● Additional Notes for Teachers

- Emphasize the cultural and historical significance of Al-Azhar as a way to connect the lesson to real-world examples.
- Highlight the use of figurative language in famous Islamic poetry to inspire students.
- Encourage creativity and remind students that figurative language adds depth and emotion to their writing.

Practice Book Lesson 3

● ***Exercise 1: Idioms – Choose the Correct Answers***

1. ▶ b) Understand someone's perspective
2. ▶ a) Agree with each other
3. ▶ a) Two people are more successful when working together
4. ▶ c) Groups can achieve more than individuals
5. ▶ a) A diverse society where cultures blend together
6. ▶ d) To accept new ideas and perspectives

7. ▶ b) Understand their experiences.
8. ▶ b) Share similar ideas and understanding.
9. ▶ c) Leads to better problem-solving.
10. ▶ b) The power of collective effort.

● **Exercise 2: Figurative Language – Reading Comprehension**

◆ **Answer the following questions:**

1. Why might a writer choose to use figurative language instead of literal language?
 - ▶ To make writing more vivid, emotional, and imaginative, and to express complex ideas creatively.
2. How does personification affect the tone of a passage?
 - ▶ It makes the tone more lively, engaging, and imaginative by attributing human traits to non-human things.
3. Can figurative language ever confuse the reader? Why or why not?
 - ▶ Yes, it can confuse readers unfamiliar with the expressions or if used excessively without clear context.

◆ **Choose the correct answer:**

4. ▶ C. The car is a beast on the road. (Metaphor)
5. ▶ D. Personification (The stars "danced" – giving human traits to non-human objects)

● **Exercise 3: Translations**

A – English to Arabic:

◆ اللغة المجازية تساعد الكاتب على التعبير عن الأفكار المعقدة من خلال مقارنات إبداعية وصور خيالية واضحة .

B – Arabic to English:

- ◆ Using metaphors and similes makes writing more engaging and easier to visualize.

• **Exercise 4: Essay Writing**

Essay Topic: The Importance of Non-Violence in Achieving Social Justice

The Importance of Non-Violence in Achieving Social Justice

Non-violence is a powerful tool in the pursuit of social justice. Throughout history, peaceful movements have brought about lasting change without causing harm. Leaders such as Mahatma Gandhi and Martin Luther King Jr. demonstrated that non-violence can unite people and appeal to their sense of morality.

Using non-violence encourages dialogue, understanding, and cooperation between opposing sides. It avoids the destruction and pain caused by violent actions and maintains the moral high ground. Peaceful protests, civil disobedience, and thoughtful discussions allow people to express their grievances without fear or hate.

In addition, non-violent movements often gain more public support. When people see peaceful demonstrators standing up for justice, they are more likely to listen and sympathize. Violence, on the other hand, can turn potential allies into critics.

In conclusion, non-violence is not a sign of weakness, but a strength that empowers people to fight injustice with dignity. It fosters unity and long-term solutions, making it essential in achieving true social justice.

Unit Review

Lesson 4

Unit 5

ILOs

◆ *By the end of the lesson, students will be able to:*

- 👉 Review and consolidate target vocabulary, grammar, and language skills.
- 👉 Refine and share a poem or song about Islam.
- 👉 Create and perform a poem or song for a poetry reading ceremony.

Materials Needed

- Copies of the poem *Wisdom by the Nile* for each student.
- Worksheets for vocabulary and grammar tasks.
- Students' draft poems or songs from previous lessons.
- Rubric for poetry evaluation (same as in Lesson 3).
- Audio or video recording devices (optional) for rehearsal practice.

Task 1 Vocabulary Review

👉 Objective: Reinforce understanding and application of target vocabulary..

Instructions for Teachers:

- ◆ Distribute copies of the poem *Wisdom by the Nile*.
- ◆ Ask students to read the poem individually and then answer the comprehension questions.
- ◆ Review answers as a class, discussing why each answer is correct.

★ Answer :

1. It is a place of knowledge and enlightenment.
2. A guiding light through history's path.
3. Egypt's glory and pride.
4. Al-Azhar holds historical significance and memories.
5. Egypt's heart and foundation of faith.
6. Al-Azhar promotes growth and enlightenment.
7. The importance of knowledge and spirituality in Al-Azhar.

Unit Review

ILOs

By the end of the lesson, students will be able to:

- 👉 review the target vocabulary, grammar, and new language skills.
- 👉 edit and share a poem or song about Islam.
- 👉 create a poem or song for a poetry reading ceremony.

Task 1 Vocabulary Review

👉 I can use the target vocabulary.

👉 A. Read the poem and answer the questions that follow.

Wisdom by the Nile

In Al-Azhar's shade, wisdom flows,
Where hearts and minds in harmony grow,
A beacon of light through history's path,
Guiding nations away from wrath.
The Nile whispers softly by its side,
Of Egypt's glory and its undying pride,
In every lesson and every prayer,
Al-Azhar's spirit is always there.
Its walls speak of ages past,
Of scholars' wisdom built to last.
Through every verse, and every word,
Al-Azhar's voice is always heard.
It's more than a place of stone and creed,
It's Egypt's heart, it's every seed,
That grows in faith, that grows in light,
In Al-Azhar's care, the world takes flight.

Top Tip

Mahmoud Hassan Ismail
Mahmoud Hassan Ismail's poetry, characterized by its spiritual depth and exploration of human emotion, pays attention to the themes of love, faith, and existential reflection. He runs through his poems, Ismail often employs free verse, allowing for a natural flow of thought and feeling which invites readers to experience the emotional intensity of his words. Delving into the philosophical underpinnings of his verses can provide insight into his views on the human condition and the quest for meaning in life. Exploring his influences, including Sufism, will enrich your understanding of his unique poetic voice.

❑ What does "wisdom flows" suggest about Al-Azhar?
👉 It is a source of ignorance.
👉 It is a place for enlightenment.

Task 1 Vocabulary Review

👉 Objective: Reinforce understanding and application of target vocabulary..

📌 Instructions for Teachers:

- ◆ Distribute copies of the poem Wisdom by the Nile.
- ◆ Ask students to read the poem individually and then answer the comprehension questions.
- ◆ Review answers as a class, discussing why each answer is correct.

★ Answer :

1. It is a place of knowledge and enlightenment.
2. A guiding light through history's path.
3. Egypt's glory and pride.
4. Al-Azhar holds historical significance and memories.
5. Egypt's heart and foundation of faith.
6. Al-Azhar promotes growth and enlightenment.
7. The importance of knowledge and spirituality in Al-Azhar.

📌 Fill-in-the-Gaps

- ◆ Students complete the sentences based on the poem.
- ◆ Review answers as a class.

★ Answer :

1. wisdom
2. side
3. there
4. ages
5. seed

8. Read the poem again and fill in the gaps with the suitable word:

- 1 In Al-Azhar's shade, flows.
- 2 The Nile whispers softly by its
- 3 Al-Azhar's is always there in every lesson and prayer.
- 4 Its walls speak of past.
- 5 Al-Azhar is Egypt's heart, it's every that grows in faith.

Task 2 Grammar Review

👉 I can use future tense using "will" and "going to".

A. Choose the correct answer:

- 1 She her grandmother next weekend; that's her intention.
 - a is going to visit
 - b visits
 - c visiting
- 2 I my project by the end of the day.
 - a will finish
 - b are going to finishing
 - c finish
- 3 We a party to celebrate his promotion.
 - a has
 - b are going to have
 - c is having
- 4 She the meeting tomorrow; she has another commitment.
 - a won't going
 - b will not attend
 - c will not attends

Task 2 Grammar Review

👉 Objective: Review future tense usage ("will" and "going to").

1. Instructions for Teachers:

- ◆ Distribute the grammar review worksheet.
- ◆ Students choose the correct answer for each sentence.
- ◆ Discuss answers as a class and clarify any doubts.

★ Answer :

1. is going to visit
2. will finish
3. are going to have
4. will not attend

Speaking Activity

- ◆ Pair students to discuss their plans for the rest of the week using "will" and "going to."
- ◆ Circulate the room and listen to conversations, offering corrections or suggestions as needed.

Unit 5

Task 2 Grammar Review

A. Read the poem again and fill in the gaps with the suitable word:

- 1 In Al-Azhar's shade, _____ flows.
- 2 The Nile whispers softly by its _____.
- 3 Al-Azhar's _____ is always there in every lesson and prayer.
- 4 Its walls speak of _____ past.
- 5 Al-Azhar is Egypt's heart, its every _____ that grows in faith.

B. I can use future tense using "will" and "going to".

A. Choose the correct answer:

- 1 She _____ her grandmother next weekend; that's her intention.
 - a is going to visit
 - b visits
 - c visiting
- 2 I _____ my project by the end of the day.
 - a will finish
 - b are going to finishing
 - c finish
- 3 We _____ a party to celebrate his promotion.
 - a has
 - b are going to have
 - c is having
- 4 She _____ the meeting tomorrow; she has another commitment.
 - a won't going
 - b will not attend
 - c will not attends

Task 3 Writing

👉 Objective: Refine and share a poem or song about Islam.

Instructions for Teachers:

- ◆ Have students edit their poems or songs, focusing on:
 - » Correct spelling, capitalization, and grammar.
 - » Adding vivid imagery and figurative language if needed.
- ◆ Pair students to exchange their work and provide constructive feedback.

Unit 5

Task 3 Essay / Writing

A. I can write a poem or song about Islam.

B. Edit and share your poem or song about Islam.

- Check spelling, capitalization, and grammar.
- Exchange your poem with other students.
- Offer constructive feedback and make corrections.

Task 4 Project / CRITICAL THINKING

A. I can create a poem or song for a poetry reading ceremony.

After writing a poem describing an important aspect of Islam, practice reading your poem aloud with your group, focusing on clear pronunciation and expression. At an upcoming reading, you will present your poem to the class.

Peer Feedback Guidelines:

- ◆ Does the poem effectively convey a message about Islam?
- ◆ Are the ideas clear and logically organized?
- ◆ Is figurative language (e.g., similes, metaphors) used effectively?
- ◆ Suggest at least one improvement.

Teaching Tip:

Encourage students to focus on positive feedback and offer actionable suggestions for improvement.

Task 4 Project – Poetry Reading Ceremony

 **Objective:** Create, rehearse, and present a poem or song for a class poetry reading ceremony.

Instructions for Teachers:

- ◆ Ask students to finalize their poems or songs.
- ◆ Arrange students into small groups to practice reading their poems aloud. Emphasize:
 - » Clear pronunciation
 - » Expressive tone and rhythm
- ◆ Provide guidance on overcoming stage fright and connecting with the audience.

Class Presentation:

- ◆ Schedule a poetry reading ceremony where students present their work to the class.
- ◆ Optional: Record the performances for students to watch later and reflect on their delivery.

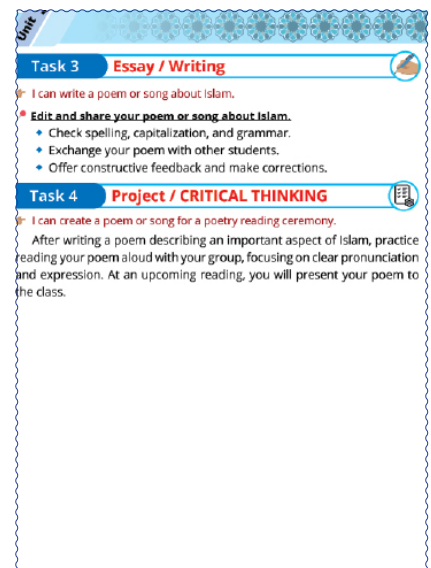
Teaching Tip:

Create a warm and supportive environment for the reading ceremony. Applaud every performance and highlight the effort each student has put into their work.

Assessment and Feedback

Formative Assessment:

- Monitor students' participation and understanding during vocabulary and grammar activities.



Task 3 Essay / Writing

I can write a poem or song about Islam.

Edit and share your poem or song about Islam.

- ◆ Check spelling, capitalization, and grammar.
- ◆ Exchange your poem with other students.
- ◆ Offer constructive feedback and make corrections.

Task 4 Project / CRITICAL THINKING

I can create a poem or song for a poetry reading ceremony.

After writing a poem describing an important aspect of Islam, practice reading your poem aloud with your group, focusing on clear pronunciation and expression. At an upcoming reading, you will present your poem to the class.

- Evaluate their ability to provide constructive peer feedback during the writing task.

Summative Assessment:

- Use the poetry rubric to assess students' final poems or songs.
- Provide verbal or written feedback after the poetry reading ceremony, focusing on their creativity, clarity, and use of figurative language.

Extension Activities

1. Digital Presentation:
 - o Students can create a digital version of their poem or song with visuals and background music for an online showcase.
2. Research and Reflection:
 - o Assign students to research Mahmoud Hassan Ismail's influences (e.g., Sufism) and write a short reflection on how his themes inspired their own writing.
3. Class Anthology:
 - o Compile students' poems into a class poetry anthology. Print copies or share digitally with the school community.

Additional Notes for Teachers

- Highlight Mahmoud Hassan Ismail's use of free verse and spiritual themes to inspire students.
- Encourage students to see poetry as a form of self-expression and a way to share their understanding of culture and faith.
- Emphasize collaboration and peer support throughout the lesson.

Practice Book Lesson 4

• Exercise 1: Grammar – Choose the Correct Answers

1. ▶ a) will
2. ▶ b) is going to
3. ▶ c) are going to
4. ▶ a) will
5. ▶ a) are going to
6. ▶ b) am going to

7. ▶ a) will
8. ▶ d) will
9. ▶ c) are going to
10. ▶ a) will

• **Exercise 2: Vocabulary – Choose the Correct Answers**

1. ▶ B. scatter
2. ▶ C. humility
3. ▶ C. peak
4. ▶ B. spread
5. ▶ B. legacy
6. ▶ A. fortress
7. ▶ B. justice
8. ▶ C. righteousness
9. ▶ B. scholars
10. ▶ C. illuminating

• **Exercise 3: Find and Correct the Mistakes**

1. ✗ I am meeting with the client tomorrow, but I didn't confirm the time yet.
✓ I am meeting with the client tomorrow, but I haven't confirmed the time yet.
2. ✗ They will fly to Paris next month; it's been planned.
✓ They are going to fly to Paris next month; it's been planned.
3. ✗ She is going to attending the conference next week because it's important.
✓ She is going to attend the conference next week because it's important.
4. ✗ We going to visit the new office tomorrow after the meeting.
✓ We are going to visit the new office tomorrow after the meeting.
5. ✗ He is meet his team tomorrow to finalize the project details.
✓ He is meeting his team tomorrow to finalize the project details.
6. ✗ I will starting my new role next Monday, and I'm very excited about it.
✓ I will start my new role next Monday, and I'm very excited about it.

● **Exercise 4: Translations**

A – English to Arabic:

◆ القلعة صمدت قوية لعدة قرون، تحمي المملكة من الغزاة.

B – Arabic to English:

◆ Humility is a virtue that often accompanies true greatness.

Experimental Test

● **Exercise 1: Dialogue Completion**

Reda: Hello! What are you doing online?

Soliman: (1) I'm planning my next trip.

Reda: Really! Where are you travelling?

Soliman: (2) I'm going to Rome next week.

Reda: Why have you chosen Rome?

Soliman: (3) Because it's full of history and beautiful architecture.

Reda: (4) Do you know someone who lives there?

Soliman: Yes, he has lived there for a long time.

● **Exercise 2: Fill in the Gaps (Vocabulary)**

1. illuminating

2. summit

3. humility

4. legacy

● **Exercise 3: Multiple Choice – Grammar & Vocabulary**

1. c) are going to

2. a) are going to

3. c) might

4. d) are going to

5. a) will

6. a) fortress

7. b) legacy

8. c) scatter
9. a) righteousness
10. d) illuminating

• **Exercise 4: Reading Comprehension**

A. Answer the following questions:

1. What does the passage say about the importance of nature's legacy?
 - ▶ It emphasizes preserving nature so that future generations can enjoy its beauty and benefits.
2. How does the passage describe forests and rivers?
 - ▶ Forests are described as a natural fortress, and rivers scatter life-giving water across the land.
3. What message does the passage suggest we leave for future generations?
 - ▶ An illuminating message of responsibility and sustainable living to protect the earth.

B. Choose the correct answer:

1. b) A fortress
2. a) The spread of environmental harm

• **Exercise 5: Translations**

A – Translate into Arabic:

◆ يلعب العلماء دوراً حيوياً في نشر الحكمة والعدالة في العالم.
عملهم ينير عقول الأجيال القادمة.

B – Translate into English:

- ◆ The mountain summit offered a breathtaking view of the valley below.
- ◆ The beauty of nature fills the soul with peace and righteousness.

- **Exercise 6: Essay Writing (Sample – 120 words)**

Title: William Shakespeare – The Immortal Poet

William Shakespeare is one of the most famous poets and playwrights in history. Born in 1564 in England, he wrote many plays and sonnets that are still studied and performed today. His use of language, deep understanding of human emotions, and creative imagination have influenced literature worldwide. Among his most popular works are *Romeo and Juliet*, *Hamlet*, and *Macbeth*. His poetry explores themes such as love, power, jealousy, and fate. Shakespeare's unique style, powerful metaphors, and memorable lines have made him timeless. His legacy continues through books, films, and theater, proving that true art lasts forever. He remains a symbol of literary excellence and creativity.



Unit 6

Architecture



Unit Overview

- ★ **Reading/Writing Focus:** College Entrance Essay
- ★ **Grammar:** “use to” and present /past passive voice
- ★ **Reading/Writing Skills:** Organizing an Essay (Topic Sentences / Transition Words)
- ★ **Essay:** college entrance essay
- ★ **Project:** gallery walk (captioned photos of noteworthy buildings)
- ★ **Anchor Text:** The Art and Science of Architecture
- ★ **Recording:** Architectural Design: Through the Years

Architecture for Everyone

Unit 6 Lesson 1

ILOs

◆ *By the end of this lesson, students will be able to:*

- 👉 identify the meanings of target vocabulary using contextual clues.
- 👉 read a text about architecture for Prediction.
- 👉 brainstorm and plan ideas for a college entrance essay.
- 👉 create and present a gallery walk of noteworthy architectural buildings.

Teacher Preparation

- Copies of the target vocabulary list and example sentences.
- Copies of the reading passage The Art and Science of Architecture.
- Worksheets for vocabulary, reading comprehension, and brainstorming activities.
- Devices for researching architectural buildings (optional).
- Poster boards or digital tools for the gallery walk project.

Task 1 Vocabulary

👉 Objective: Students will use context clues to deduce the meanings of target vocabulary words.

1. Instructions for Teachers:

- ◆ Write the following sentence on the board:
"The summit, or highest point of the mountain, was covered in snow."
- ◆ Discuss with students how the meaning of summit is explained by context clues.
- ◆ Review the three types of context clues (definition, synonym, antonym).
- ◆ Distribute the vocabulary sentences worksheet and instruct students to use context clues to guess the meaning of the bolded words.

2. Activity:

- ◆ Pair students to discuss their answers.
- ◆ Review as a class, clarifying word meanings and their parts of speech.

Unit 6
Lesson 1

Architecture for Everyone

ILOs

By the end of the lesson, students will be able to:

- 👉 identify the meaning of target words using contextual clues.
- 👉 read a text about architecture for Prediction.
- 👉 brainstorm ideas for a college entrance essay.

Task 1 Vocabulary

I can identify the meaning of target words using contextual clues.

Target Vocabulary

• feasible (adj)	• symbolic (adj)	• evolved (v)
• permanence (n)	• combining (v)	• semi-circular (adj)
• beam (n)	• mass (n)	• segments (n)
• horizontally (adv)	• harmonize (v)	• revolutionizing (v)
• breakthrough (n)	• shelter (n)	• thermally (adv)
• enclose (v)	• complement (n)	• adobe (n)

• A. Guess the meanings of the words in bold using context clues.

❑ Combining form and function, architecture uses space, mass, light, and color to harmonize with surroundings while being economically **feasible**.

❑ Architecture has evolved with technological **breakthroughs**, such as the arch, which allowed for stronger structures than **horizontal** beams.

❑ Ancient Romans, inspired by earlier Mediterranean designs, used **semi-circular** arches made of separate stone segments, revolutionizing aboveground structures. Stone structures, admired for their **permanence**, have stood the test of time.

Top Tip

Context Clues

Context clues help you understand new words while reading or listening. Focus on three key types: definition clues (the word is directly explained), synonym clues (a similar word is nearby), and antonym clues (an opposite word is provided). For example: "The summit, or highest point of the mountain, was covered in snow." In the sentence, the definition of "summit" is provided.

★ **Answer :**

Guess the meanings of the bold words using context clues:

1. Feasible – Possible to do or achieve.
2. Evolved – Gradually developed or changed over time.
3. Breakthroughs – Major advances or discoveries.
4. Horizontally – Parallel to the ground or flat.
5. Beams – Long, sturdy pieces of material (like wood or metal) used in construction.
6. Semi-circular – Shaped like half of a circle.
7. Segments – Parts or pieces of something.
8. Revolutionizing – Causing a dramatic change.
9. Permanence – The quality of lasting a long time.
10. Adobe – A type of building material made of mud and straw, often used in sustainable housing.
11. Harmonize – To combine or fit together in a pleasing way.
12. Shelter – A structure that provides protection from the elements.
13. Symbolic – Serving as a representation or symbol of something.
14. Complement – Something that completes or enhances another thing.
15. Combining – Bringing together multiple elements.
16. Mass – The size or bulk of something.
17. Enclose – To surround or close off something.
18. Thermally – Relating to heat.

Task 2 Pre-reading Discussion

👉 **Objective:** Develop students' speaking and listening skills by discussing architecture.

1. Instructions for Teachers:

- ◆ Display the discussion questions on the board.
- ◆ Pair students and ask them to choose 2–3 questions to discuss.

2. Activity:

- ◆ Encourage students to share their thoughts and use vocabulary words (e.g., symbolic, mass, shelter).

- ◆ After the discussions, invite a few pairs to share their answers with the class.

1. Can you name a famous building or structure that impresses you? Why?

» "The Eiffel Tower impresses me because of its unique design and historical significance."

2. How do buildings in your city reflect the culture or history of the area?

» "The older buildings in my city reflect colonial architecture, showing a mix of local and foreign influence."

3. What materials do you think are most commonly used in architecture?

» "Materials like concrete, steel, and glass are common in modern architecture, while traditional structures often use wood and stone."

His **legacy** includes over 160 projects and the book *Architecture for the Poor*, a valuable resource for students and professionals alike.

His work at New Gourna, where he trained locals to use **adobe** for sustainable housing, is renowned.

B. List the remaining target vocabulary words and discuss their meaning with a partner.

Task 2 Pre-reading / SPEAKING/LISTENING

I can discuss architecture.

Select 2 or 3 of the following questions to discuss with a partner:

- Can you name a famous building or structure that impresses you? Why?
- How do buildings in your city reflect the culture or history of the area?
- What materials do you think are most commonly used in architecture?
- How do you think modern architecture differs from older styles?
- Have you ever visited a building or space that made you feel inspired? What made it special?
- Who is known as the "architect of the poor"?

Task 3 READING

I can read a text about architecture for Prediction.

Read the text and choose the correct answer:

The Art and Science of Architecture

Architecture is the art and science of designing structures to enclose space for both practical and symbolic purposes. Combining form and function, architecture uses space, mass, light, and color to harmonize with surroundings while being economically feasible. Architects aim to create buildings that provide shelter, enrich space, complement their site, and express the needs of clients.

Task 3 Reading Comprehension

👉 Objective: Students will read a text about architecture and answer specific questions.

1. Instructions for Teachers:

- ◆ Distribute the text *The Art and Science of Architecture*.
- ◆ Instruct students to read silently and underline any unfamiliar words or phrases.
- ◆ After reading, students will answer the comprehension questions.

2. Activity:

- ◆ Have students work in pairs or small groups to compare their answers.
- ◆ Review the answers as a class, discussing why each choice is correct.

His **legacy** includes over 160 projects and the book *Architecture for the Poor*, a valuable resource for students and professionals alike.

His work at New Gourna, where he trained locals to use **adobe** for sustainable housing, is renowned.

B. List the remaining target vocabulary words and discuss their meaning with a partner.

Task 2 Pre-reading / SPEAKING/LISTENING

I can discuss architecture.

Select 2 or 3 of the following questions to discuss with a partner:

- Can you name a famous building or structure that impresses you? Why?
- How do buildings in your city reflect the culture or history of the area?
- What materials do you think are most commonly used in architecture?
- How do you think modern architecture differs from older styles?
- Have you ever visited a building or space that made you feel inspired? What made it special?
- Who is known as the "architect of the poor"?

Task 3 READING

I can read a text about architecture for Prediction.

Read the text and choose the correct answer:

The Art and Science of Architecture

Architecture is the art and science of designing structures to enclose space for both practical and symbolic purposes. Combining form and function, architecture uses space, mass, light, and color to harmonize with surroundings while being economically feasible. Architects aim to create buildings that provide shelter, enrich space, complement their site, and express the needs of clients.

★ **Answer :**

1. To enclose space for practical and symbolic purposes
2. The arch
3. Machu Picchu
4. By using separate stone segments in semi-circular designs
5. Promoting traditional and affordable building methods
6. It was thermally effective and low-cost
7. His sustainable architectural practices in New Gourná
8. By balancing modern technology with sustainable and cost-effective materials

Task 4 Writing a College Entrance Essay

👉 **Objective:** Students will brainstorm ideas for a college entrance essay.

1. Instructions for Teachers:

- ◆ Introduce the concept of "human architecture," emphasizing how personal experiences, values, and challenges shape individual identity.
- ◆ Ask students to brainstorm ideas for their essay and jot them down in a graphic organizer.

2. Activity:

- ◆ Encourage students to include target vocabulary words and examples from the text to strengthen their essays.
- ◆ Pair students to discuss their ideas and provide feedback.

3. Follow-up:

- ◆ Students can draft their essays as homework or during the next class session.

Unit

Task 3

Essay / Writing

I can brainstorm ideas for a college entrance essay.

Brainstorm / Plan

Consider how your experiences, values, and personality form the blueprint of who you are—your "human architecture." Like any great structure, your design is shaped by the materials you've gathered along the way: the lessons you've learned, the challenges you've faced, and the dreams you hold. Brainstorm ideas for a college entrance essay. Think about the information that you would include in your essay to persuade the college to accept you. Jot down ideas for your essay using the target vocabulary in the text. Discuss your ideas with a peer/peers.

Task 4

Project / Critical Thinking

I can create a captioned gallery walk of noteworthy architectural buildings.

Create a gallery walk of the most amazing architectural buildings in another country. After choosing a country, select a series of photos of interesting buildings with noteworthy architectural design. Caption each photo, describing the style, building materials, and name of the architect. Evaluate each design by adding your opinion about it. You can include quotations, target vocabulary, present and past passive verb tense, and new idioms. Share your photos and description with others.

Task 5 Gallery Walk Project

 **Objective:** Create and present a captioned gallery of noteworthy architectural buildings.

1. Instructions for Teachers:

- ◆ Explain the project requirements:
 - » Select a country and find photos of interesting architectural buildings.
 - » Caption each photo with descriptions of the style, materials, and architect.
 - » Add opinions and evaluations of the designs using target vocabulary and idioms.

2. Activity:

- ◆ Divide students into groups of 3–4.
- ◆ Assign each group a country or allow them to choose.
- ◆ Provide poster boards or devices for creating the gallery walk.
- ◆ Allow students to present their gallery walks to the class, explaining their choices and evaluations.

3. Teaching Tip:

Encourage students to focus on creativity and detailed captions. Use rubrics to evaluate presentations based on clarity, use of vocabulary, and effort.

Assessment and Feedback

● **Formative Assessment:**

- Monitor students' participation and understanding during vocabulary and reading tasks.
- Listen to discussions to gauge comprehension and use of target vocabulary.

● **Summative Assessment:**

- **Evaluate the gallery walk project using a rubric that assesses:**
 - ◆ Use of target vocabulary
 - ◆ Clarity and creativity of captions
 - ◆ Presentation skills



Task 3 Essay / Writing

I can brainstorm ideas for a college entrance essay.

Brainstorm / Plan

Consider how your experiences, values, and personality form the blueprint of who you are—your “human architecture.” Like any great structure, your design is shaped by the materials you’ve gathered along the way: the lessons you’ve learned, the challenges you’ve faced, and the dreams you hold. Brainstorm ideas for a college entrance essay. Think about the information that you would include in your essay to persuade the college to accept you. Jot down ideas for your essay using the target vocabulary in the text. Discuss your ideas with a peer/peers.



Task 4 Project / Critical Thinking

I can create a captioned gallery walk of noteworthy architectural buildings.

Create a gallery walk of the most amazing architectural buildings in another country. After choosing a country, select a series of photos of interesting buildings with noteworthy architectural design. Caption each photo, describing the style, building materials, and name of the architect. Evaluate each design by adding your opinion about it. You can include quotations, target vocabulary, present and past passive verb tense, and new idioms. Share your photos and description with others.

Extension Activities

1. Architect Biography:

- ◆ Assign students to research an architect (e.g., Hassan Fathy) and present their contributions in a short essay or oral presentation.

2. Virtual Tour:

- ◆ Explore famous architectural buildings through virtual tours and analyze their design elements.

3. Sustainable Design:

- ◆ Discuss modern sustainable architecture and compare it to traditional methods used by Hassan Fathy.

Practice Book Lesson 1

• Exercise 1: Choose the Correct Answer 1 Choose the Correct

Answer on Vocabulary

- | | |
|--------------------|--------------------|
| 1. b) feasible | 6. b) thermally |
| 2. c) breakthrough | 7. d) shelter |
| 3. a) beam | 8. a) combining |
| 4. d) symbolic | 9. b) horizontally |
| 5. b) adobe | 10. c) harmonize |

• Exercise 2: Reading Comprehension

2 Read the passage, then answer the following questions

- How does combining traditional methods with modern technologies benefit architecture?
 - ▶ It creates designs that are both practical and aesthetically pleasing, blending efficiency with cultural significance.
- Why is adobe considered a thermally efficient material?
 - ▶ Because it helps maintain comfortable temperatures inside buildings by naturally insulating against heat and cold.
- In what way can semi-circular structures be symbolic of cultural heritage?
 - ▶ They reflect traditional architectural styles and cultural symbolism tied to community identity and history.

Choose the correct answer:

1. b) Thermally efficient properties
2. c) Affordable and sustainable housing

• Exercise 3: Find and Correct the Mistakes

1. ✗ The plan is feasibly to finish by next month despite the challenges.
✓ The plan is feasible to finish by next month despite the challenges.
2. ✗ The permanent of the monument is evident after hundreds of years.
✓ The permanence of the monument is evident after hundreds of years.
3. ✗ The sun's beams horizontally spread across the lake beautifully.
✓ The sun's beams spread horizontally across the lake beautifully.
4. ✗ This discovery was a great breakthroughed in medical science.
✓ This discovery was a great breakthrough in medical science.
5. ✗ The garden was enclosing by a high wall to protect the plants.
✓ The garden was enclosed by a high wall to protect the plants.
6. ✗ The statue has a symbolize meaning representing freedom and peace.
✓ The statue has a symbolic meaning representing freedom and peace.

3 Translation**A Translate into Arabic:**

- ◆ تم وضع العوارض بشكل أفقي لدعم وزن السقف. وقد ضمن ذلك أن يكون الهيكل قابلاً للتنفيذ ومستقراً.
- ◆ ديمومة المباني المبنية من الطين دليل على متانتها وقدرتها على الانسجام مع البيئة.

B Translate into English:

- ◆ The design was symbolic because it reflects the cultural heritage of the community. It also combines innovation and sustainability.
- ◆ Significant progress has been made in thermal technology, making homes more thermally efficient.

Architecture: Then and Now

ILOs

◆ *By the end of this lesson, students will be able to:*

- ☞ discuss the evolution of buildings from ancient wonders to modern marvels.
- ☞ listen to a text about architecture for specific information.
- ☞ demonstrate the use of idioms in context through short dialogues or writings.
- ☞ use "used to" and present/past passive voice properly.
- ☞ draft a college entrance essay.

Warm-Up

- Show images of the Great Pyramids and Burj Khalifa.
- Ask students to brainstorm similarities and differences between these structures.

Discussion Questions:

1. What are some famous structures that represent human achievements?
2. What factors make buildings last over time?
3. How does building design reflect culture?
4. Why might architects use sustainable materials today?
5. What innovations have transformed modern architecture?

Task 1 Pre-listening

- ☞ Objective: Students will prepare for the listening activity by engaging in a discussion about architectural evolution.

Instructions:

- ◆ Discuss the provided questions in pairs or small groups.
- ◆ Highlight key terms like "sustainable materials," "culture," and "innovation."
- ◆ Encourage students to relate modern architecture to their local context.

Architecture: Then and Now

ILOs

By the end of the lesson, students will be able to:

- ☞ discuss the evolution of buildings from ancient wonders to modern marvels.
- ☞ listen to a text about architecture for specific information.
- ☞ demonstrate the use of idioms in context through short dialogues or writings.
- ☞ use "used to" and present /past passive voice properly.
- ☞ draft a college entrance essay.

Task 1 Pre-listening / Speaking

☞ I can discuss the evolution of buildings from ancient wonders to modern marvels.




◆ **Discuss the following:**

- 1 What are some famous structures that represent human achievements?
- 2 What factors make buildings last over time?
- 3 How does building design reflect culture?
- 4 Why might architects use sustainable materials today?
- 5 What innovations have transformed modern architecture?

★ **Answer :**

- What are some famous structures that represent human achievements?
 - ◆ The Great Pyramids of Giza, the Eiffel Tower, the Colosseum, the Burj Khalifa, the Great Wall of China.
- What factors make buildings last over time?
 - ◆ The quality of materials, strong engineering, good design, maintenance, and resilience to environmental factors.
- How does building design reflect culture?
 - ◆ Architecture reflects culture through the use of local materials, design styles, symbolism, and adaptation to the environment.
- Why might architects use sustainable materials today?
 - ◆ To reduce environmental impact, lower energy consumption, and create eco-friendly buildings that support sustainable living.
- What innovations have transformed modern architecture?
 - ◆ Use of concrete, glass, steel, the development of skyscrapers, sustainable building techniques, and smart technology in buildings.

Task 2 **Listening**

👉 **Objective:** Students will listen to a text and fill in the blanks using key vocabulary.

- Play the audio text "Architectural Design: Through the Years" (prepare audio or read aloud).
- Students take notes while listening.
- Students complete the fill-in-the-gaps exercise.

Listening Text

From ancient wonders to modern marvels, humans have always aspired to build structures that are both functional and awe-inspiring. Making such ambitious projects feasible has often required innovations that shape the permanence of buildings and cities. From the Great Pyramids to today's eco-friendly buildings, each generation has used different materials and techniques to combine aesthetics with practicality.

Unit 6

Task 3 **Listening**

I can listen to a text about architecture for specific information.

Listen to "Architectural Design: Through the Years" and take notes on what you hear. Use your notes to fill in the blanks.

Fill in the gaps with the correct word from the list.

horizontally	beams	permanence	combining
feasible	breakthrough	thermally	revolutionizing
complement		symbolic	

- Early builders relied on heavy _____ of wood or stone.
- Some materials are not _____ for tall structures due to their weight.
- Ancient architects would stack materials _____ to support weight.
- Using concrete was a major _____ in construction.
- Modern structures are designed to _____ their surroundings.
- Adobe is a _____ efficient and eco-friendly material.
- Buildings often aim for _____ to withstand time.
- _____ various materials enables innovative designs.
- Many structures are built to be _____ of power or culture.
- Modern architecture involves _____ traditional practices.

Task 4 **Critical Thinking**

Listen again, then answer the following questions:

- What makes a building design truly innovative?

Early builders relied on heavy beams of wood or stone to create shelters, often stacking them horizontally to support the weight above. These structural methods allowed for monumental projects that symbolized power, culture, and identity.

A major breakthrough in building came with the use of concrete, a material that harmonized strength and flexibility, and allowed for the construction of semi-circular arches that could bear significant weight. This was revolutionary for architects, enabling them to create larger and more complex designs by joining segments into a single mass. As building technology evolved, more materials such as glass and steel emerged, allowing structures to enclose open spaces and even create tall skyscrapers that symbolized progress.

In recent years, we've seen a trend towards sustainable building practices, using materials like adobe that are thermally efficient and environmentally friendly. These new methods not only provide shelter but also complement the surrounding environment, creating buildings that harmonize with nature. From this continuous evolution, we see how architecture not only serves practical needs but also represents cultural values, revolutionizing the way we build while blending the old with the new.

● **Fill-in-the-Gaps**

★ **Answer :**

- | | | |
|-----------------|---------------|---------------------|
| 1. beams | 5. complement | 9. symbolic |
| 2. feasible | 6. thermally | 10. revolutionizing |
| 3. horizontally | 7. permanence | |
| 4. breakthrough | 8. combining | |

● **Task 3 Critical Thinking**

Follow-Up Questions:

1. What makes a building design truly innovative?
2. How do materials affect the feasibility of building certain structures?
3. How does the permanence of a building contribute to its cultural value?
4. Why might architects choose semi-circular arches in construction?
5. What role does nature play in modern architecture?
6. How do breakthroughs in technology impact architecture?

7. What are some benefits of using adobe in construction?
8. How might architecture continue to evolve in the future?

📌 **Teacher Tip:**

- Replay the audio if students need more support.

★ **Answer :**

1. What makes a building design truly innovative?
 - » Innovation in design comes from using new materials, advanced technology, and creative problem-solving that pushes the boundaries of what is possible in construction.
2. How do materials affect the feasibility of building certain structures?
 - » Materials affect a building's structural integrity, cost, sustainability, and longevity. Some materials may not be suitable for certain climates or types of buildings.
3. How does the permanence of a building contribute to its cultural value?
 - » Permanent buildings often symbolize the lasting values, power, and identity of a culture, and they can stand as monuments to history.
4. Why might architects choose semi-circular arches in construction?
 - » Semi-circular arches are structurally stable and can bear a lot of weight, allowing for larger, more durable structures.
5. What role does nature play in modern architecture?
 - » Modern architecture aims to harmonize with nature, incorporating natural elements and using eco-friendly materials to reduce environmental impact.
6. How do breakthroughs in technology impact architecture?
 - » Technological advancements allow for more complex and efficient designs, better materials, and sustainable building methods.
7. What are some benefits of using adobe in construction?
 - » Adobe is thermally efficient, cost-effective, environmentally friendly, and provides good insulation.
8. How might architecture continue to evolve in the future?
 - » Architecture may become more sustainable, with further use of eco-friendly materials, smart technology, and designs that better adapt to environmental changes.

Task 3 Vocabulary

 **Objective:** Students will demonstrate the use of idioms in context.

Instructions:

- Provide example sentences for each idiom and clarify meanings.

- Introduce the idioms:

1. Lay the groundwork
2. Build bridges
3. On solid ground
4. Put up a good front
5. Raise the bar

Top Tip:

- ◆ Provide example sentences for each idiom and clarify meanings.

Activity:

- Students create sentences using each idiom in pairs.
- Share examples with the class.

● **Example:**

1. "Lay the groundwork": With her innovative designs, the architect has truly raised the bar for sustainable building practices.

2.

3.

4.

5.

1. With her innovative designs, the architect has truly raised the bar for sustainable building practices.
2. The new project will lay the groundwork for future urban development.
3. As the community grew, architects worked to build bridges between cultural and social groups.

Task 5 Vocabulary / WRITING

I can demonstrate the use of idioms in context through short dialogues or writings.

Use these idioms to form sentences:

- 1 With her innovative designs, the architect has truly raised the bar for sustainable building practices.
- 2
- 3
- 4

Top Tip

- 1 "Lay the groundwork" Start something new or create a foundation.
- 2 "Build bridges" Foster connections and understanding.
- 3 "On solid ground" In a secure or stable situation.
- 4 "Put up a good front" Appear strong or capable, even struggling.

4. Despite facing challenges, the team always puts up a good front to maintain confidence.
5. The tech company is on solid ground after securing funding for its new innovation.

Task 4 Grammar

👉 Objective: Students will practice using "used to" and present/past passive voice correctly.

 Instructions:

- Provide grammar explanations with examples for "used to" and passive voice.
- Students complete the multiple-choice questions.
- Encourage students to explain why they chose their answers.

*** Answer :**

1. used to
2. used to
3. used to
4. is used to
5. used to
6. were implemented
7. have been
8. were introduced
9. are being used
10. was.

 Teacher Tip:

- Encourage students to explain why they chose their answers.

Unit 1

Task 8 Grammar



I can use "used to" and present /past passive properly.

Used to

The construction 'used to' describes a past action.

- Used to can also be used to talk about past facts or generalizations which are no longer true.
 - **DX** , used to live in Paris. / Sarah used to be fat, but now she is slim.
 - Used to expresses the idea that something was an old habit that stopped in the past.
 - **DX** Jerry used to study English.
- **Samy and Mary used to go to Sham El shikh in the summer.**

Negative form uses the auxiliary verb do in the past :

- **DX** She didn't use to play the piano very well.

Questions also use this form:

- Did you use to?

ACTIVE / PASSIVE voice: (used to + be)

DX Jerry used to pay the bills. **Active** / The bills used to be paid by Jerry. **Passive**

"The Passive Form"

The passive voice in English is composed of two elements:
the appropriate form of the verb 'to be' + past participle

Examples:

- Flat cars are made in Italy. (The present simple)
- The amphitheatre was built by the Romans. (The past simple)
- My car has been stolen! (The present perfect tense)

*** Choose the best answer:**

- In ancient times, people _____ rely on natural resources for their daily needs.

a used to
b don't use to

c is used to
d get used to
- He _____ work with adobe before switching to modern materials.

a used to
b got used to

c is used to
d has used to

Task 5 Writing

👉 **Objective:** Students will draft a college entrance essay.

📌 Instructions:

- Discuss the Top Tip for writing college entrance essays:
 - ◆ Personal story
 - ◆ Examples of challenges or successes
 - ◆ Passions and goals
 - ◆ Connection to college plans
 - ◆ Authenticity
- Share the guided introduction: "Since I was a child, I recognized the importance of education in shaping my future and opening doors to new opportunities. Approaching the significant milestone of college enrollment, I reflect on my journey and the steps I have taken to prepare myself for the challenges and experiences that lie ahead in college."
- Students draft their essays using the target vocabulary and grammar skills.

• Teacher Tip:

- Offer individual support as needed.

Unit 6

Task 6 Essay / WRITING

I can draft a college entrance essay.

Top Tip

What to Include in Your College Entrance Essay

Your college entrance essay should highlight your unique qualities and experiences. Include:

1. A personal story that reveals your character or values.
2. Specific examples of challenges you've overcome or successes you've achieved.
3. Insight into your passions or interests that drive you.
4. Connections to your goals, showing how the college fits into your plans.
5. Authentic reflection—be genuine and let your personality shine.

These elements help admissions officers understand what makes you an outstanding candidate!

Since I was a child, I recognized the importance of education in shaping my future and opening doors to new opportunities. Approaching the significant milestone of college enrollment, I reflect on my journey and the steps I have taken to prepare myself for the challenges and experiences that lie ahead in college.

Draft a college entrance essay. Review the Top Tip and introduction example. Aim to persuade the admissions office to accept you for enrollment. Include target vocabulary and new grammar skills in your essay.

Task 7 Project

Task 6 Project (Homework or Group Activity)

👉 **Objective:** Students will create a captioned gallery walk of noteworthy architectural buildings.

📌 Instructions:

- In groups, students choose a country and research its architectural wonders.
- Each group selects 3-5 buildings and creates captions, including:
 - ◆ Building name and location
 - ◆ Style and materials used
 - ◆ Architect (if known)

Unit 6

Task 6 Essay / WRITING

I can draft a college entrance essay.

Top Tip

What to Include in Your College Entrance Essay

Your college entrance essay should highlight your unique qualities and experiences. Include:

1. A personal story that reveals your character or values.
2. Specific examples of challenges you've overcome or successes you've achieved.
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Draft a college entrance essay. Review the Top Tip and introduction example. Aim to persuade the admissions office to accept you for enrollment. Include target vocabulary and new grammar skills in your essay.

Task 7 Project

- ◆ Personal opinion and evaluation

3. Present the gallery walk to the class.

Teacher Tip

- Emphasize using target vocabulary, passive voice, and idioms in captions.

Assessment:

- Listening: Accuracy in fill-in-the-gaps and follow-up questions.
- Vocabulary: Correct use of idioms in context.
- Grammar: Proper use of "used to" and passive voice in exercises and essays.
- Writing: Coherence, grammar accuracy, and vocabulary use in essays.
- Speaking: Engagement and clarity in discussions and project presentations.

Materials Needed:

- Audio recording or script of "Architectural Design: Through the Years"
- Images of the Great Pyramids and Burj Khalifa
- Handouts for vocabulary, grammar, and essay-writing activities
- Internet or library resources for gallery walk research

Practice Book Lesson 2

● ***Exercise 1: Choose the Correct Answer***

- | | |
|-------------------|----------------------|
| 1. b) used to | 7. b) are used |
| 2. c) is used to | 8. c) is made |
| 3. b) are cleaned | 9. a) are bought |
| 4. b) was eaten | 10. d) are displayed |
| 5. a) used to | |
| 6. d) are given | |

● ***Exercise 2: Fill in the Gaps***

1. Breakthrough
2. evolving
3. horizontally
4. feasible

- **Exercise 3: Supply the Missing Parts in the Dialogue**

1. How are you?
2. How is your studying going?
3. I'm studying maths and science.
4. Yes, it's spoken all over the world and very useful.

- **Exercise 4: Do as Shown**

1. Scientists used to conduct numerous experiments in unregulated environments. (Use: used to)
2. The manuscript is considered a masterpiece. (Passive)
3. Travel permits were issued by authorities without biometric data. (Passive)
4. People used to store classified information on unsecured devices. (Use: used to)
5. The system is upgraded regularly by engineers. (Passive)
6. The ruins were believed to belong to a lost civilization by historians. (Passive)

The Architect of the Poor

Unit 6
Lesson 3

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ analyze an author's technique to better understand a text about architecture.
- ✎ demonstrate critical thinking by answering questions related to a text about Hassan Fathy and architecture.
- ✎ use topic sentences and transition words to organize and improve essay writing.
- ✎ revise a draft of a college entrance essay for clarity, coherence, and impact.

Task 1 Critical Thinking

- ✎ Goal: Students analyze the text to understand the author's technique and Hassan Fathy's influence on sustainable architecture..

Materials Needed:

- Excerpt: "The Art and Science of Architecture" (Lesson 1)
- Sidebar: "Hassan Fathy: The Father of Sustainable Architecture"
- Image of Hassan Fathy to accompany the sidebar (for visual context).

Steps:

1. Pre-reading Activity:

- ◆ Review the text from Lesson 1 and the sidebar on Hassan Fathy.
- ◆ Discuss Fathy's role in sustainable architecture.

2. Comprehension Questions:

- ◆ What are the topic sentences of paragraphs 2 and 3?
- ◆ What examples are included in these paragraphs? How do they support the topic sentence?
- ◆ How does the author show the idea that Fathy's work is relevant today?
- ◆ Why does the author describe architecture as a "socially responsible art"?

The Architect of the Poor

ILOs

By the end of the lesson, students will be able to:

- ✎ analyze the author's technique to better understand a text about architecture.
- ✎ demonstrate critical thinking to answer questions related to a text about architecture.
- ✎ use topic sentences and transition words to organize an essay.
- ✎ revise a draft of a college entrance essay.

Task 1 CRITICAL THINKING

I can analyze the author's technique to better understand.

Hassan Fathy: The Father of Sustainable Architecture

Hassan Fathy (1900-1989) was an Egyptian architect renowned for pioneering sustainable and human-centered design. Using local materials such as mud bricks and traditional construction techniques, he crafted buildings that blended functionality with cultural authenticity. His designs emphasized natural ventilation, energy efficiency, and cost-effectiveness, making architecture accessible to rural communities. Fathy's most famous work, New Gama Village, showcased his vision of eco-friendly, socially inclusive development. His legacy continues to inspire architects worldwide to embrace sustainability and honor local heritage.

Top Tip

Review "The Art and Science of Architecture" from lesson 1 and answer the following questions:

- 1 What are the topic sentences of paragraphs 2 and 3?
- 2 What examples are included in these paragraphs? How do they support the topic sentence?
- 3 How does the author show the idea that Fathy's work is relevant today?
- 4 Why does the author describe architecture as a "socially responsible art"?

- ◆ Why is Fathy called the “architect of the poor”?

3. Critical Thinking Questions:

- ◆ How might architecture address social issues today?
- ◆ What new ideas might drive future architectural design?
- ◆ If you were to design a new school, what design ideas would you incorporate?

★ Answer :

1. What are the topic sentences of paragraphs 2 and 3?

- ◆ Paragraph 2: "Architecture has evolved through technological breakthroughs."
- ◆ Paragraph 3: "In modern times, Egyptian architect Hassan Fathy (1900–1989) emphasized the role of architecture in social change, focusing on traditional materials like mud brick."

2. What examples are included in these paragraphs? How do they support the topic sentence?

- ◆ Paragraph 2: The example of the arch used by the ancient Romans supports the topic sentence by showing how technological innovations, like the arch, revolutionized architecture by making structures stronger than those built with horizontal beams.

3. How does the author show the idea that Fathy’s work is relevant today?

- ◆ The author mentions that Fathy’s work continues to influence sustainable building practices, highlighting his use of traditional methods and materials to address social and economic needs. His legacy, including the book *Architecture for the Poor*, continues to be a valuable resource for professionals and students today.

4. Why does the author describe architecture as a “socially responsible art”?

- ◆ The author describes architecture as a socially responsible art because it considers economic, environmental, and cultural factors, aiming not just to create functional structures but also to address societal needs and contribute to positive social change.

5. Why is Fathy called the “architect of the poor”?

- ◆ Fathy is called the “architect of the poor” because he focused on creating affordable housing using traditional materials like mud brick, which was economically accessible to low-income communities. He also worked to promote cooperation within these communities through architecture.

Task 2 Critical Thinking

👉 **Goal:** Students create topic sentences to organize their essays effectively.

Steps:

1. Review:

- ◆ Discuss the importance of topic sentences in guiding readers.
- ◆ Provide the example topic sentence: “From an early age, I have been driven by a curiosity for how things work, which is why I am drawn to a career in engineering.”

2. Activity:

- ◆ Students draft topic sentences for each section of their essays:
 - » Introduction
 - » Body Paragraph 1: Personal experience/ accomplishment
 - » Body Paragraph 2: Growth or overcoming challenges
 - » Body Paragraph 3: Future goals and college fit
 - » Conclusion

3. Guided Example:

- ◆ Provide example topic sentences to help students:
 - » “Throughout my life, I have pursued opportunities that challenge me and expand my perspective.”
 - » “Overcoming obstacles has taught me resilience and shaped my academic ambitions.”

Unit 6

Task 2 CRITICAL THINKING

I can demonstrate critical thinking to answer questions related to a text about architecture.

- How might architecture address social issues today?
- What new ideas might drive future architectural design?
- If you were to design a new school, what design ideas would you incorporate?

Task 3 Essay / WRITING

I can use topic sentences to organize an essay.

Review your essay draft of a college entrance essay and write topic sentences that clearly introduce the main idea of each paragraph.

-
-
-

Use these questions to guide your sentences:

Introduction:
What's the central theme or experience that defines you and makes you a strong candidate?

Body Paragraph 1:
What personal experience or accomplishment exemplifies your values or strengths?

Body Paragraph 2:
How have you grown or overcome a challenge related to your academic or personal life?

Body Paragraph 3:
What are your goals for the future, and how will this college help you achieve them?

Conclusion:

★ **Answer :****1. How might architecture address social issues today?**

- ◆ Architecture can address social issues today by creating affordable housing, improving access to education and healthcare, designing spaces that promote community engagement, and considering sustainability to address environmental challenges.

2. What new ideas might drive future architectural design?

- ◆ Future architectural design may be driven by advancements in smart technology, sustainable materials, climate-resilient buildings, and designs that integrate green spaces or vertical gardens to promote environmental sustainability and well-being.

3. If you were to design a new school, what design ideas would you incorporate?

- ◆ I would incorporate flexible learning spaces that can adapt to different teaching styles, outdoor areas for students to interact with nature, energy-efficient designs, and spaces that foster collaboration and creativity. I'd also ensure the use of sustainable materials to minimize the building's environmental impact.

Task 3 Essay Writing - Transitions

👉 **Goal:** Students use transitions to create a smooth flow in their essays.

📌 **Steps:****1. Transition Words Activity:**

- ◆ Discuss types of transitions:
 - » Adding ideas: "Additionally," "Furthermore," "Likewise"
 - » Contrasting ideas: "However," "On the other hand"
 - » Cause and effect: "Consequently," "Therefore"

2. Practice:

- ◆ Students identify places in their essays to add transitions.

Unit 6

Task 2 CRITICAL THINKING

I can demonstrate critical thinking to answer questions related to a text about architecture.

- How might architecture address social issues today?
- What new ideas might drive future architectural design?
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Task 3 Essay / WRITING

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Review your essay draft of a college entrance essay and write topic sentences that clearly introduce the main idea of each paragraph.

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-
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Use these questions to guide your sentences:

Introduction:
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Body Paragraph 1:
What personal experience or accomplishment exemplifies your values or strengths?

Body Paragraph 2:
How have you grown or overcome a challenge related to your academic or personal life?

Body Paragraph 3:
What are your goals for the future, and how will this college help you achieve them?

Conclusion:

- ◆ Rewrite sentences using transition words.

3.Guided Example:

- ◆ Provide examples:
 - » “Consequently, this experience taught me the importance of resilience.”
 - » “Likewise, participating in community service has deepened my understanding of teamwork.”
- 1. Introduction: "My deep interest in technology and problem-solving has inspired me to pursue a career in engineering, making me a strong candidate for this college."
- 2. Body Paragraph 1: "One of my most rewarding experiences was leading a team in a science fair competition, which demonstrated my leadership and problem-solving skills."
- 3. Body Paragraph 2: "Overcoming personal challenges, such as managing a busy academic schedule while volunteering, has taught me time management and resilience."
- 4. Body Paragraph 3: "I aspire to become an engineer focused on sustainable technology, and this college's resources and innovative programs will help me achieve these goals."
- 5. Conclusion: "The journey I have taken has shaped my perspective on attending college, where I am eager to continue growing and contributing to the academic community."

Task 4 Essay Revision

- 👉 Goal: Students refine their essays for clarity, coherence, and impact.

Steps:

1. Guided Example:

- ◆ Provide students with the following example:
“Throughout high school, I dedicated myself to my studies, maintaining a strong GPA while participating in various extracurricular activities. For instance, I was an active member of the debate club and participated

Task 5 WRITING

I can revise a draft of a college entrance essay

Throughout high school, I dedicated myself to my studies, maintaining a strong GPA while participating in various extracurricular activities. For instance, I was an active member of the debate club and participated in the science fair, which helped me sharpen my critical thinking and communication skills. Moreover, these experiences allowed me to collaborate with my peers, fostering teamwork and leadership abilities that I believe are essential for success in university.

In addition to my academic achievements, I have also made a conscious effort to give back to my community. I spent weekends tutoring younger students, which not only deepened my understanding of various subjects but also highlighted the importance of mentorship and support. Through these experiences, I developed a passion for engineering and a desire to contribute to sustainable technology, aiming to make a positive impact on the environment.

Revise your draft of a college entrance essay.

- Develop ideas
- Delete unnecessary ideas
- Organize ideas logically
- Use transitions between ideas
- Choose words carefully

KEY PARTS OF QUALITY WRITING

IDEAS	knowledge of topic, elaboration, development, originality, creativity
VOICE	sense of audience, writers' passion and unique way of conveying meaning
SENTENCES	variety in beginnings, lengths, and types
ORGANIZATION	logical order and sequencing, proper use of transition

in the science fair, which helped me sharpen my critical thinking and communication skills. Moreover, these experiences allowed me to collaborate with my peers, fostering teamwork and leadership abilities that I believe are essential for success in university."

2. Activity:

- ◆ Students review their drafts, focusing on:
 - » Adding specific examples
 - » Deleting unnecessary ideas
 - » Organizing ideas logically
 - » Using transitions
 - » Choosing precise vocabulary

Task 5 Project - Architectural Gallery Walk

👉 **Goal:** Students collaborate to showcase architectural designs from a selected country.

Steps:

1. Preparation:

- ◆ Each group selects a country and architectural designs to feature.
 - Collect photos of buildings with unique styles and materials.

2. Captioning:

- ◆ Write captions for each photo:
 - » Name of the building
 - » Style, materials, and architect (if known)
 - » Personal evaluation and use of target vocabulary

3. Gallery Walk:

- ◆ Present the designs to the class and provide feedback on each group's work.

SAMPLE RUBRIC			
Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
CONTENT	Ideas are incomplete and without organization. Difficult to understand.	Ideas are not clear or well-organized. Too short or could be organized better.	Ideas are both clear and organized. Many details are given.
VOCABULARY	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
GRAMMAR & MECHANICS	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

Task 6 Project

- ◆ Have you chosen a country? Have you selected a series of buildings?

Additional Notes:

- Provide clear instructions and examples for all tasks.
- Monitor students during group work and offer guidance as needed.
- Encourage creativity and critical thinking in all activities.

Assessment:

- Participation in discussions and critical thinking questions.
- Quality of topic sentences and use of transitions in essays.
- Effort and creativity in the gallery walk project.

Extension Activities:

1. Research another sustainable architect and compare their work with Hassan Fathy's designs.
2. Write a short reflection on how architecture can solve modern social and environmental challenges.

Practice Book Lesson 3**• Exercise 1: Choose the Correct Answers Based on Idioms**

1. b) To prepare a foundation for success
2. b) Repairing a damaged relationship
3. a) Having a stable and secure position
4. c) To pretend to be confident or happy
5. b) To set a higher standard
6. d) Developing a study plan for an exam
7. c) Strengthen relationships with clients
8. a) A student fully understanding the course material
9. a) Laughing and acting cheerful despite feeling sad
10. b) Setting a new world record in a race

• Exercise 2: Reading Comprehension – Hassan Fathy**A. Answer the following questions:**

1. Why did Hassan Fathy reject modern construction materials in his designs?
 - ▶ Because he wanted to use affordable, sustainable methods that

2. In what ways did Fathy's architectural vision challenge conventional ideas of progress?
 - ▶ He believed that progress should empower communities and reflect cultural identity, not just impress with grandeur.
3. How does the concept of sustainability appear in Fathy's work and philosophy?
 - ▶ He used traditional techniques like mud-brick and designed energy-efficient homes that supported long-term environmental balance.

B. Choose the correct answer:

4. c) Mud-brick
5. d) To provide affordable homes for villagers

● Exercise 3: Translations

A. English to Arabic:

♦ كان حسن فتحي يؤمن بأن العمارة يجب أن تعكس القيم الثقافية وتلبي احتياجات الفقراء.

B. Arabic to English:

♦ By using mud bricks and traditional techniques, Fathy created homes that combined sustainability and affordability.

● Exercise 4: Essay Writing (Model Answer)

Title: Modern Architecture and Urban Living

Modern architecture has transformed urban living by blending innovation with sustainability and cultural heritage. Today's architects focus on designing eco-friendly buildings that reduce environmental impact while offering comfort and efficiency. Techniques such as solar panels, green roofs, and recycled materials are now common in cities. At the same time, many architects, inspired by figures like Hassan Fathy, preserve cultural identity by incorporating traditional styles into modern structures. This fusion not only beautifies cities but also reminds communities of their roots. As a result, modern architecture doesn't just aim for functionality; it also seeks to build a better, more meaningful way of living in harmony with both the environment and heritage.

ILOs

◆ *By the end of the lesson, students will be able to:*

- ☞ review the target vocabulary, grammar, and new language skills.
- ☞ edit and share a college entrance essay
- ☞ create a gallery walk about the most amazing architectural buildings in different countries.

Task 1 Vocabulary Review

☞ Objective: Students will demonstrate mastery of the target vocabulary.

Instructions:

1. Distribute the vocabulary task worksheet to students.
2. Allow students to work individually or in pairs to choose the correct answers.
3. Review answers as a class, explaining why the correct choice is appropriate.

★ Answer :

1. feasible
2. enclose
3. breakthrough
4. beam
5. adobe
6. complement
7. segments

8. revolutionizing
9. shelter
10. thermally

● Assessment:

Use this activity to identify gaps in vocabulary understanding and clarify meanings.

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ☞ review the target vocabulary, grammar, and new language skills.
- ☞ edit and share a college entrance essay.
- ☞ create a gallery walk about the most amazing architectural buildings in different countries.

Task 1 Vocabulary Review

☞ I can use the target vocabulary.

☞ Choose the correct answer:

1. The new design was considered _____ because it could be implemented with the available resources.
 - a evolved
 - b feasible
 - c symbolic
 - d mass
2. The architect decided to _____ the garden with a brick wall to create a private space.
 - a drain
 - b enclose
 - c harmonize
 - d perch
3. The scientist's research led to a major _____ in cancer treatment.
 - a revolutionizing
 - b permanence
 - c breakthrough
 - d beam
4. A wooden _____ was placed across the ceiling to support the roof's weight.
 - a shelter
 - b mass
 - c beam
 - d adobe

Task 2 Grammar Review

👉 **Objective:** Students will apply grammar rules involving "used to" and the passive voice.

📌 **Instructions:**

1. Present the grammar task worksheet.
2. Ask students to complete it individually.
3. Review answers as a class and discuss any errors to clarify grammar rules.
4. Highlight the difference between habitual actions in the past ("used to") and passive voice construction. Provide examples for reinforcement.

★ **Answer :**

- | | |
|------------------------|------------------|
| 1. were made | 7. didn't use to |
| 2. are being developed | 8. didn't use to |
| 3. were used | 9. used to |
| 4. are used | 10. get used to |
| 5. was converted | |
| 6. used to | |

● **Teaching Tip:** Highlight the difference between habitual actions in the past ("used to") and passive voice construction. Provide examples for reinforcement.

Task 2 Grammar Review

📌 I can use "used to" + inf to express past habits and present /past passive voice properly.

👉 **Choose the correct answer.**

1. The artist used a variety of colors to the main theme of the painting.
a. complement b. breakthrough
c. revolutionize d. evolve
2. The geologist studied the rock to understand how the mountain was formed.
a. breakthroughs b. segments
c. beams d. permanence
3. The engineer's new invention is the way we think about renewable energy.
a. harmonizing b. revolutionizing
c. enclosing d. draining
4. The temporary structure offered to the victims during the storm.
a. adobe b. permanence
c. shelter d. beam
5. The building materials were designed to be efficient reducing the need for external heating.
a. horizontally b. thermally
c. enclose d. symbolic
6. I can use "used to" + inf to express past habits and present /past passive voice properly.
7. The adobe bricks by local artisans in the village last year.
a. are made b. were made
c. is made d. are being made
8. The wooden beams in the construction of home

Task 3 Writing

👉 **Objective:** Students will revise and share a college entrance essay.

📌 **Instructions:**

1. Share the guided conclusion example with students and discuss the key elements:
 - ◆ Strong closing statement
 - ◆ Reflection on personal experiences
 - ◆ Alignment with future goals

2. Have students review and edit their own essays using the following steps:
 - ◆ Check for spelling, grammar, and capitalization errors.
 - ◆ Assess the clarity and flow of ideas.
 - ◆ Rewrite weaker areas.
3. Organize a peer review session where students exchange essays and offer constructive feedback.
4. Collect revised essays for teacher evaluation.

Assessment:

Use a rubric to evaluate essays based on grammar, coherence, and adherence to the provided structure.

Task 9 Essay / Writing

I can write a full argumentative essay about "Technology".

Edit and share your revised college entrance essay:

- ◆ Check spelling, capitalization, and grammar.
- ◆ Exchange your essay with other students.
- ◆ Offer constructive feedback and make corrections.

Top Tip
When revising, read your essay and ask the key parts of writing. Rewrite develop weaker areas.

In conclusion my journey to university has been filled with hard work, dedication, and a commitment to personal growth. I am excited about the opportunities that await me and ready to embrace the challenges ahead. With a strong academic background, community involvement, and a clear vision for my future, I am confident that I will thrive in the university environment and make meaningful contributions to both my field of study and society.

Task 4 Critical Thinking Project

👉 **Objective:** Students will create a gallery walk about noteworthy architectural buildings in different countries.

Instructions:

1. Preparation:

- ◆ Divide students into small groups.
- ◆ Assign each group a country or let them choose one.

2. Activity Steps:

- ◆ Research architectural buildings in the chosen country.
- ◆ Select 5–7 photos of buildings with interesting designs.
- ◆ Write captions for each photo, including:
 - » Building name and location
 - » Style and materials used
 - » Architect's name (if available)
 - » Group's evaluation and opinion about the design
- ◆ Use vocabulary from the unit, passive voice, and idioms where possible.

Task 6 Project / CRITICAL THINKING

I can create a captioned gallery walk of noteworthy architectural buildings.

Create a gallery walk of the most amazing architectural buildings in another country. After choosing a country, select a series of photos of interesting buildings with noteworthy architectural design. Caption each photo, describing the style, building materials, and name of the architect. Evaluate each design by adding your opinion about it. You can include quotations, target vocabulary, present and past passive verb tense, and new idioms. Share your photos and description with others.

3. Presentation:

- ◆ Groups present their gallery walk to the class.
- ◆ Encourage peer feedback.

4. Extension:

- ◆ Ask students to vote on the most impressive gallery walk and justify their choice.

Assessment: Evaluate based on creativity, use of target language, and depth of research.

 Materials Needed

- Vocabulary and grammar worksheets
- Sample essay conclusion (guided example)
- Access to the internet or books for research (for Task 4)
- Poster boards or digital presentation tools

 Additional Teacher Tips

- Engagement: Incorporate multimedia resources like videos or slides to show examples of amazing architectural designs.
- Feedback: Provide constructive feedback during each activity to encourage improvement.
- Collaboration: Promote group work to build communication skills and make learning interactive.

Practice Book Lesson 4

Exercise 1: Choose the Correct Answers (Passive Voice– Grammar)

- | | |
|-------------------|-------------------|
| 1. b) is prepared | 6. a) are cleaned |
| 2. a) was rebuilt | 7. a) was |
| 3. d) are given | 8. c) was |
| 4. c) was stolen | 9. b) were |
| 5. b) was | 10. c) was |

Exercise 2: Choose the Correct Answers Based on Vocabulary

- | | |
|-----------------------|---------------|
| 1. b) revolutionizing | 3. c) mass |
| 2. a) permanence | 4. d) enclose |

- | | |
|---------------------|-----------------|
| 5. b) breakthrough | 8. d) evolved |
| 6. a) complement | 9. c) segments |
| 7. b) semi-circular | 10. b) feasible |

• Exercise 3: Correct the Mistakes in the Sentences

1. ✗ Architectural sketches was used to be drawn manually
✓ Architectural sketches used to be drawn manually before digital tools emerged.
2. ✗ The final report was submit by the assistant
✓ The final report was submitted by the assistant hours after the deadline.
3. ✗ Revisions are usually completed by last Friday
✓ Revisions are usually completed by Friday, but this time they were delayed.
4. ✗ Engineers use to rely solely on physical models
✓ Engineers used to rely solely on physical models before simulation software became standard.
5. ✗ All design files is archived in the secure server
✓ All design files are archived in the secure server after approval.
6. ✗ The blueprint were modified several times before it gets approved
✓ The blueprint was modified several times before it got approved.

• Exercise 4: Translations

A- English to Arabic

- ◆ ثورة في تقنيات البناء تتطلب دمج المواد خفيفة الوزن مع التصميم المبتكرة.
- ◆ العمل الفني الرمزي على الجدران يكمل التصميم المعماري، مما يخلق جاذبية جمالية فريدة.

B- Arabic into English

1. To provide a safe shelter, clay was used as a primary material for building the walls.
2. The hall was divided into several semi-circular sections to facilitate usage.

Experimental Test

1. Dialogue Completion

Islam: What is your favourite hobby, Waleed?

Waleed: (1) My favourite hobby is playing chess.

Islam: How long have you been playing chess?

Waleed: Since I was a child.

Islam: Really! (2) Who taught you how to play?

Waleed: My father; he was a grand master.

Islam: (3) What is a grand master?

Waleed: It is a title awarded to chess players by the world chess organisation.

Islam Islam: (4) Can you teach me how to play someday?

Waleed: Yes, sure.

2. Vocabulary – Fill in the Gaps

1. Structures use arches to distribute weight evenly and increase stability.
2. Innovations have led to a breakthrough in safety and durability.
3. Buildings are designed with permanence in mind to ensure longevity.
4. Dividing designs into smaller segments optimizes construction processes.
5. Functional structures often harmonize with natural environments.
6. Engineers focus on making challenging designs more feasible.

3. Choose the Correct Answers

1. a) was
2. c) was
3. b) were
4. b) is used to
5. c) was
6. c) breakthrough
7. c) harmonize
8. a) complemented
9. c) symbol
10. a) thermally

4. Reading Comprehension

Q1: What role do horizontal beams play in modern construction?

- ✓ They distribute weight evenly and increase stability.

Q2: Why is permanence an important consideration in architecture?

- ✓ Because it ensures that buildings last for a long time (centuries), increasing durability and reducing the need for rebuilding.

Q3: How can designs complement natural environments?

- ✓ By blending structures with the surroundings to make them eco-friendly and functional.

Choose the Correct Answer

Q4: What has marked a breakthrough in safety and durability?

- ✓ b) Horizontal beams

Q5: Why are buildings often divided into smaller segments?

- ✓ b) To optimize construction processes

5. Translations

A. English into Arabic

◆ إحداه ثورة في تقنيات البناء يتضمن دمج المواد خفيفة الوزن مع التصميم المبتكرة.

B. Arabic into English

The hall was divided into several semi-circular sections to facilitate usage.

6. Essay (120 words) – The Architect of the Poor

The Architect of the Poor

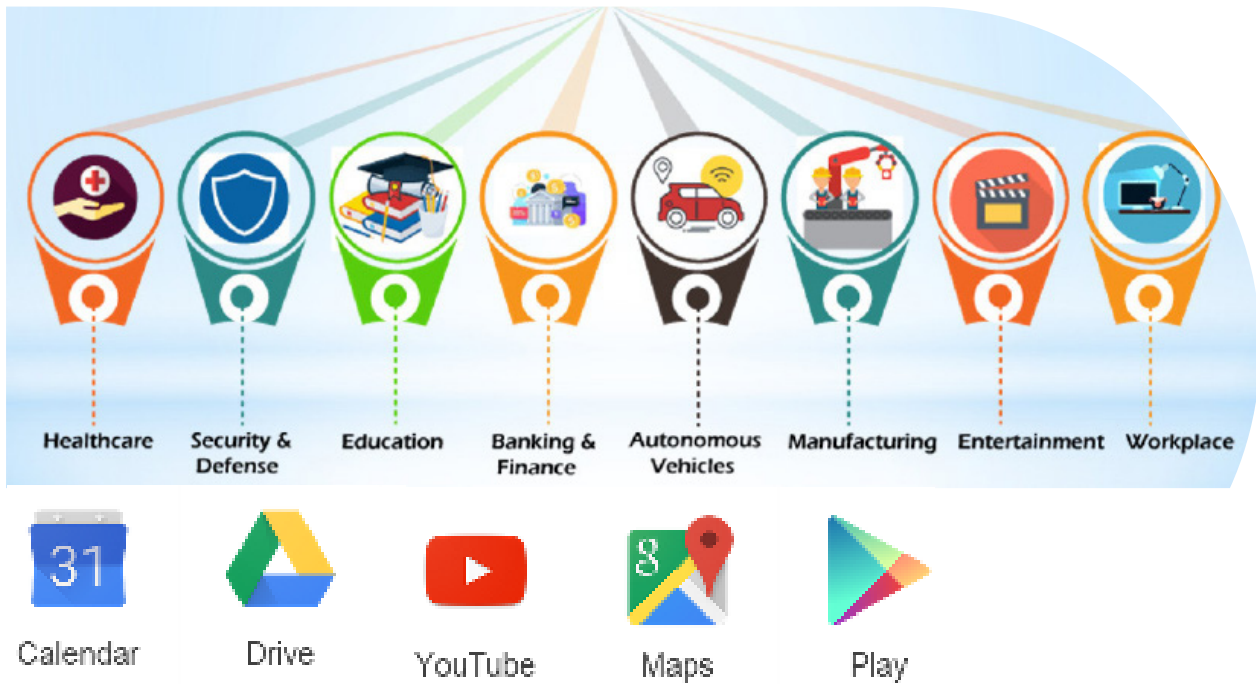
Hassan Fathy, known as "The Architect of the Poor," was a visionary Egyptian architect who transformed how buildings are designed in rural areas. He believed that architecture should reflect cultural values and serve the needs of the people, especially the poor. Fathy used traditional materials like mud bricks and techniques such as domes and arches to create sustainable, low-cost housing. One of his most famous projects was New Gurna Village near Luxor. Though not fully completed, it remains a symbol of his dedication to social justice and sustainability. His work emphasized harmony with the environment and empowered communities through architecture. Fathy's ideas continue to inspire architects around the world who aim to build with purpose and responsibility.



Unit 7

Technology

Artificial Intelligence



Unit Overview

- ★ **Reading/Writing Focus:** Argumentative
- ★ **Grammar:** using modal verbs: can / could
- ★ **Reading/Writing Skills:** Formal and Informal registers, punctuating dialogue
- ★ **Essay:** argumentative essay for or against the use of AI
- ★ **Project:** An advertisement for an app
- ★ **Anchor Text:** The Pros and Cons of Artificial Intelligence
- ★ **Recording:** Google Maps

ILOs

◆ *By the end of the lesson, students will be able to:*

- ☞ identify the meaning of target vocabulary using synonyms and dictionaries.
- ☞ discuss and reflect on Artificial Intelligence (AI) in everyday life.
- ☞ read a dialogue about the pros and cons of AI for specific information.
- ☞ brainstorm ideas for an argumentative essay on AI.
- ☞ design a creative advertisement for their favorite app using descriptive language.

Task 1 Vocabulary

☞ **Objective:** Students will identify the meaning of target vocabulary words using synonyms and dictionaries.

Steps:

1. Introduction to Vocabulary:

- ◆ Present the list of target words: commerce, intangible, caution, detrimental, cope with, collective, carved, utensils, encounter, contemporary, and catastrophic.
- ◆ Provide brief definitions and examples in context.
- ◆ Highlight how these words relate to AI and technology.
- ◆ Review answers as a class, discussing any challenging words.
- ◆ Provide a glossary for students who may need additional support.

2. Matching Activity:

- ◆ Distribute the matching exercise (words with synonyms).
- ◆ Students work individually or in pairs to complete it.

★ Answer Key:

1. Commerce → d
2. Intangible → c

Artificial Intelligence

ILOs

By the end of the lesson, students will be able to:

- ☞ Identify the meaning of target words using synonyms and dictionaries.
- ☞ read a dialogue about Artificial Intelligence (AI) for specific information.
- ☞ brainstorm ideas for an argumentative essay about the pros and cons of Artificial Intelligence.

Task 1 Vocabulary

☞ I can identify the meaning of target words using synonyms and dictionaries.

Target Vocabulary

• commerce (n)	• cope with (v)	• encounter (v)
• intangible (adj)	• collective (adj)	• contemporary (n)
• caution (n)	• carved (v)	• catastrophic (adj)
• detrimental (adj)	• utensils (n)	

◆ **Match the words with their synonyms:**

Words	Synonyms and meanings
1. commerce	a. relating to a group
2. intangible	b. to have a strong desire for
3. caution	c. unable to be touched or grasped
4. detrimental	d. the activity of buying and selling goods and services
5. cope with	e. careful consideration to avoid mistakes
6. collective	f. a quality of being harmful or damaging
7. carved	g. handle or deal with it
8. utensils	h. existing or occurring at the same time
9. encounter	i. disastrous and causing great damage

3. Caution → e
4. Detrimental → f
5. Cope with → g
6. Collective → a
7. Carved → b
8. Utensils → j
9. Encounter → k
10. Contemporary → h
11. Catastrophic → i

• **Discussion:**

- o Review answers as a class, discussing any challenging words.

- **Differentiation:** Provide a glossary for students who may need additional support.

Task 2 Pre-Reading

👉 **Objective:** Students will discuss their understanding and experience with AI.

📌 **Steps:**

1. Warm-Up Discussion:

- ◆ Pose the three pre-reading questions:

1. What is Artificial Intelligence (AI)?
2. How is AI used in everyday life?
3. Have you used AI? In what ways?

2. Pair Work:

- ◆ Students discuss in pairs or small groups.
- ◆ Encourage them to share personal experiences with AI (e.g., virtual assistants, recommendation algorithms).

3. Class Debrief:

- o Invite volunteers to share key points from their discussions.

Differentiation: Provide sentence starters for students who need help framing their ideas (e.g., "AI is...", "One way I've used AI is...").

Task 2 Pre-reading / SPEAKING/LISTENING

👉 I can discuss artificial intelligence.

• **In pairs, discuss the following questions:**

- ❑ What is Artificial Intelligence (AI)?
- ❑ How is AI used in everyday life?
- ❑ Have you used AI? In what ways?

Task 3 Reading

👉 I can read a text about Artificial Intelligence (AI) for specific information.

• **Read a dialogue about Artificial Intelligence (AI) between two friends, and then answer the questions that follow:**

The Pros and Cons of Artificial Intelligence

Sam: You know, AI is making our lives so much easier! It's transforming every field, from commerce to healthcare. I mean, think about all the intangible benefits it brings—speed, efficiency, and endless information.

Jordan: Sure, but we need to exercise caution. AI can also be detrimental. For example, look at how it affects jobs. People are being replaced by machines. How are they supposed to cope with that?

Sam: I get your concern, but I think it's part of the progress of change. Every new technology comes with challenges. But instead of fearing AI, we should figure out how to adapt. AI's collective knowledge helps people in ways we couldn't have imagined. Besides, we've always craved advancements—like when we moved from doing things by hand to using tools and utensils, or from local markets to global commerce.

Jordan: True, but what about the risks we encounter? Contemporary society is so reliant on AI that we're losing critical thinking skills. We trust machines too much, and if something goes wrong, it can be catastrophic.

Sam: That's a fair point, but I'd argue that AI is a tool, just like any other. It's about how we use it. With proper regulations and safeguards, it doesn't have to be detrimental. We have to approach it with caution, sure, but AI

★ **Answer :**

1. What is artificial intelligence (AI)?
 - » Artificial intelligence (AI) is the simulation of human intelligence in machines that are programmed to think and learn like humans, enabling them to perform tasks such as problem-solving, decision-making, and language understanding.
2. How is AI used in everyday life?
 - » AI is used in everyday life through applications like virtual assistants (e.g., Siri, Alexa), recommendation systems (e.g., Netflix, Amazon), smart home devices, and chatbots for customer service.
3. Have you used AI? In what ways?

Yes, AI can be used in many ways, such as:

 - Virtual assistants (e.g., Siri, Alexa).
 - Content generation (e.g., writing or art).
 - Personalized recommendations (e.g., Netflix, Spotify).
 - Education (e.g., learning apps or tutoring).
 - Work productivity (e.g., automating tasks, summarizing documents).

Task 3 Reading

👉 **Objective:** Students will read a dialogue about AI and answer comprehension questions.

Steps:

Reading the Dialogue:

- o Distribute the dialogue.
- o Students read silently or take turns reading aloud in pairs.

Comprehension Questions:

- o Students answer the multiple-choice questions individually.

★ **Answer :**

1. Jordan
2. Jobs are being eliminated.
3. But

Task 2 Pre-reading / SPEAKING/LISTENING

👉 I can discuss artificial intelligence.

• **In pairs, discuss the following questions:**

- ☐ What is Artificial Intelligence (AI)?
- ☐ How is AI used in everyday life?
- ☐ Have you used AI? In what ways?

Task 3 Reading

👉 I can read a text about Artificial Intelligence (AI) for specific information.

• **Read a dialogue about Artificial Intelligence (AI) between two friends, and then answer the questions that follow:**

The Pros and Cons of Artificial Intelligence

Sam: You know, AI is making our lives so much easier! It's transforming every field, from commerce to healthcare. I mean, think about all the intangible benefits it brings—speed, efficiency, and endless information.

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Sam: I get your concern, but I think it's part of the progress of change. Every new technology comes with challenges. But instead of fearing AI, we should figure out how to adapt. AI's collective knowledge helps people in ways we couldn't have imagined. Besides, we've always craved advancements—like when we moved from doing things by hand to using tools and utensils, or from local markets to global commerce.

Jordan: True, but what about the risks we encounter? Contemporary society is so reliant on AI that we're losing critical thinking skills. We trust machines too much, and if something goes wrong, it can be catastrophic.

Sam: That's a fair point, but I'd argue that AI is a tool, just like any other. It's about how we use it. With proper regulations and safeguards, it doesn't have to be detrimental. We have to approach it with caution, sure, but

4. He agrees and believes caution is warranted; however, he also believes the risks are worth it.
5. Examples and logical reasoning:
 - ◆ Review answers as a class. Discuss how the dialogue reflects real-world debates about AI.

Discussion:

- o Review answers as a class. Discuss how the dialogue reflects real-world debates about AI.
- **Differentiation:** Pair struggling readers with stronger peers for support during the reading.

Task 4 Essay Brainstorming

👉 **Objective:** Students will brainstorm ideas for an argumentative essay about AI.

Steps:

1. Class Discussion:

- ◆ Discuss the pros and cons of AI using examples from the reading.
- ◆ Examples:
 - » Pros: Efficiency, automation, collective knowledge.
 - » Cons: Job loss, over-reliance, ethical concerns.

2. Brainstorming:

- ◆ Students individually decide whether they are in favor of or cautious about AI.
- ◆ They write down their claim (thesis statement) and list reasons to support their argument.

3. Peer Discussion:

- ◆ Students pair up to discuss their ideas and provide feedback.
- **Differentiation:** Provide guiding questions for brainstorming (e.g., "What are three benefits of AI?" "What are three concerns you have about AI?").

Task 4 Essay / WRITING

I can brainstorm and discuss ideas for an argumentative essay about Artificial Intelligence.

Think about pros and cons of Artificial Intelligence. Are you in favor of its use or do you believe we should be much more cautious? Formulate a clear claim that might later become your thesis. Jot down strong reasons you feel this way. Discuss your ideas with a peer/peers.

Task 5 Project / Critical thinking

I can design an advertisement using images and descriptive language.

Create a magazine advertisement for your favorite App. Collect pictures, screen shots while using the App and describe what the app does. Include target vocabulary, grammar skills taught in the unit, and new idioms. Share with others.

Task 5 Creative Project – App Advertisement

 **Objective:** Students will design a magazine advertisement for their favorite app, incorporating descriptive language and target vocabulary.

Steps:

1. Introduction to Project:

- o Show examples of app advertisements.
- o Highlight the importance of visuals, catchy phrases, and descriptive language.

2. Designing the Ad:

- o Students create their advertisements using:
 - » Pictures/screenshots of the app.
 - » A short description of what the app does.
 - » Target vocabulary, idioms, and grammar structures from the unit.

3. Presentation:

- o Students share their ads with the class or in small groups.

- **Differentiation:** Allow tech-savvy students to create digital advertisements if resources are available.

Assessment:

Formative:

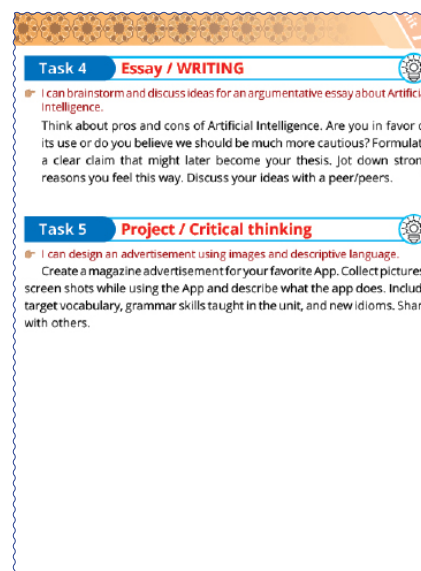
- Participation in vocabulary, pre-reading, and brainstorming activities.
- Engagement during discussions and group work.

Summative:

- Vocabulary and comprehension questions will be graded for accuracy.
- The argumentative essay brainstorm will be assessed for the clarity of claim and strength of supporting ideas.
- App advertisements will be evaluated on creativity, use of vocabulary, and descriptive language.

Materials Needed:

- Vocabulary matching worksheets.
- Copies of the dialogue.



- Art supplies for the advertisement (paper, markers) or devices for digital designs.

● **Homework:**

- Complete a rough draft of the argumentative essay.
- Refine the app advertisement, if necessary.

● **Extension Ideas:**

1. Debate: Host a class debate on the pros and cons of AI.
2. Tech Showcase: Have students research and present on an AI technology they find interesting.

Practice Book Lesson 1

● **Exercise 1: Choose the Correct Answers**

- | | |
|-------------------|--------------------|
| 1. b) commerce | 6. c) contemporary |
| 2. a) detrimental | 7. d) catastrophic |
| 3. d) caution | 8. b) collective |
| 4. c) carved | 9. a) cope with |
| 5. a) intangible | 10. b) encounter |

● **Exercise 2: Reading Comprehension**

Answer the following questions:

1. How has commerce changed in recent years?
✓ Commerce now includes not only tangible goods but also intangible products like services and digital items.
2. What are some examples of intangible aspects of commerce?
✓ Services and digital products are examples of intangible aspects.
3. Why is it important for businesses to exercise caution in their practices?
✓ To avoid harming the environment and to adapt responsibly to modern challenges.

Choose the correct answer:

1. What does the passage suggest about commerce?
✓ b) It includes both tangible and intangible aspects.

2. What helps businesses cope with challenges according to the passage?

✓ c) Forming collective partnerships.

• Exercise 3: Find and Correct Mistakes

1. ✗ Commerce is an intangibly activity that involves trade between countries.
✓ Commerce is an intangible activity that involves trade between countries.
2. ✗ You must show great cautioned when handling fragile utensils.
✓ You must show great caution when handling fragile utensils.
3. ✗ Smoking is a detrimentally habit that harms your health.
✓ Smoking is a detrimental habit that harms your health.
4. ✗ successfully cope the catastrophic effects of the storm.
✓ Successfully cope with the catastrophic effects of the storm.
5. ✗ The ancient relief was carving into the rock face centuries ago.
✓ The ancient relief was carved into the rock face centuries ago.
6. ✗ The contemporarily music festival attracted thousands of attendees last year.
✓ The contemporary music festival attracted thousands of attendees last year.

• Exercise 4: Translations

A. Translate into Arabic:

◆ المشاعر غير الملموسة مثل السعادة والتعاطف تلعب دورًا كبيرًا في حياتنا. لا يمكن قياس هذه المشاعر بسهولة.

A. Translate into English:

- ◆ Commerce is an important part of the global economy. E-commerce has become more common.

Google Maps

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ discuss issues related to technology and share personal experiences.
- ✎ listen to and analyze an audio text about Google Maps.
- ✎ understand and use idioms in context through short dialogues.
- ✎ use modal verbs "can" and "could" appropriately in various contexts.
- ✎ draft an argumentative essay on Artificial Intelligence.
- ✎ collaborate in groups to complete a project related to AI or technology.

Task 1 Pre-Listening

✎ Objective: Students will discuss their experiences and opinions about mapping and GPS-enabled apps.

Steps:

1. Discussion in Pairs:

- ◆ Students discuss the three provided questions:
1. Have you ever used a mapping or GPS-enabled app to find your way around? Was it helpful?
 2. Have you ever used Google Maps? What features does it offer?
 3. What else do you know about Google as a company?

2. Class Debrief:

- ◆ Invite students to share their answers.
- ◆ Provide additional facts about Google (e.g., headquarters in Mountain View, California; services include search engines, email, and cloud computing).
- **Differentiation:** Provide sentence starters for students who may need help structuring their answers

Google Maps

ILOs

By the end of the lesson, students will be able to:

- ✎ discuss issues related to technology.
- ✎ listen to a dialogue about Google Maps for specific information.
- ✎ demonstrate the use of idioms in context through short dialogues.
- ✎ use modal verbs Can and Could properly.
- ✎ draft an argumentative essay about the pros and cons of Artificial Intelligence.

Task 1 Pre-listening / SPEAKING

✎ I can talk about issues related to technology.

✎ In pairs, discuss the following.



☐ Have you ever used a mapping or GPS-enabled app to find your way around? Was it helpful?

☐ Have you ever used Google Maps? What features does it offer?

☐ What else do you know about Google as a company? Where is their headquarters? What does their company do?

★ **Answer :**

1. Have you ever used a mapping or GPS-enabled app to find your way around? Was it helpful?
 - » Yes, mapping and GPS apps like Google Maps are very helpful. They provide real-time navigation, traffic updates, and alternative routes, making it easier to reach destinations quickly.
2. Have you ever used Google Maps? What features does it offer?
 - » Yes, Google Maps offers features like real-time traffic updates, turn-by-turn navigation, Street View, satellite imagery, local business information, and public transport routes.
3. What else do you know about Google as a company? Where is their headquarters? What does their company do?
 - » Google is an American multinational company known for internet-related services like search engines, advertising, cloud computing, and software products. Their headquarters is in Mountain View, California. Google also develops products like Android, Google Chrome, and Google Drive.

Task 2 **Listening**

👉 **Objective:** Students will listen to a text about Google Maps and complete a gap-fill exercise.

🔴 **Steps:**

1. Listening Activity:

- o Play the audio twice. The first time, students listen for general understanding.
- o The second time, they fill in the gaps in the provided text.

Listening Script

Have you ever wondered how we manage to find our way around in today's world? Thanks to Google Maps, we can easily navigate both familiar and unfamiliar places. This intangible tool is a vital part of our daily lives, helping us to cope with the complex routes and avoid getting lost.

Task 2 Listening

👉 I can listen to an audio about "Google Maps."

• **Listen to "Google Maps" and fill in the gaps:**

Have you ever wondered how we manage to find our way around in today's world? Thanks to (1) _____ we can easily navigate both familiar and unfamiliar places. This (2) _____ tool is a vital part of our daily lives, helping us to cope with the complex routes and avoid getting lost.

However, it's important to use Google Maps with (3) _____. Over-reliance on it can be (4) _____, reducing our ability to remember directions or even weakening our natural sense of navigation. While it's a (5) _____ effort to make the service accurate, with millions contributing to the data, it's not foolproof. Users often have (6) _____ wrong directions, which can lead to delays or confusion.

Task 3 CRITICAL THINKING

- 1 What might be the potential negative effects of over-reliance on GPS, Google Maps, or other similar apps? When might this become a problem?
- 2 What ethical considerations arise from Google collecting and sharing location data from its users?
- 3 How might Google Maps prioritize certain businesses or locations over others, and what are the implications for local economies?
- 4 What challenges might people without access to smartphones or reliable internet face when navigating compared to those who use Google Maps?
- 5 How might advancements in mapping technology, such as augmented reality (AR) or Google Maps, change the way we interact with our environment?

However, it's important to use Google Maps with caution. Over-reliance on it can be detrimental, reducing our ability to remember directions or even weakening our natural sense of navigation. While it's a collective effort to make the service accurate, with millions contributing to the data, it's not foolproof. Users have often encountered wrong directions, which can lead to delays or confusion.

Despite this, Google Maps has carved out a place in the modern world as one of the most essential contemporary tools for travel. From locating nearby restaurants to helping us find the perfect spot to buy kitchen utensils, it's hard to imagine how we'd cope without it.

In moments of catastrophic events, such as natural disasters, Google Maps also helps people navigate safely, highlighting shelters and escape routes. Yet, as with all technology, we must balance its convenience to avoid detrimental effects on our sense of direction.

Gap-Fill Answers

- | | |
|----------------|----------------|
| 1. Google Maps | 4. detrimental |
| 2. intangible | 5. collective |
| 3. caution | 6. encountered |

Task 3 CRITICAL THINKING

Discussion Questions:

- ◆ After listening, students discuss the critical thinking questions in small groups:
 1. What are the potential negative effects of over-reliance on GPS or Google Maps?
 2. What ethical concerns arise from location data collection?
 3. How might Google Maps prioritize certain businesses?
 4. What challenges exist for those without smartphones?
 5. How might AR technology in Google Maps affect how we interact with our environments?
- 6. Class Feedback:
 - ◆ Discuss answers as a class, encouraging students to share their perspectives.

Differentiation: Provide a transcript of the audio for students who need additional support.

★ **Answer :**

1. What might be the potential negative effects of over-reliance on a GPS, Google Maps, or other similar apps? When might this become a problem?
 - » Over-reliance on GPS and navigation apps can lead to a weakened sense of direction and memory. People may become too dependent on these tools and lose the ability to remember routes or navigate without them. This becomes a problem when the technology is unavailable or inaccurate, as users may struggle to find their way or make decisions without assistance. Additionally, users may become more prone to errors, like taking wrong turns due to faulty directions.
2. What ethical considerations arise from Google collecting and sharing location data from its users?
 - » The collection and sharing of location data raise concerns about user privacy and consent. Google Maps collects real-time location data, and while this is used to improve services, there are ethical concerns about how that data is stored, shared with third parties, and potentially used for targeted advertising. Users might unknowingly share sensitive information, and there are risks regarding data breaches or misuse of personal data.
3. How might Google Maps prioritize certain businesses or locations over others, and what are the implications for local economies?
 - » Google Maps may prioritize businesses based on factors like paid promotions, reviews, and proximity to the user. This could impact local economies by favoring larger businesses or those with better online visibility over smaller, local businesses that may not have the same online presence or budget for advertising. It might lead to a concentration of customers around popular spots while reducing foot traffic to less-visible areas, affecting local communities.
4. What challenges might people without access to smartphones or reliable internet face when navigating compared to those who use Google Maps?

- » People without smartphones or reliable internet access face significant challenges when navigating, as they cannot rely on real-time, up-to-date maps or directions. They may have to depend on traditional methods like paper maps, asking for directions, or memorizing routes, which can be more time-consuming and prone to errors. Additionally, in emergencies or unfamiliar areas, these individuals are at a disadvantage without the guidance of GPS or mapping apps.
- 5. How might advancements in mapping technology, such as augmented reality (AR) in Google Maps, shape the way we interact with our environments in the future?
 - » Augmented reality (AR) in Google Maps can enhance user experience by overlaying digital information onto the physical world, providing more interactive and intuitive navigation. For example, users could receive real-time directions overlaid onto their surroundings through their phone or AR glasses. This could make navigation easier and more engaging, improve accessibility for people with disabilities, and offer new ways to explore the environment. However, it could also raise concerns about privacy, as real-time tracking and data visualization become more pervasive.

Task 4 Idioms

👉 **Objective:** Students will learn and use idioms in context.

Steps:

1. Mini-Dialogue Activity:

- ◆ Students read the dialogue and underline the idioms: "cutting-edge," "out of the loop," "push the right buttons," "reinventing the wheel," and "pull the plug."
- ◆ They match idioms to their meanings in pairs.

★ Answer :

1. cutting-edge → e

Task 4 Idioms / VOCABULARY

I can demonstrate the use of idioms in context through a short dialogue.

Read this mini dialogue and guess the meaning of idioms in bold. Then match them with their meanings:

Alex: Hey, did you hear about the new AI system they're using at work? It's supposed to be **cutting-edge**.

Jordan: Yeah, I heard! Everyone's talking about it. I'm just worried I'm a bit **out of the loop** when it comes to this new tech.

Alex: Nah, you'll catch up quickly. If you **push the right buttons**, you might be able to convince the supervisor to send us to training.

Jordan: I hope so! I don't want to waste time **reinventing the wheel** when I could just use AI to simplify tasks.

Alex: Exactly! But hey, if the system doesn't work as expected, we can always **pull the plug** and go back to the old way... though I doubt we'll need to!

Jordan: True. Technology can be frustrating, but when it works, it's amazing!

Idiom	MEANINGS
1 cutting-edge	a to stop something from continuing.
2 out of the loop	b to do the things that are needed to produce a desired effect or result.
3 push the right buttons	c to waste time creating something that already exists.
4 reinventing the wheel	d being uninformed or unaware of the latest updates or developments, especially in technology.
5 pull the plug	e refers to the most advanced, innovative, or pioneering technology or development.

2. out of the loop → d
3. push the right buttons → b
4. reinventing the wheel → c
5. pull the plug → a

Practice:

- ◆ In pairs, students create their own short dialogues using at least two idioms.

Differentiation: Provide examples of idioms in different contexts for better understanding.

Task 4 Grammar – Modal Verbs

- 👉 **Objective:** Students will use "can" and "could" properly in various contexts.

Steps:

1. Explanation:

- o Review the uses of "can" and "could" (present ability, past ability, permission, possibility, and polite requests).
- o Provide example sentences for each use.

2. Practice Exercise:

- o Students complete the multiple-choice questions.

* Answer :

- | | |
|----------|----------|
| 1. can | 4. could |
| 2. could | 5. can |
| 3. could | |

Speaking Activity:

- ◆ In pairs, students use "can" and "could" in sentences related to technology or daily life.

Task 5 Grammar

👉 I can listen to a text about "traits of geniuses" for details.

Top Tip

Modal Verbs CAN and COULD

"Can" and "could" are modal verbs, meaning they express mood, ability, possibility, permission, or polite requests. They are unique because they do not conjugate like regular verbs and are always followed by the base form of another verb.

- "Can" indicates present or general ability (I can swim), permission (Can I go?), or possibility (It can rain in April).
- "Could" works for past ability (I could run fast), polite requests (Could you help me?), or hypothetical scenarios (I could join if I had time).

These modals add nuance to communication, showing degrees of certainty, formality, and politeness.

1. Expressing Present Ability

- ◆ Today I learnt that your new smartphone ____ connect to the internet using 5G technology.

a can b could

2. Making a Polite Request

- ◆ ____ you help me set up this software on my computer?

a Can b Could

3. Talking About a Past Ability

- ◆ When I was younger, I ____ build my own computers.

a can b could

4. Expressing Possibility

- ◆ In the future, artificial intelligence ____ replace some human jobs.

a can b could

Differentiation: Provide a worksheet with additional practice for students who need more support.

Task 5 Essay Writing

 **Objective:** Students will draft an argumentative essay about Artificial Intelligence.

Steps:

1. Review Essay Structure:

- ◆ Discuss the components of an argumentative essay (introduction with a thesis, body paragraphs with supporting arguments, and conclusion).
- ◆ Provide a sample thesis: "Artificial Intelligence is a valuable tool that improves efficiency and innovation, but we must approach its use cautiously to address ethical and societal challenges."

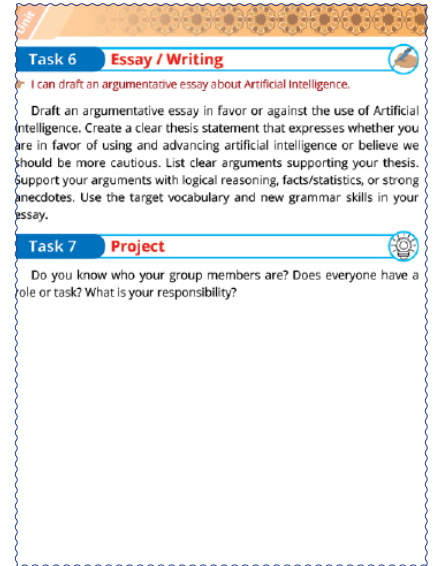
2. Brainstorming:

- ◆ Students brainstorm arguments for or against AI and write them down.

3. Drafting:

- ◆ Students begin drafting their essays.
- ◆ Encourage them to use target vocabulary (e.g., detrimental, collective, contemporary) and grammar skills (e.g., modal verbs).

Differentiation: Provide an essay template for students who need additional structure.



Task 6 Essay / Writing

I can draft an argumentative essay about Artificial Intelligence.

Draft an argumentative essay in favor or against the use of Artificial Intelligence. Create a clear thesis statement that expresses whether you are in favor of using and advancing artificial intelligence or believe we should be more cautious. List clear arguments supporting your thesis. Support your arguments with logical reasoning, facts/statistics, or strong anecdotes. Use the target vocabulary and new grammar skills in your essay.

Task 7 Project

Do you know who your group members are? Does everyone have a role or task? What is your responsibility?

Task 6 Project

 **Objective:** Students will collaborate to complete a project related to technology.

Steps:

1. Group Roles:

- ◆ Divide students into small groups. Assign roles such as researcher, designer, presenter, and writer.

2. Project Guidelines:

- ◆ Groups create a presentation or advertisement for a new app, highlighting its features and benefits.
- ◆ Encourage the use of idioms, modal verbs, and target vocabulary.

3. Presentation:

- ◆ Groups share their projects with the class.

Differentiation: Allow tech-savvy groups to create digital presentations, while others can use posters or other physical materials.

Assessment:

Formative:

- Participation in discussions and group activities.
- Completion of gap-fill and idioms exercises.

Summative:

- Argumentative essays will be graded based on clarity of thesis, strength of arguments, and use of target language.
- Projects will be assessed for creativity, collaboration, and integration of lesson content.

Materials Needed:

- Audio file for "Google Maps."
- Gap-fill worksheet.
- Idioms dialogue.
- Essay brainstorming handouts.
- Art supplies or devices for projects.

Homework:

- Complete the essay draft.
- Refine group project materials.

Extension Ideas:

1. Debate: Host a class debate on whether mapping apps improve or harm our navigation skills.

Task 6 Essay / Writing

I can draft an argumentative essay about Artificial Intelligence.

Draft an argumentative essay in favor or against the use of Artificial Intelligence. Create a clear thesis statement that expresses whether you are in favor of using and advancing artificial intelligence or believe we should be more cautious. List clear arguments supporting your thesis. Support your arguments with logical reasoning, facts/statistics, or strong anecdotes. Use the target vocabulary and new grammar skills in your essay.

Task 7 Project

Do you know who your group members are? Does everyone have a role or task? What is your responsibility?

Practice Book Lesson 3

● ***Exercise 1: Choose the Correct Answer:***

- | | |
|-----------|-------------|
| 1. A) can | 6. D) could |
| 2. C) can | 7. C) could |
| 3. A) can | 8. B) could |
| 4. D) can | 9. C) could |
| 5. A) can | 10. A) can |

● ***Exercise 2: Fill in the Gaps*** 1. commerce

1. commerce
2. caution
3. detrimental
4. collective
5. companies
6. innovatione

● ***Exercise 3: Complete the Dialogue:***

1. Are you allergic to bananas?
2. How did Mum make this cake?
3. It tastes delicious!
4. What happens when you eat them?

● ***Exercise 4: Rewrite Using “can” or “could”***

1. ✓ She can speak three languages fluently.
2. ✓ He could arrive late due to traffic.
3. ✓ Can I leave early?
4. ✓ Could you help me carry this box?
5. ✓ When I was younger, I could run 10 kilometers easily.
6. ✓ We could win the match if we try hard.

ILOs

Students will:

- ✎ analyze the author's technique and understand the use of formal and informal registers in a dialogue about Artificial Intelligence.
- ✎ demonstrate critical thinking by answering questions related to technology.
- ✎ identify whether a sample text uses formal or informal register.
- ✎ write dialogues about Remote Work and Technology, using correct punctuation.
- ✎ revise a draft of an argumentative essay on the pros and cons of Artificial Intelligence.

Task 1 Critical Thinking (30 minutes)

- ✎ Objective : Students will analyze the author's use of language, register, and techniques in a dialogue about Artificial Intelligence.

Materials:

- Excerpt from "The Pros and Cons of Artificial Intelligence" from Lesson 1

Steps:

1. Warm-Up Discussion

- ◆ Ask students: "When do you use formal language? When do you use informal language?" Gather examples on the board.

2. Top Tip Review

- ◆ Review the difference between formal and informal registers with examples from the provided material:
 - » Formal: "I am writing to inform you about the upcoming meeting."
 - » Informal: "Hey, just letting you know about the meeting!"
- ◆ Emphasize how understanding your audience shapes your choice of register.

Sam and Jordan using a formal or informal register? What words make

TECHNOLOGY AND JOBS

ILOs

By the end of the lesson, students will be able to:

- ✎ analyze the author's technique to better understand a dialogue about Artificial Intelligence.
- ✎ demonstrate critical thinking to answer questions related to technology.
- ✎ identify whether a sample text uses formal or informal register.
- ✎ write dialogue about Remote Work and Technology using correct punctuation.
- ✎ revise a draft of an argumentative essay about the pros and cons of Artificial Intelligence.

Task 1 Critical Thinking

- ✎ I can analyze the author's technique to better understand a text about Artificial Intelligence.
- ✎ I can demonstrate critical thinking to answer questions related to technology.

Top Tip

Understanding Formal and Informal Register

The register of your language depends on your audience and purpose. Use formal register for professional, academic, or serious contexts, and informal register for casual or friendly interactions.

- Formal register avoids contractions, slang, and colloquial expressions. It uses complete sentences and precise vocabulary.
- Informal register includes everyday language, contractions, and idiomatic expressions, making it more relaxed.

Example: "I am writing to inform you about the upcoming meeting."
Example: "Hey, just letting you know about the meeting!"

Knowing when to switch registers enhances communication and ensures your message suits the context. Keep your audience in mind!

✎ Reread the "The Pros and Cons of Artificial Intelligence" in lesson 1 and answer the following questions about author's techniques:

☐ Are Sam and Jordan using a formal or informal register? What words make you think so?

3. Guided Analysis

- ◆ In pairs or small groups, students reread the dialogue from Lesson 1 and answer the following questions:
- 1. Are Sam and Jordan using a formal or informal register? What words make you think so?
- 2. What impression do you have of Sam and Jordan based on their register? What does their formality level reveal about their relationship?
- 3. Why do you think the writer chose to use an informal register for their dialogue?
- 4. What types of support do Sam and Jordan provide (e.g., facts, statistics, anecdotes, logical reasoning)?
- 5. How would you characterize Sam and Jordan's beliefs about AI? Who had the stronger argument? Why?

● Class Discussion

- ◆ Facilitate a discussion to share insights. Highlight diverse interpretations and ensure students justify their answers with evidence from the text.

★ **Answer :**

1. **Are Sam and Jordan using a formal or informal register? What words make you think so?**
 - ◆ Sam and Jordan are using an informal register. Words like "I mean," "think," "sure," and "look at" signal a conversational tone typical of informal speech. Their casual approach to addressing each other and the topic also indicates informality.
2. **What impression do you have of Sam and Jordan based on their register? Does their level of formality tell you anything about their relationship?**
 - ◆ Sam and Jordan seem to have a friendly and open relationship, as indicated by their informal tone. Their casual language suggests they are comfortable with each other and are engaging in a thoughtful, but relaxed conversation.

3. Why do you think the writer chose to use an informal register for their dialogue?

- ◆ The writer likely chose an informal register to make the conversation feel more relatable and accessible to the reader. It helps in portraying a natural, everyday discussion between two people about complex topics like AI, which can make the ideas more engaging and less intimidating.

4. What types of support do Sam and Jordan give to support their claims?

Do they use facts, statistics, anecdotes, or logical reasoning?

- ◆ Sam and Jordan mainly use logical reasoning to support their claims. Sam uses historical examples (e.g., the shift from manual work to tools and utensils) to show that technological progress has always had challenges. Jordan argues the risks of over-relying on AI, suggesting a loss of critical thinking and possible catastrophic consequences, which is more based on caution and reasoning rather than hard facts or statistics.

5. How would you characterize Sam and Jordan's beliefs about AI? Which person had the stronger argument, Sam or Jordan? Why do you think so?

- ◆ Sam believes that AI is a positive force, helping humanity advance, and that the challenges it brings can be overcome with adaptation and proper regulation. Jordan, on the other hand, is more cautious and concerned about the risks of over-reliance on AI and its potential negative impact, especially on jobs and critical thinking.
- » Jordan arguably presents the stronger argument, as the concerns about losing control over AI and the potential risks associated with its unchecked growth are more pressing in today's technological landscape. While Sam emphasizes progress and adaptation, Jordan highlights the importance of caution, which aligns with current discussions about the ethical implications of AI.

Task 2 Writing Dialogue

👉 **Objective:** Students will write a mini-dialogue about Remote Work and Technology using correct punctuation and formatting.

Materials:

- Dialogue example provided in the lesson plan.

1. Top Tip Review

- ◆ Review dialogue punctuation rules:
 - » Spoken words in quotation marks.
 - » Punctuation inside the quotation marks (e.g., "I'm here," she said).
 - » New paragraph for each speaker.
- ◆ Display the example dialogue and analyze it together as a class.

2. Mini-Story Creation

- ◆ In pairs, students write a short dialogue discussing remote work and technology. Prompts include:
 - » What are the benefits of remote work for both employees and employers?
 - » How has technology evolved to support remote work?
 - » What are common challenges of remote work, and how can they be overcome?

Example Dialogue:

- ◆ Sarah said, "Remote work has been a game-changer for me. I get to spend more time with my family."
- ◆ "I agree," replied Mark. "However, I do miss in-person brainstorming sessions with my team."
- ◆ "True, but video calls and collaborative tools make up for it," added Sarah.

3. Sharing

- ◆ Select a few pairs to share their dialogue with the class. Provide feedback on both content and punctuation.

7

❑ Why do you think the writer chose to use an informal register for their dialogue?

❑ What types of support do Sam and Jordan give to their claims? Do they use facts, statistics, anecdotes, or logical reasoning?

❑ How would you characterize Sam and Jordan's beliefs about AI? Which person had the stronger argument, Sam or Jordan? Why do you think so?

Task 2 Mechanics / WRITING

I can write dialogue using correct punctuation.

• Discuss the following questions:

Top Tip
Punctuating Dialogue
To punctuate dialogue, enclose spoken words in quotation marks and place punctuation (like commas or periods) inside the quotes (e.g., "I'm here," she said). Start a new paragraph each time a new speaker talks, and capitalize the first word in each piece of dialogue. Use commas before tags like "he said" and ensure the punctuation reflects the tone, such as using question marks or exclamation points when appropriate. These rules help clarify who is speaking and maintain the flow of conversation.

Working with a partner, create a mini-story about colleagues discussing remote work opportunities.

You might have your characters discuss:

- What are the benefits of remote work for both employees and employers?
- How has technology evolved to support remote work?
- What are some common challenges of remote work, and how can they be overcome?



Benefits of Remote Work for Both Employees and Employers:

- Employees: Greater flexibility, improved work-life balance, reduced commuting stress, cost savings, and increased productivity.
- Employers: Lower operational costs, access to a broader talent pool, improved employee satisfaction, and higher retention rates.
- » How Technology Has Evolved to Support Remote Work:
 - Cloud computing enables easy access to files and collaboration.
 - Communication tools (Zoom, Slack, Microsoft Teams) enhance teamwork.
 - Project management software (Trello, Asana) improves organization.
 - Cybersecurity advancements ensure data protection.

Common Challenges of Remote Work and Solutions:

- Isolation: Encourage virtual team-building activities.
- Distractions: Set up a dedicated workspace and maintain a routine.
- Communication gaps: Use clear, frequent communication and video meetings.
- Work-life balance issues: Set boundaries for work hours.

Task 3 Essay Revision

- 👉 **Objective:** Students will revise their argumentative essay drafts to improve clarity, coherence, and content.

📌 Materials:

- Students' drafts of argumentative essays from the previous lesson.
- Writing rubric and checklist.

📌 Steps:

1. Top Tip Review

- ◆ Discuss elements of quality writing:
 - » Develop ideas.
 - » Delete unnecessary content.
 - » Organize ideas logically.

Example:

Ms. Stephanie, from the United States, was enjoying collaborating with English teachers in Egypt remotely, even though time difference made scheduling meetings a challenge. She told Ms. Abeer, "This has been a great chance to work together, even though we are miles away."

Ms. Abeer nodded in agreement. "Sometimes I have to stay up very late in order to accommodate the US time zone."

Ms. Amaal said, "I'm very happy we have the technology to make this happen!"

Mr. Khalid wished the Internet was more stable. "Sometimes connecting can be a problem" He said.

Mr. Amin "Did I miss anything important?" Mr. Amin asked, after logging on two minutes late due to a connection problem.

Mr. Tamer told everyone to keep trying. "Despite challenges, we must persevere." He urged.

Task 3 Essay / Writing

👉 I can revise a draft of an argumentative essay about Artificial Intelligence.

- **Read the Top Tip on Quality Writing and the writing rubric. Consider how each item is important:**
- **Revise your draft of an argumentative essay about Artificial Intelligence.**
 - Develop ideas
 - Delete unnecessary ideas
 - Organize ideas logically
 - Use transitions between ideas
 - Choose words carefully

KEY PARTS OF QUALITY WRITING

knowledge of topic elaboration development

- » Use transitions between ideas.
- » Choose words carefully.

2. Peer Review

- o Students exchange essays with a partner and provide feedback using the rubric.

3. Self-Revision

- o Students revise their essays based on feedback, focusing on:
 - » Strengthening the thesis statement.
 - » Adding evidence or examples.
 - » Clarifying transitions between paragraphs.

Optional: Conduct mini-conferences with individual students to provide targeted feedback.

Task 4 Project Progress Check

- 👉 Objective: Students will share updates on their app project and continue working on it.

Steps

1. Check-In

- o Ask each group to briefly present their selected app and progress so far. Prompt them with questions such as:
 - » What app have you chosen?
 - » What features or screenshots have you collected?

2. Work Time

- o Groups continue working on their projects. Ensure students are collecting screenshots and preparing content for presentation.

3. Teacher Support:

- o Circulate to assist groups, provide suggestions, and encourage creativity.

Assessment:

VOICE	sense of audience, writers' passion and unique way of conveying meaning
SENTENCES	variety in beginnings, lengths, and types
ORGANIZATION	logical order and sequencing, proper use of transition sentences and phrases
WORD CHOICE	sensory description, strong action verbs, specific words to convey precise meaning
CONVENTIONS	grammar, spelling, capitalization, punctuation

SAMPLE RUBRIC			
Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
CONTENT	Ideas are incomplete and without organization. Difficult to understand.	Ideas are not clear or well-organized. Too short or could be organized better.	Ideas are both clear and organized. Many details are given.
VOCABULARY	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
GRAMMAR & MECHANICS	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

Task 4 Project

Formative Assessment:

- Participation in group discussions and activities.
- Completion of dialogue-writing task with accurate punctuation.

Summative Assessment:

- Revised argumentative essays graded on the writing rubric.
- App projects assessed for creativity, teamwork, and relevance to technology themes.

Materials Needed:

- Lesson 1 dialogue excerpt.
- Writing rubrics and checklists.
- Devices or printed screenshots for app projects.

Homework:

1. Finalize and submit the revised argumentative essay.
2. Continue working on the app project, ensuring all materials are prepared for the next lesson.

Extension Activities:

1. Debate: Organize a class debate on the benefits and drawbacks of remote work.
2. Research Task: Assign students to find examples of how AI impacts jobs in different industries and present their findings in the next lesson.
3. Creative Writing: Ask students to write a fictional story imagining a future workplace powered entirely by AI.

Practice Book Lesson 3**• Exercise 1: Choose the Correct Answer**

1. d) Highly advanced and innovative
2. C) Unaware of current events or information
3. A) To perform the correct actions to achieve a result
4. A) Wasting time creating something that already exists
5. B) To stop or discontinue an activity
6. C) Cutting-edge

8. B) They motivate their team effectively
9. A) It's unnecessary and wastes time
10. D) They are canceling the product

• **Exercise 2: Reading Comprehension**

Short Answer Questions:

1. Advantages: Real-time directions, satellite imagery, street views, traffic updates, and stress reduction.
Disadvantages: Privacy concerns and reduced natural sense of direction.
2. Google Maps allows users to easily plan trips, find locations, and explore areas with visual and live data.
3. Overdependence may lead to a weakened sense of direction and reduced ability to navigate without technology.

Multiple Choice:

4. b) 2005
5. c) Weather forecasting

• **Exercise 3: Translations**

A. Translate into Arabic:

♦ تساعد خرائط جوجل المستخدمين في العثور على أسرع طريق إلى وجهتهم.

B. Translate into English:

Many travelers rely on Google Maps to navigate unfamiliar cities.

• **Exercise 4: Student's own answer**

Unit Review

Lesson 4

Unit 7

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ review and use target vocabulary correctly.
- ✎ demonstrate mastery of modal verbs ("can," "could," "can't," and "couldn't") in writing and speaking.
- ✎ edit and refine an argumentative essay about Artificial Intelligence.
- ✎ design a creative advertisement showcasing descriptive language, target vocabulary, and idioms.

Materials Needed:

1. Vocabulary Quiz Handout (Task 1)
2. Grammar Activity Handout (Task 2)
3. Student essays (Task 3)
4. Art supplies or digital tools for advertisement creation (Task 4)
5. Screenshots or visuals of apps for inspiration (Task 4)

Task 1 Vocabulary Review

✎ Objective: To reinforce understanding of target vocabulary.

📌 Instructions:

1. Distribute the multiple-choice quiz to students.
2. Allow 10 minutes for students to complete the quiz individually.
3. Go over the answers as a class and discuss why certain options are correct.
4. Evaluate accuracy and clarify any misunderstood words.

★ Answer :

1. commerce
2. caution
3. intangible
4. detrimental

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ✎ review the target vocabulary, grammar, and new language skills.
- ✎ edit and share an argumentative essay about the pros and cons of Artificial Intelligence.
- ✎ design an advertisement using images and descriptive language.

Task 1 Vocabulary Review

✎ I can use the target vocabulary.

• Review "The Pros and Cons of Artificial Intelligence" from lesson 1 and choose the correct vocabulary word as your answer.

1 In the conversation, Sam mentions AI's transformation in various fields, including _____, as an example of its impact.

- a sports
- b entertainment
- c commerce
- d art

2 Jordan suggests using _____ when dealing with AI to avoid negative outcomes.

- a excitement
- b caution
- c pride
- d efficiency

3 What kind of benefits does Sam say AI brings, which are difficult to measure directly?

- a tangible
- b intangible
- c catastrophic

5. cope with
6. collective
7. technology

8. encounter
9. critical thinking
10. catastrophic

Assessment:

Evaluate accuracy and clarify any misunderstood words.

Task 2 Grammar Review

 **Objective:** To apply modal verbs "can," "could," "can't," and "couldn't" in context.

Instructions:

1. Ask students to write 4-5 sentences about their technology skills.

Examples:

- ◆ "I can use programming languages like Python to create apps."
- ◆ "I couldn't connect to the remote server yesterday due to poor internet."
- ◆ "I can't figure out how to use this new video editing app yet."
- ◆ "When I was younger, I could only use basic phones."

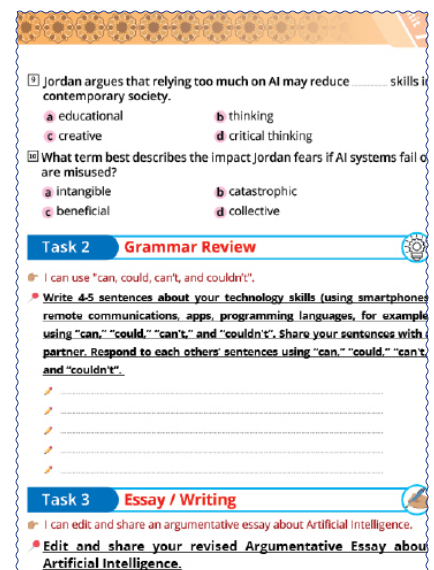
2. Pair students up to share their sentences and respond to each other using modal verbs.

Example Response: "I couldn't code last year, but now I can understand Python basics!"

Assessment:

Observe students' use of modal verbs for accuracy and fluency.

1. I can use smartphones efficiently for communication, social media, and productivity apps.
2. I could learn new programming languages like Python and JavaScript if I dedicated more time to it.
3. I can't manage complex coding projects without proper documentation and organization.



3 Jordan argues that relying too much on AI may reduce _____ skills in contemporary society.

a educational b thinking
c creative d critical thinking

4 What term best describes the impact Jordan fears if AI systems fail or are misused?

a intangible b catastrophic
c beneficial d collective

Task 2 Grammar Review

 I can use "can, could, can't, and couldn't".

 Write 4-5 sentences about your technology skills (using smartphones, remote communications, apps, programming languages, for example) using "can," "could," "can't," and "couldn't". Share your sentences with a partner. Respond to each other's sentences using "can," "could," "can't," and "couldn't".

Task 3 Essay / Writing

 I can edit and share an argumentative essay about Artificial Intelligence.

 Edit and share your revised Argumentative Essay about Artificial Intelligence.

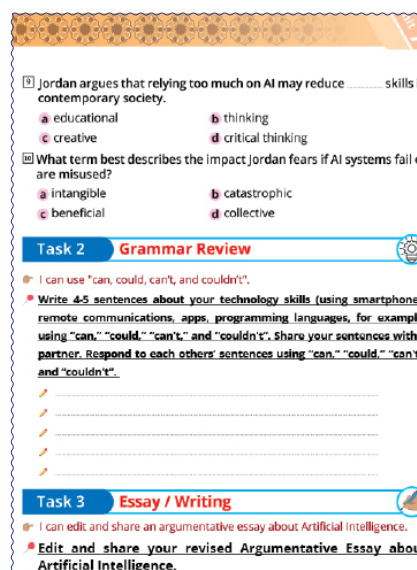
4. I couldn't work remotely effectively without the necessary communication tools like Zoom and Slack.
5. I can troubleshoot basic tech issues, like internet connectivity problems, on my own.

Task 3 Essay Revision and Feedback

 **Objective:** To edit and refine a draft argumentative essay about Artificial Intelligence.

Instructions:

1. Students review their own essays, focusing on:
 - ◆ Spelling, capitalization, and grammar.
 - ◆ Logical structure and transitions between ideas.
 - ◆ Vocabulary and idioms from the unit.
2. Exchange essays with a peer. Provide feedback using the following guide:
 - ◆ Compliment: Highlight a strength in the essay.
 - ◆ Suggest: Offer one suggestion to improve.
 - ◆ Correct: Point out and correct one grammatical or spelling error.



Task 2 Grammar Review

Jordan argues that relying too much on AI may reduce _____ skills in contemporary society.

a educational b thinking
c creative d critical thinking

What term best describes the impact Jordan fears if AI systems fail or are misused?

a intangible b catastrophic
c beneficial d collective

Task 3 Essay / Writing

I can use "can," "could," "can't," and "couldn't".

Write 4-5 sentences about your technology skills (using smartphones, remote communications, apps, programming languages, for example) using "can," "could," "can't," and "couldn't". Share your sentences with a partner. Respond to each others' sentences using "can," "could," "can't," and "couldn't".

I can edit and share an argumentative essay about Artificial Intelligence.

Edit and share your revised Argumentative Essay about Artificial Intelligence.

Assessment:

Collect and evaluate the final essays for clarity, structure, and integration of unit vocabulary and grammar.

Task 4 Advertisement Project

 **Objective:** To create a descriptive and persuasive advertisement for an app using target vocabulary, grammar, and idioms.

Instructions:

1. Students choose an app they like and design an advertisement.
2. The advertisement must include:
 - ◆ Visuals: Screenshots or illustrations.
 - ◆ Description: A persuasive summary of the app's features and benefits.

- ◆ Language Skills: At least three target vocabulary words and two idioms.
- ◆ Grammar: Modal verbs ("can," "could").

Example:

"This app is cutting-edge and can help you manage your time efficiently. Don't miss the chance to push the right buttons with this innovative tool!"

3. Share advertisements with the class.

Assessment:

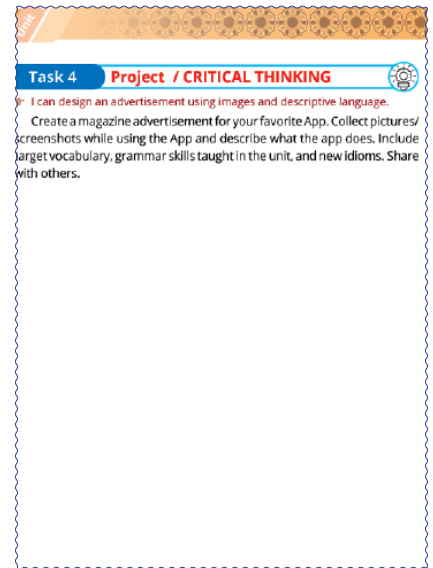
Evaluate creativity, language accuracy, and how well students incorporated unit content.

Assessment Strategies:

- Task 1: Vocabulary Quiz (formative assessment).
- Task 2: Grammar Review (peer observation and teacher feedback).
- Task 3: Argumentative Essay (rubric-based assessment).
- Task 4: Advertisement Project (rubric-based assessment for creativity, language, and content).

Extension Activities:

1. Host a "Gallery Walk" where students present their advertisements.
2. Publish a class magazine featuring the best essays and advertisements.



Practice Book Lesson 4

Exercise 1: Choose the Correct Answer

- | | |
|------------------|--------------------|
| 1. b) commerce | 6. c) detrimental |
| 2. d) utensils | 7. a) cope with |
| 3. b) collective | 8. b) carved |
| 4. c) caution | 9. d) contemporary |
| 5. a) intangible | 10. b) detrimental |

• Exercise 2: Vocabulary – Choose the Correct Answers

- | | |
|------------------|--------------------|
| 1. b) commerce | 6. c) detrimental |
| 2. d) utensils | 7. a) cope with |
| 3. b) collective | 8. b) carved |
| 4. c) caution | 9. d) contemporary |
| 5. a) intangible | 10. b) detrimental |

• Exercise 3: Correct the Mistakes

1. ✗ She can to articulate complex ideas with remarkable clarity.
✓ She can articulate complex ideas with remarkable clarity.
2. ✗ We couldn't manages to complete the project despite the extra time.
✓ We couldn't manage to complete the project despite the extra time.
3. ✗ Can you have provided the necessary documents by tomorrow?
✓ Can you provide the necessary documents by tomorrow?
4. ✗ He couldn't able to decipher the encrypted message without assistance.
✓ He couldn't decipher the encrypted message without assistance.
5. ✗ They can have attended the conference last week, but I'm not sure.
✓ They could have attended the conference last week, but I'm not sure.
6. ✗ I could to comprehend the intricate theory only after extensive study.
✓ I could comprehend the intricate theory only after extensive study.

• Exercise 4: Translations

A – Translate into Arabic:

♦ من خلال العروض الفضائية وعروض الشوارع، يمكن للناس استكشاف الأماكن قبل زيارتها.

B – Translate into English:

- ♦ Some people worry that excessive use of digital maps may weaken the sense of direction.

Experimental Test

1. Dialogue Completion (Sample Answers)

1. He's stable now and responding to treatment.
2. Where does he live?
3. Does he have a phone number we can call?
4. We can post his photo online and ask for help identifying him.

2. Fill in the Gaps

- | | |
|-----------------|-----------------|
| 1. tools | 4. detrimental |
| 2. carved | 5. cope with |
| 3. contemporary | 6. catastrophic |

3. Choose the Correct Answer

- | | |
|--------------------|--------------|
| 1. b) caution | 6. c) might |
| 2. a) catastrophic | 7. b) Could |
| 3. d) contemporary | 8. b) could |
| 4. d) encounter | 9. d) can |
| 5. b) carved | 10. c) might |

4. Reading Comprehension

Short Answers:

1. They use utensils for painting and chisels for sculpting.
2. Challenges can be detrimental to their creativity but many cope through collaboration or innovation.
3. Art reflects society's resilience and ability to adapt during catastrophic events.

Multiple Choice:

1. b) Lack of resources or support
2. b) Marble or stone

5. Translation

A - Translate into Arabic:

♦ واجهوا العديد من التحديات أثناء تأسيس المشروع الجديد. وعلى الرغم من العقبات، تمكنوا من النجاح.

◆ العاصفة الكارثية دمرت العديد من المنازل في المنطقة. يعمل الناس الآن معًا للتعافي.

B - Translate into English:

- We must exercise caution when making important decisions. Reckless decisions can be extremely detrimental.
- It was difficult to cope with the losses after the disaster. However, collective efforts helped rebuild the community.

6. Essay (Suggested Structure)

- **Title:** Pros and Cons of Modern Technology: A Focus on Efficiency and Innovation

● **Introduction:**

Modern technology has drastically changed the way we live and work. While it offers significant advantages, it also presents certain challenges.

● **Pros:**

- **Efficiency:** Automation and digital tools speed up tasks, improving productivity in every sector from education to healthcare.
- **Innovation:** Technology encourages creative solutions, such as smart devices, artificial intelligence, and renewable energy advancements.
- **Accessibility:** Information and services are now available with a click, making learning and communication easier than ever.

● **Cons:**

- **Overdependence:** Many people rely heavily on technology, which can weaken problem-solving skills and reduce face-to-face interactions.
- **Privacy Concerns:** The rise of digital platforms has increased risks related to data security and personal privacy.
- **Job Displacement:** Automation may replace human jobs, especially in manufacturing and administrative roles.

● **Conclusion:**

Modern technology brings both efficiency and innovation, improving lives in countless ways. However, to fully benefit from it, we must address its drawbacks with responsibility and balance.



Unit 8

Geniuses



Unit Overview

- ★ **Reading/Writing Focus:** Literary/Playwriting
- ★ **Grammar:** reduced relative clause
- ★ **Reading/Writing Skills:** Fictional Writing, Mood/Tone
- ★ **Essay:** Write a scene from a play.
- ★ **Project:** Act out scenes from a play.
- ★ **Anchor Text:** A Meeting of the Minds
- ★ **Recording:** The Traits of Geniuses

A Time-Traveler's Meeting

Unit 8
Lesson 1

ILOs

◆ *By the end of the lesson, students will be able to:*

- ☞ identify the meaning of target vocabulary using synonyms and dictionaries.
- ☞ read a play scene for specific details and analyze characters' perspectives.
- ☞ brainstorm ideas for writing a fictional script addressing a global issue.
- ☞ create and perform a scene that applies vocabulary, grammar, and creative thinking skills.

Materials Needed:

- Vocabulary Handout (Task 1)
- Reading Passage: A Meeting of the Minds (Task 3)
- Dictionaries or thesauruses (physical or digital)
- Notebooks for brainstorming and drafting (Task 4)
- Props, costumes, and basic materials for performance (Task 5)

Task 1 Vocabulary Activity

☞ Objective: To familiarize students with the target vocabulary and their synonyms.

Instructions:

1. Distribute the vocabulary matching activity handout.
2. Allow students 5-7 minutes to match the target words with their synonyms independently.
3. Go over the correct answers as a class, asking students to explain their choices.
4. Encourage students to look up unfamiliar words in a dictionary or thesaurus to reinforce learning.
5. Students score their own work and discuss corrections.

A Time-Traveler's Meeting

ILOs

By the end of the lesson, students will be able to:

- ☞ identify the meaning of target words using synonyms and dictionaries.
- ☞ read a scene of a play for gist.
- ☞ brainstorm ideas for a script.

Task 1 Vocabulary

I can identify the meaning of target words using synonyms and dictionaries.

Target Vocabulary

• futuristic (adj)	• brink (n)	• intuitive (adj)
• holographic (adj)	• precise (adj)	• flares (v)
• chaos (n)	• algorithm (n)	• fades (v)
• orb (n)	• stabilize (v)	
• hums (v)	• neat (adj)	

I can identify the meaning of target vocabulary using synonyms and dictionaries.

Match the words with their definitions:

Words	Synonyms
1 futuristic	a sphere, globe, ball
2 holographic	b tidy, orderly, organized, clean
3 chaos	c natural, perceptive, self-evident
4 orb	d advanced, innovative, modern
5 hums	e three-dimensional, 3D
6 brink	f exact, accurate, specific
7 precise	g disorder
8 algorithm	h edge
9 stabilize	i vibrates
10 neat	j steady, secure, balance

★ **Answer :**

1. futuristic - d (advanced, innovative, modern)
2. holographic - e (three-dimensional, 3D)
3. chaos - g (disorder)
4. orb - a (sphere, globe, ball)
5. hums - i (vibrates)
6. brink - h (edge)
7. precise - f (exact, accurate, specific)
8. algorithm - k (method, protocol, process)
9. stabilize - j (steady, secure, balance)
10. neat - b (tidy, orderly, organized, clean)
11. intuitive - c (natural, perceptive, self-evident)
12. flares - m (flashes, glows)
13. fades - l (diminishes, vanishes)

Assessment:

Students score their own work and discuss corrections.

Task 2 Pre-reading Discussion

👉 **Objective:** To activate background knowledge and promote speaking/listening skills.

📌 **Instructions:**

1. Pair students and ask them to discuss:
 - ◆ Who they would include on a team of geniuses to solve a major problem and why.
 - ◆ Who Ada Lovelace, Steve Jobs, and Albert Einstein are, and their contributions to the world.
2. Circulate around the room, listening for language use and encouraging detailed responses.

Assessment:

Informal observation of participation and speaking fluency.

- » If you were tasked with solving a major problem and could assemble a team of the smartest people for the job, who would you choose and why?

Task 2 Pre-reading/SPEAKING/LISTENING

📌 I can discuss intelligence and geniuses.

• **With a partner, discuss the following:**

☐ If you were tasked with solving a major problem and could assemble a team of the smartest people for the job, who would you choose and why?

☐ Can you explain who Ada Lovelace, Steve Jobs, and Albert Einstein are, and why they are considered important figures?

Task 3 Reading

📌 I can read a play about geniuses for gist.

• **Read a scene from a play about an important meeting where geniuses are encouraged to collaborate, and then answer the questions that follow.**

A Meeting of the Minds

• **Characters:**

- **Dr. Chronos:** A time-traveler who invited a group of geniuses to an important collaboration.
- **Ada Lovelace:** A 19th-century mathematician, logical and precise.
- **Albert Einstein:** A physicist, eccentric but insightful who received a nobel prize in 1921.
- **Steve Jobs:** A tech visionary from the 1980s, practical yet ambitious.
- **Amara:** A future scientist, passionate but frustrated.



- » If I were to assemble a team of the smartest people, I would choose individuals who are known for their groundbreaking contributions to technology, science, and problem-solving:
1. Ada Lovelace – As a mathematician and the world's first computer programmer, Ada's visionary insights into computing would help develop innovative algorithms and ideas for solving complex problems.
 2. Steve Jobs – Known for his genius in product design and innovation, Jobs would bring creative thinking and the ability to push boundaries, ensuring the team stays focused on user-centered solutions.
 3. Albert Einstein – With his unparalleled understanding of theoretical physics and complex systems, Einstein's ability to think abstractly would help the team approach problems from new angles.
 4. Marie Curie – Her expertise in chemistry and physics, especially in the field of radioactivity, would help address any scientific challenges the team might face.
- » This combination of creativity, technical expertise, and scientific knowledge would offer a diverse set of skills to tackle any major problem.
 - » Can you explain who Ada Lovelace, Steve Jobs, and Albert Einstein are, and why they are considered important figures?
1. Ada Lovelace (1815-1852) was an English mathematician and writer, best known for her work on Charles Babbage's early mechanical general-purpose computer, the Analytical Engine. She is considered the first computer programmer for her work on an algorithm designed to be carried out by the machine. Her visionary ideas laid the foundation for modern computing, even though the technology to implement them did not exist in her time.
 2. Steve Jobs (1955-2011) was the co-founder of Apple Inc., and is widely regarded as a pioneer in personal computing and consumer electronics. He played a crucial role in revolutionizing the tech industry with products like the iPhone, iPad, and MacBook, emphasizing intuitive design, user experience, and seamless integration of hardware and software. Jobs' vision for technology continues to influence the digital world today.

3. Albert Einstein (1879-1955) was a German-born theoretical physicist, best known for developing the theory of relativity, which fundamentally changed our understanding of space, time, and gravity. His famous equation, $E=mc^2$, showed the equivalence of mass and energy. Einstein's contributions to physics and the development of the theory of quantum mechanics earned him a Nobel Prize in Physics in 1921 and solidified his place as one of the greatest scientific minds in history

Task 3 Reading Comprehension

👉 **Objective:** To analyze the characters and plot for gist.

📌 **Instructions:**

1. Provide students with the A Meeting of the Minds scene to read silently or perform a group read-aloud.
2. Distribute comprehension questions and allow students 10 minutes to answer independently.
3. Review answers as a class.
4. Evaluate student responses for comprehension accuracy.

★ **Answer :**

1. Dr. Chronos, Ada Lovelace, Albert Einstein, Steve Jobs, Amara
2. To solve Earth's climate crisis
3. A precise algorithm to stabilize the system
4. He says that nature doesn't follow neat equations
5. People won't use technology unless it is intuitive
6. That people will ignore the warnings and keep making the same mistakes
7. Using a mechanism to cool the planet with energy fields
8. The importance of collaboration in solving global issues

Assessment: Evaluate student responses for comprehension accuracy.

Task 2 Pre-reading/SPEAKING/LISTENING

👉 I can discuss intelligence and geniuses.

🔴 **With a partner, discuss the following:**

❑ If you were tasked with solving a major problem and could assemble a team of the smartest people for the job, who would you choose and why?

❑ Can you explain who Ada Lovelace, Steve Jobs, and Albert Einstein are, and why they are considered important figures?

Task 3 Reading

👉 I can read a play about geniuses for gist.

🔴 **Read a scene from a play about an important meeting where geniuses are encouraged to collaborate, and then answer the questions that follow.**

A Meeting of the Minds

🔴 **Characters:**

- Dr. Chronos: A time-traveler who invited a group of geniuses to an important collaboration.
- Ada Lovelace: A 19th-century mathematician, logical and precise.
- Albert Einstein: A physicist, eccentric but insightful who received a Nobel prize in 1921.
- Steve Jobs: A tech visionary from the 1980s, practical yet ambitious.
- Amara: A future scientist, passionate but frustrated.



Task 4 Brainstorming/Planning a Script

Objective: To plan a fictional script about solving a global issue.

Instructions:

1. Ask students to brainstorm global issues requiring urgent attention, selecting one as the focus of their script.
2. Guide them to:
 - ◆ Identify characters for the meeting (e.g., scientists, activists, political leaders).
 - ◆ Describe the setting in detail (e.g., a global summit or futuristic conference).
 - ◆ Outline the dialogue and potential conflict-resolution dynamics.
3. Encourage peer discussion to refine ideas and ensure clarity.
4. Review student notes to confirm alignment with the task goals.

Assessment: Review student notes to confirm alignment with the task goals.

Unit 8

3 What is the overall theme of the scene?

- a. The conflict between past and future.
- b. The importance of collaboration in solving global issues.
- c. The dangers of time travel.
- d. The superiority of modern science over historical knowledge.

Task 4 Scripting / WRITING

I can brainstorm and discuss ideas for a play involving geniuses.

Top Tip

Fiction

Fictional Writing refers to written work that is based on the imagination, rather than on real events or factual accounts. A fiction writer creates stories with interesting characters, well-described settings, and a plot containing a series of made-up events that illustrate a conflict followed by a resolution. These story elements may not exist in the real world, or they may be altered versions of reality.

The key feature of fictional writing is that it is not restricted to real-world facts: it is driven by creativity and imagination, often exploring themes, emotions, or ideas through made-up stories and characters.

Examples of fictional writing include:

- **Novels:** Long works of fiction, such as *The Great Gatsby* or *Harry Potter*.
- **Short Stories:** Brief fictional works, like those by Edgar Allan Poe or Alice Munro.
- **Poetry:** Poems that explore fictional themes, characters, or scenarios.
- **Plays and Scripts:** Works written for performance, such as those by William Shakespeare or modern playwrights.
- **Fantasy, Science Fiction, and Historical Fiction:** Genres of fiction that explore speculative technologies, magical elements, and real or fictional historical settings, blending creativity, adventure, and often social commentary.

Brainstorm / Plan

Think about a global issue that requires urgent attention and the input of intelligent, capable people. Some examples might include:

- Climate Change: Rising temperatures, extreme weather, and

Task 5 Writing and Performing a Scene

Objective: To create, rehearse, and perform a fictional play scene.

Instructions:

1. Divide students into small groups. Each group writes a script based on their brainstormed ideas from Task 4.
2. Students assign roles, rehearse their scenes, and design simple props or costumes.
3. Groups perform their scenes for the class.
4. Provide constructive feedback focusing on:
 - ◆ Clarity of ideas and use of target vocabulary.
 - ◆ Dramatic techniques (gestures, expressions, vocal variety).

Unit 8

- **Poverty and Inequality:** Economic disparity, unequal access to education
- **Conflict and War:** Ongoing international conflicts
- **Technological Ethics:** The impact of AI, privacy concerns, or the spread of misinformation

Now, imagine a meeting convened to solve one of these pressing issues. Think about who you would invite to this meeting to help create a solution. You could include scientists, politicians, business leaders, and activists — each with their unique skills, knowledge, and perspectives. Consider where this meeting might take place. Would it be in a futuristic conference room, a global summit, or an emergency strategy session? Describe the setting in detail to make the scene come to life.

Finally, think about what each person at the meeting would say, shaped by their individual background and area of expertise. How would the ideas and personal experiences shape the discussion? What solution might they propose? Would they agree or disagree on the best course of action? Jot down your ideas about the setting and selected experts. Discuss your ideas with a peer/peers.

Task 5 Project / CRITICAL THINKING

I can write a scene from a play.

Act out the scenes you've written about a global issue. As a group, assign roles, rehearse your lines, and bring your characters to life through costumes, props, and simple set design. Use dramatic techniques like strong facial expressions, gestures, and vocal variety to enhance your performance and convey emotion. After rehearsing, you will perform your scene for the class.

Assessment:

Use a rubric to evaluate the performance based on creativity, teamwork, language accuracy, and delivery.

Assessment Tools:

1. Vocabulary Matching Quiz (Task 1)
2. Comprehension Questions (Task 3)
3. Script Notes and Brainstorm (Task 4)
4. Performance Rubric (Task 5): Evaluate creativity, language integration, and teamwork.

Extension Activities:

1. Debate: Host a debate on whether fictional ideas from their plays could work in real life.
2. Creative Writing: Turn the play into a short story or graphic novel.
3. STEAM Integration: Research real-world solutions to the issue and present them in a mini-project.

Practice Book Lesson 1

• **Exercise 1: Choose the Correct Answer**

- | | |
|-----------------|-------------------|
| 1. C) intuitive | 6. B) holographic |
| 2. B) orb | 7. A) brink |
| 3. A) stabilize | 8. C) hums |
| 4. C) algorithm | 9. A) precise |
| 5. A) neat | 10. C) chaos |

• **Exercise 2: Reading Comprehension**

Complete the Passage (with correct words):

In a futuristic laboratory, scientists were working to develop an advanced algorithm (1) capable of solving the most complex problems. The lab was filled with glowing orbs that hummed (2) gently, creating a serene atmosphere. However, the team was on the brink (3) of chaos as they struggled to stabilize (4) the system and prevent failure. The process required a precise (5) approach, where every calculation needed to be exact. Finally, with the help of an intuitive

(6) assistant, they managed to stabilize the system, paving the way for groundbreaking discoveries.

Answer the Questions:

1. The glowing orbs created a serene and calming atmosphere.
2. Because they were struggling to stabilize the system and prevent failure.
3. By helping manage and stabilize the system, allowing them to succeed.

Multiple Choice:

1. b) An advanced algorithm
2. c) Precision

• Exercise 3. Find the Mistakes and Correct Them

1. ✗ futuristics ▶ ✓ futuristic
→ The architect's futuristic vision was combining advanced AI with eco-friendly design.
2. ✗ holograpic / horizantally ▶ ✓ holographic, horizontally
→ They developed a holographic device that projected images horizontally across the room.
3. ✗ chaoses ▶ ✓ chaos
→ The sudden chaos in the system caused a complete shutdown of operations.
4. ✗ hums ▶ ✓ hum
→ The glowing orbs hum so loudly that it disrupts the laboratory's instruments.
5. ✗ brinks ▶ ✓ brink
→ The spacecraft hovered on the brink of entering the planet's atmosphere.
6. ✗ relies / algoritms ▶ ✓ relied, algorithms
→ The scientists relied on several algorithms to precisely calculate the experiment's results.

• Exercise 4. Translations

A - English to Arabic:

◆ يبدو الجهاز الجديد مستقبلياً تماماً؛ تصميمه فريد ويعمل بكفاءة مذهلة.

B - Arabic to English:

- ◆ The system is experiencing some chaos, but we need to stabilize the process before proceeding.

Plan: The Traits of Geniuses

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ discuss traits of geniuses.
- ✎ listen to a play for specific information.
- ✎ demonstrate understanding of idioms through context.
- ✎ use reduced relative clauses effectively.
- ✎ draft a creative one-act play based on a global issue.

Warm-Up

- o Write "What makes someone a genius?" on the board.
- o Have students brainstorm traits they associate with geniuses.
- o Introduce the theme: "Today we'll explore the characteristics of geniuses and practice various skills related to this topic."

Connect with Students:

- o Mention well-known geniuses like Einstein, Da Vinci, Marie Curie, or Elon Musk.

Task 1 Pre-Listening (Speaking Activity)

1. Pair Work: Discussion Questions:

- ◆ Students discuss these two questions:
 - » Is intelligence an innate talent, or can it be acquired through effort and dedication?
 - » Can you name people you'd consider geniuses in a variety of fields?
- ◆ Encourage critical thinking and sharing examples from diverse fields.
- ◆ Monitor pairs and guide discussions if needed.

2. Follow-Up: Ask volunteers to share insights.

* Answer :

1. Intelligence can be acquired through effort and dedication.

THE TRAITS OF GENIUSES

ILOs

By the end of the lesson, students will be able to:

- ✎ discuss the traits of geniuses.
- ✎ listen to a scene of a play about The Trait of Geniuses for scanning.
- ✎ demonstrate the use of idioms in context through short dialogues.
- ✎ Use Reduced Relative Clause properly.
- ✎ draft a scene of a play.

Task 1 Pre-listening / SPEAKING

I can discuss intelligence and geniuses.

◆ **In pairs, discuss the following questions:**

- ❑ What are some common traits associated with geniuses?
- ❑ Who are some famous geniuses that come to mind and what traits do they possess?
- ❑ Is intelligence an innate talent, or can it be acquired through effort and dedication?
- ❑ Can you name people you'd consider geniuses in a variety of fields?

Task 2 Listening

I can listen to a scene for scanning.

◆ **Fill in the gaps as you listen to three people talking about The Traits of Geniuses:**

"The Traits of Geniuses"

Characters:
 Alex, a brilliant inventor - Jordan, a passionate artist - Casey, a curious student

2. Some geniuses in different fields are Albert Einstein (physics), Ada Lovelace (computing), Leonardo da Vinci (art and science), and Steve Jobs (technology).

Task 2 Listening for Scanning

1. Pre-Listening Preparation:

- ◆ Explain the goal: Students will listen to a short play about genius traits and fill in gaps.
- ◆ Distribute the fill-in-the-gap worksheet.

2. Listening Activity:

- ◆ Play or read aloud the provided scene. (You can act it out with emotion for better engagement.)
- ◆ Tip: Play the scene twice—once for a general understanding and again for specific details.

3. Gap-Fill Completion:

- ◆ Students complete the worksheet individually.
- ◆ Discuss answers as a class and clarify any confusion.

THE TRAITS OF GENIUSES

IL Os

By the end of the lesson, students will be able to:

- discuss the traits of geniuses.
- listen to a scene of a play about The Trait of Geniuses for scanning.
- demonstrate the use of Idioms in context through short dialogues.
- Use Reduced Relative Clause properly.
- draft a scene of a play.

Task 1 Pre-listening / SPEAKING

I can discuss intelligence and geniuses.

In pairs, discuss the following questions:

- What are some common traits associated with geniuses?
- Who are some famous geniuses that come to mind and what traits do they possess?
- Is intelligence an innate talent, or can it be acquired through effort and dedication?
- Can you name people you'd consider geniuses in a variety of fields?

Task 2 Listening

I can listen to a scene for scanning.

Fill in the gaps as you listen to three people talking about The Traits of Geniuses:

"The Traits of Geniuses"

Characters:
 Alex, a brilliant inventor - J. Jordan, a passionate artist - Casey, a curious student

Listening Script

Title: "The Traits of The Geniuses"

Characters:

Alex, a brilliant inventor

Jordan, a passionate artist

Casey, a curious student

(Scene opens in a cozy workshop filled with sketches and inventions.)

Casey: (examining a small mechanical device) Wow, Alex! This is remarkable!

How do you come up with such inventive designs?

Alex: (smiling) It's all about creativity and exploration. Geniuses have a unique perspective, seeing solutions where others see problems.

Jordan: (mixing colors) Absolutely! Creativity is a hallmark of genius. We connect unrelated ideas and think outside the box.

Casey: So, creativity defines genius?

Alex: Definitely! But resilience is crucial too. Geniuses face setbacks yet keep pushing forward and adapting.

Jordan: Right! It's about profound determination. Passion drives us to take risks and explore the unknown.

Casey: What about intelligence? Is that necessary for genius?

Alex: It helps, but it's not everything. Curiosity is vital; we ask questions and seek to understand.

Jordan: Exactly! Curiosity leads to exploration. We mustn't fear asking "why" or "what if."

Casey: So being a genius is more about mindset than just talent?

Alex: Absolutely! Originality matters. Geniuses offer something new, pushing the frontiers of possibility.

Jordan: And collaboration enhances our creativity, leading to amazing discoveries! (Lights dim as they continue discussing their aspirations, filled with excitement.)

★ Answer :

- | | |
|---------------|------------------|
| 1. Creativity | 5. Frontiers |
| 2. Genius | 6. Collaboration |
| 3. Profound | 7. Discoveries |
| 4. Curiosity | |

Task 3 Idioms in Context

1. Reading Dialogue:

- ◆ Students read the dialogue aloud in small groups.
- ◆ Highlight idioms in the text.

2. Matching Activity:

- ◆ Students match idioms with their meanings (worksheet provided).
- ◆ Review as a class and ensure they understand usage.

seeing solutions where others see problems.

Jordan: (mixing colors)
Absolutely! (1) is a hallmark of genius. We connect unrelated ideas and think outside the box.

Casey:
So, creativity defines (2) ?

Alex:
Definitely! But resilience is crucial too. Geniuses face setbacks yet keep pushing forward and adapting.

Jordan:
Right! It's about (3) determination. Passion drives us to take risks and explore the unknown.

Casey:
What about intelligence? Is that necessary for genius?

Alex:
It helps, but it's not everything. (4) is vital; we ask questions and seek to understand.

Jordan:
Exactly! Curiosity leads to exploration. We mustn't fear asking "why" or "what if."

Casey:
So being a genius is more about mindset than just talent?

Alex:
Absolutely! Originality matters. Geniuses offer something new, pushing the (5) of possibility.

Jordan:
And (6) enhances our creativity, leading to amazing (7)

Task 3 Idioms / VOCABULARY

☞ I can demonstrate the use of idioms in context through short dialogues.

• Read the short dialogue and match the idioms used with their definition.

[Scene: Alex, Jordan, and Casey are in a workshop, discussing their projects.]

★ **Answer :**

1. Think outside the box → C
2. Burning the midnight oil → E
3. The proof is in the pudding → A
4. Hit the ground running → B
5. Break the mold → D

Task 4 Grammar – Reduced Relative Clauses

1. Explanation:

- ◆ Introduce the concept of reduced relative clauses. Use examples provided in the guide to clarify.

2. Practice Activity:

- ◆ Students work individually or in pairs to answer multiple-choice questions.

★ **Answer :**

1. The genius creating the theory is famous.
2. developed last year
3. Scientists studying intricate systems make remarkable discoveries.
4. The artist focusing solely on creating extraordinary pieces is recognized.
5. The researchers manifesting profound ideas have been awarded.
7. The novel with an intricate plot is fascinating.
9. The groundbreaking research published in the journal was influential.
10. The ideas manifesting in the artist's work are extraordinary.

1. Extension Activity:

- ◆ Write a few full relative clauses on the board. Have students rewrite them as reduced clauses.

Task 4 Grammar

I can use reduced relative clauses properly.

Top Tip

Reduced Relative Clause

Reduced relative clauses are a simplified form of relative clauses that omit certain elements, typically the relative pronoun and the verb "to be." Here are the key rules for forming and using reduced relative clauses:

1. **Omitting the Relative Pronoun:**
In reduced relative clauses, the relative pronoun (who, which, that) is often omitted.
Example:
 - Full relative clause: "The book **that is** on the table is mine."
 - Reduced relative clause: "The book on the table is mine."
2. **Omitting the Verb "To Be":**
When the relative clause contains the verb "to be," it can be omitted in the reduced form.
Example:
 - Full relative clause: "The man **who is** sitting there is my father."
 - Reduced relative clause: "The man sitting there is my father."
3. **Changing the Verb Form:**
The main verb in the relative clause is usually changed to its present participle (-ing form) or past participle form to form the reduced clause.
 - **Present Participle:** When the subject of the reduced clause is the same as the main clause.
Example: "The girl **who is** singing is talented." → "The girl singing is talented."
 - **Past Participle:** When the relative clause describes something that has already happened or is completed.
Example: "The car **that was** damaged is in the garage." → "The car damaged is in the garage."
4. **Placement:**
The reduced relative clause typically follows the noun it modifies, just like full relative clauses.
Example:
 - "The students studying in the library are my friends." (The reduced clause follows "students.")
5. **Context:**
Reduced relative clauses can be used in both defining and non-defining contexts, although they are more common in defining relative clauses.

Task 5 Scripting – One-Act Play

1. Setting the Scene:

- o Guide students to brainstorm a global issue (e.g., climate change, poverty, AI ethics).
- o Have them outline the meeting setting: Where and when will it take place?

2. Drafting the Play:

- ◆ Students create dialogue for 3-4 characters (e.g., a scientist, an artist, a philosopher).
- ◆ Encourage them to use idioms and reduced relative clauses in their script.

3. Sharing:

- ◆ Pairs or groups present their draft to the class or another group.

Unit 8

Task 5 Scripting / WRITING

I can draft a scene from a play.

Drafting

Think about the global issue you previously selected. Imagine a meeting with capable geniuses convened to solve this issue. Create a short one-act play showing what happened at the meeting. Begin by describing the setting. Where and when is the meeting taking place? Add lines for each of the experts present at your meeting. Who would you invite? What would each expert say based on their background? What solutions would they propose? Be creative and think about how their different perspectives might shape the discussion. Use the target vocabulary and new grammar skills in your script.

Task 6 Project / CRITICAL THINKING

I can write a scene from a play.

Do you know who your group members are? Does everyone have a role or task? What is your responsibility?

Task 6 Project

Time: Ongoing (Homework or Group Activity)

1. Group Formation:

- ◆ Divide students into groups and assign roles (e.g., writer, editor, researcher, presenter).

2. Responsibilities:

- ◆ Writer: Draft the one-act play.
- ◆ Editor: Ensure grammatical accuracy, including reduced clauses.
- ◆ Researcher: Provide relevant information about the global issue.
- o Presenter: Lead the presentation or performance.

3. Final Output:

- ◆ Groups submit their script and perform their play for the class.

Unit 8

Task 5 Scripting / WRITING

I can draft a scene from a play.

Drafting

Think about the global issue you previously selected. Imagine a meeting with capable geniuses convened to solve this issue. Create a short one-act play showing what happened at the meeting. Begin by describing the setting. Where and when is the meeting taking place? Add lines for each of the experts present at your meeting. Who would you invite? What would each expert say based on their background? What solutions would they propose? Be creative and think about how their different perspectives might shape the discussion. Use the target vocabulary and new grammar skills in your script.

Task 6 Project / CRITICAL THINKING

I can write a scene from a play.

Do you know who your group members are? Does everyone have a role or task? What is your responsibility?

● **Assessment Criteria:**

- Participation in discussions and group tasks.
- Accuracy in grammar activities and idiom usage.
- Creativity and coherence in the one-act play script.
- Team collaboration and presentation skills.

● **Teacher Tips:**

- Encourage creativity and critical thinking throughout.
- For struggling students, provide sentence starters or sample scripts.
- Use peer feedback during presentations to enhance engagement.

Practice Book Lesson 2

● **Exercise 1: Choose the Correct Answer**

- | | |
|-----------------|------------------|
| 1. B) lying | 6. C) under |
| 2. B) arriving | 7. B) kept |
| 3. A) talking | 8. B) built |
| 4. A) displayed | 9. A) placed |
| 5. A) wearing | 10. A) supported |

● **Exercise 2: Fill in the Gaps**

- | | |
|---------------|--------------|
| 1. futuristic | 3. intuitive |
| 2. algorithm | 4. chaos |

Completed Dialogue:

Alice: Wow, this office looks so neat. I've never seen anything like it!

Brian: Yes, everything here is designed with cutting-edge technology. Even the holographic screens are operated by a unique algorithm.

Alice: That's impressive. But isn't it hard to work with all this advanced equipment?

Brian: Not at all! The system is very precise. It practically guides you through every task.

Alice: I see. But with so much tech, how do you handle potential chaos during power failures?

Brian: They have backup systems to ensure everything remains stable.

• Exercise 3: Supply the Missing Parts in the Dialogue

1. Why do you need a scooter?
2. But I don't have time for a job.
3. Because I already have a busy schedule.
4. What should I do instead

• Exercise 4: Rewrite Using Reduced Relative Clauses

1. The scientist conducting the groundbreaking research received an international award.
2. The proposals submitted before the deadline are currently under review.
3. The engineers designing the new spacecraft face numerous technical challenges.
4. The documents stored in the archive contain valuable historical information.
5. The patients receiving experimental treatments have shown remarkable improvement.
6. The artists featured in the exhibit represent various contemporary styles.

Creating a Mood

Lesson 3

Unit 8

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ analyze the author's technique to better understand a scene.
- ✎ demonstrate critical thinking to answer questions related to a text about geniuses.
- ✎ describe how an author creates a particular mood.
- ✎ revise a draft of a one-act play..

Task 1 Critical Thinking

✎ Objective: Analyze the play "A Meeting of Minds" and demonstrate critical thinking to answer text-based questions.

Materials Needed:

The text of "A Meeting of Minds" from Lesson 1.

Steps:

1. Introduction: Briefly recap the play's plot, characters, and themes.

2. Discussion Questions:

- ◆ Divide students into small groups and assign each group one question from the list.
- ◆ Groups should refer to specific lines or moments from the play to support their answers.

Example:

- » Q1: What is the overall mood of the play? (A: Tense, urgent, and hopeful.)
 - » Q2: What words convey this mood? (Possible answers: "frenzied dialogue," "uneasy silence," "urgent tones.")
 - ◆ Encourage discussion on Dr. Chronos's character and the reasoning behind selecting specific historical figures for the crisis.
3. Class Sharing: Groups share their answers with the class for collective feedback and discussion.
4. Teacher Feedback: Provide feedback on students' use of textual evidence and encourage deeper analysis where needed.

Creating a Mood

ILOs

By the end of the lesson, students will be able to:

- ✎ analyze the author's technique to better understand a scene.
- ✎ demonstrate critical thinking to answer questions related to a text about geniuses.
- ✎ describe how an author creates a particular mood.
- ✎ revise a draft of a one-act play.

Task 1 Critical Thinking

- ✎ I can analyze the author's technique to better understand a play about geniuses.
- ✎ I can demonstrate critical thinking to answer questions related to a text about geniuses.

◆ Review the play, "A Meeting of Minds" in lesson 1 and answer the following questions about the content and author's technique.

- ❑ What is the overall mood of the play, "A Meeting of Minds"?
- ❑ What words convey this mood?
- ❑ What is the setting? What descriptive words are used to help create an image of the setting in the mind?
- ❑ Why do you think Dr. Chronos selected these specific figures for the global crisis?
- ❑ What role does Amara's frustration play in the scene, and how might it shape the group's approach to solving the crisis?

*** Answer :**

1. What is the overall mood of the play, “A Meeting of Minds”?
 - » The overall mood is serious and urgent, with a sense of determination to solve a critical crisis.
2. What words convey this mood?
 - » Words like “Earth is collapsing,” “climate failure,” “wildfires,” and “humanity depends on you” convey the seriousness and urgency.
3. What is the setting? What descriptive words are used to help create an image of the setting in the mind?
 - » The setting is a futuristic room with holographic screens showing Earth in chaos. Descriptive words like “volcanoes erupting,” “oceans rising,” “cities in ruins,” and “a glowing orb hums” help create a vivid image.
4. Why do you think Dr. Chronos selected these specific figures for this global crisis?
 - » Dr. Chronos chose these figures for their unique expertise: Ada Lovelace for logical algorithms, Einstein for energy theories, Steve Jobs for innovative designs, and Amara for representing humanity’s perspective and the lessons from her time.
5. What role does Amara’s frustration play in the scene, and how might it shape the group’s approach to solving the crisis?
 - » Amara’s frustration highlights humanity’s repeated mistakes and serves as a warning to take the crisis seriously. It may push the group to consider not only technical solutions but also ways to change human behavior and mindset.

Task 2 Reading

👉 **Objective:** Identify the mood of different settings and explore how descriptive language conveys this mood.

📌 Steps:

1. Top Tip Review:

- ◆ Review the definitions of mood and tone with the class.
- ◆ Provide examples of how word choice influences mood.

2. Setting Descriptions:

- ◆ Read each of the three setting examples aloud.
- ◆ Ask students to work individually or in pairs to identify the mood and underline specific words that convey it.
- ◆ Example Analysis:
 - » Setting 1: Mood: Ominous. Words: "dark," "abandoned," "echo," "flickering light," "heavy with silence."
 - » Setting 2: Mood: Busy and chaotic. Words: "crowded," "honking cars," "bright lights," "smells of street food."
 - » Setting 3: Mood: Peaceful and serene. Words: "sunlit," "gentle hum," "soft breeze," "warm sunlight."

Unit 8

Task 2 Reading

I can identify the mood of a setting.

Can you identify the mood of the following settings? Which words make the mood evident?

Tip
Mood and tone help effectively to convey the desired emotional atmosphere for a piece of writing. Mood refers to the emotional environment you create for the audience (e.g., joyful, tense, melancholic). Tone refers to the attitude of the characters and the playwright toward the subject matter (e.g., serious, humorous, sarcastic). To set the right mood and tone, choose words carefully, decide on the characters' emotions, and use the setting to support the feeling you want to create. For example, a dark, stormy setting might give a serious or tense mood, while light dialogue and bright surroundings can create a happy or relaxed tone.

1. A dark, abandoned building. The only sound is the echo of footsteps on the cold, empty floor. A flickering light casts shadows on the walls, and the air feels heavy with silence.

2. A crowded city street during rush hour. Cars honk as people hurry along the sidewalks, talking loudly on their phones. The bright lights of billboards flash above, and the air smells of street food and exhaust fumes.

3. A quiet, sunlit meadow. The gentle hum of bees and the rustle of leaves in a soft breeze fill the air. Wildflowers sway, their colors vivid against the green grass, while a distant brook babbles softly. The warm sunlight bathes the scene, and the air carries a faint scent of blooming flowers and fresh earth.



3. Class Discussion:

Compare students' answers and discuss how authors' word choices create specific emotional environments.

4. Follow-Up Activity:

Ask students to write their own description of a setting and identify the intended mood.

★ Answer :

1. A dark, abandoned building:
 - ◆ Mood: Eerie and unsettling.
 - ◆ Words: "Dark," "abandoned," "echo of footsteps," "flickering light," "shadows," "air feels heavy with silence."
2. A crowded city street during rush hour:
 - ◆ Mood: Busy and chaotic.
 - ◆ Words: "Crowded," "rush hour," "cars honk," "people hurry," "talking loudly," "bright lights," "exhaust fumes."

3. A quiet, sunlit meadow:

- ◆ Mood: Peaceful and serene.
- ◆ Words: "Quiet," "sunlit," "gentle hum of bees," "rustle of leaves," "soft breeze," "wildflowers sway," "distant brook babbles," "warm sunlight," "faint scent of blooming flowers."

Task 3 Scripting

👉 **Objective:** Revise a draft of a one-act play using the provided writing rubric.

Steps:

1. Top Tip Review:

- ◆ Share the “Top Tip on Quality Writing” with the class and discuss the importance of each item: developing ideas, deleting unnecessary content, logical organization, transitions, and precise word choice.

2. Draft Revision:

- ◆ Ask students to reread their draft of a one-act play.

- ◆ Guide them through revisions:

- » Refine character dialogue and interactions to align with the intended mood.
- » Ensure scenes progress logically with clear transitions.
- » Remove irrelevant details that do not contribute to the story or mood.

3. Peer Review:

- ◆ Pair students to exchange drafts and provide constructive feedback using the rubric.
- ◆ Encourage them to focus on clarity, organization, and mood consistency.

4. Teacher Check:

- ◆ Review drafts to ensure students are making meaningful revisions and offer targeted suggestions for improvement.

Unit 8

Task 3 Scripting / WRITING

✎ I can revise a draft of a scene of a play

✎ Read the Top Tip on Quality Writing and the writing rubric. Consider how each item is important.

✎ Revise your draft of a one-act play

- Develop ideas
- Delete unnecessary ideas
- Organize ideas logically
- Use transitions between ideas
- Choose words carefully

KEY PARTS OF QUALITY WRITING

IDEAS	knowledge of topic, elaboration, development, originality, creativity
VOICE	sense of audience, writers' passion and unique way of conveying meaning
SENTENCES	variety in beginnings, lengths, and types
ORGANIZATION	logical order and sequencing, proper use of transition sentences and phrases
WORD CHOICE	sensory description, strong action verbs, specific words to convey precise meaning
CONVENTIONS	grammar, spelling, capitalization, punctuation

SAMPLE RUBRIC

Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
CONTENT	Ideas are incomplete and without	Ideas are not clear or well-organized. Too	Ideas are both clear

Task 4 Project

 **Objective:** Begin creating props and a basic set for the one-act play.

Steps:

1. Role Assignment:

- ◆ Have students form groups and assign specific roles (e.g., script editor, set designer, actor, prop maker).
- ◆ Discuss the importance of collaboration in theater production.

2. Prop Planning:

- ◆ Brainstorm and create a list of necessary props, costumes, and set pieces based on the script.
- ◆ Example: If the play is set in a futuristic lab, props could include holographic displays (mock-ups), glowing orbs, or scientific instruments.

3. Prop Creation:

- ◆ Provide materials (e.g., cardboard, paint, fabric) and guide students in creating simple props.
- ◆ Encourage creativity and resourcefulness.

4. Reflection:

- ◆ Ask students to reflect on how their props and set design enhance the mood of the play.

Assessment Criteria

1. Critical Thinking: Depth of analysis in answering questions about the text.
2. Reading Comprehension: Accurate identification of mood and supporting evidence.
3. Writing Skills: Quality and coherence of revised scripts.
4. Collaboration: Active participation in group discussions and project tasks.
5. Creativity: Thoughtfulness and effort in creating props and set design.

Optional Homework:

- Have students write a reflection on what they learned about creating mood in writing or designing props.

Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
VOcabuLARY	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
GRAMMAR & MECHANICS	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

Task 4 Project
 I can write a scene from a play. Have you selected roles and begun creating props and a basic set?

Practice Book Lesson 3

• Exercise 1: Choose the Correct Answers:

1. B) Consider creative or unconventional solutions
2. A) Working late into the night to meet a deadline
3. B) The results will prove the quality of something
4. A) Start a task energetically and effectively
5. C) Create something completely original
6. B) Solve a problem using creativity
7. B) Staying up to study for an important exam
8. A) Judging a plan by its success
9. A) Starting a new job with energy and focus
10. A) Designing a car that flies instead of drives

• Exercise 2: Reading Comprehension

Answer the following questions:

1. How does curiosity influence the achievements of geniuses?
 - ▶ It drives them to explore and gain knowledge beyond traditional limits, leading to innovation and discovery.
2. Why is perseverance important alongside intelligence?
 - ▶ Because it helps geniuses continue working on their ideas despite obstacles or failures, leading to eventual success.
3. Can emotional sensitivity both help and hinder a genius? Explain.
 - ▶ Yes, it can help by creating deep connections with their work and others, but it may also lead to emotional stress or over-sensitivity.

Choose the correct answer:

4. b) Creativity
5. c) High levels of focus

● **Exercise 3: Translations**

A. English into Arabic:

♦ غالبًا ما يقود الفضول الشديد العباقرة لاكتشاف أشياء جديدة.

B. Arabic into English:

- ♦ Creativity enables geniuses to think in unconventional ways and find unique solutions.

Essay: How Modern Technology Has Revolutionized Workplaces — Focusing on Efficiency and Innovation

Modern technology has dramatically transformed workplaces across the globe, bringing about unprecedented levels of **efficiency** and **innovation**. From automation and artificial intelligence to cloud computing and virtual collaboration tools, technology has reshaped the way businesses operate, communicate, and grow.

One of the most significant ways technology has improved efficiency is by **automating repetitive tasks**. Software programs can now handle everything from data entry to payroll, reducing the time and effort needed for manual work. This allows employees to focus on more strategic and creative tasks, thereby increasing overall productivity. For example, customer service bots can respond to inquiries instantly, saving human agents time while improving customer satisfaction.

Communication tools such as video conferencing platforms, instant messaging, and project management software have also enhanced efficiency by allowing teams to collaborate in real-time, regardless of their location. This has led to the rise of remote and hybrid work models, where employees can work from anywhere without sacrificing productivity or connection with their teams.

In terms of **innovation**, modern technology has opened doors to new ideas, products, and services that were previously unimaginable. Artificial intelligence (AI) and machine learning enable companies to analyze vast amounts of data to make informed decisions and predict future trends. Technologies like 3D printing, augmented reality (AR), and the Internet of Things (IoT) have created new opportunities for innovation in industries such as manufacturing, healthcare, and retail.

Unit Review

ILOs

◆ *By the end of the lesson, students will be able to:*

- ✎ Review and apply target vocabulary and grammar skills.
- ✎ Edit and share a one-act play with peers for constructive feedback.
- ✎ Perform scenes from a one-act play, showcasing creativity, critical thinking, and dramatic techniques.

Task 1 Vocabulary Review

✎ Objective: Reinforce the understanding and application of vocabulary words from the play "A Meeting of Minds."

Materials:

- Vocabulary worksheet with multiple-choice questions (provided in lesson plan).
- Whiteboard or interactive display for group discussion.
- Student notebooks for note-taking.

Steps:

1. Warm-Up Activity: Begin by asking students to recall key vocabulary words from the play and write them on the board (e.g., futuristic, holographic, chaos).
2. Vocabulary Quiz: Distribute the vocabulary worksheet. Allow students 10-15 minutes to complete it individually.
3. Review Answers: Go over the answers as a class, discussing why each option is correct or incorrect.
 - o Use examples from the play to contextualize the vocabulary.
4. Extension Activity: Ask students to use the words in their own sentences or a short paragraph about a futuristic scenario.

Assessment: Monitor participation during the discussion and collect the worksheets to evaluate understanding.

Unit Review

ILOs

By the end of the lesson, students will be able to:

- ✎ review the target vocabulary, grammar, and new language skills.
- ✎ edit and share a one-act play.
- ✎ perform scenes from a one-act play.

Task 1 Vocabulary Review

✎ I can use the target vocabulary.

✎ Review "A Meeting of Minds" from lesson one and identify the vocabulary words.

1. What does the word "futuristic" mean?

a. Relating to the past	b. Simple and old-fashioned
c. Modern and advanced	d. Related to nature

2. What does "holographic" describe in the scene?

a. A digital display that only shows 2D images.	b. Three-dimensional projections or images.
c. A type of lighting	d. Something that is written on paper.

3. Which of the following is most closely associated with the word "chaos"?

a. Disorder and confusion	b. Order and structure
c. Happiness and peace	d. Silence and calm

4. What is an "orb" in the context of the scene?

a. A scientific theory	b. Relating a type of screen
c. A circular, glowing object	d. A small object

5. What does the verb "hums" describe in the scene?

a. The lights flashing	b. The orb making a low sound
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★ **Answer :**

1. Modern and advanced
2. Three-dimensional projections or images
3. Disorder and confusion
4. A circular, glowing object
5. The orb making a low sound
6. The verge or edge of something, especially a crisis
7. Exact and accurate
8. A set of instructions or steps for solving a problem
9. To make it calm and steady
10. Becomes darker or disappears gradually

Task 2 Grammar Review

👉 **Objective:** Use reduced relative clauses effectively in writing and speaking.

📌 **Materials:**

- Grammar worksheet with multiple-choice questions (provided in lesson plan).
- Chart or slides showing examples of reduced relative clauses.

📌 **Steps:**

1. Introduction: Briefly review the concept of reduced relative clauses. Use examples like:
 - o "Leonardo da Vinci, known for his inventions, was skilled in both art and science."
2. Practice Activity: Distribute the grammar worksheet. Give students 10-15 minutes to complete it.
3. Review Answers: Discuss the answers as a class, ensuring students understand why each answer is correct.
4. Pair Work: Have students write three sentences using reduced relative clauses about famous figures or characters from the play.
5. Peer Feedback: Students exchange sentences with a partner and provide constructive feedback.

Task 2 Grammar Review

👉 I can use reduced relative clause correctly.

★ Choose the non-defining reduced relative clause that best completes each sentence.

11 Leonardo da Vinci, _____, was skilled in both art and science.

- a who was known for his inventions
- b known for his inventions
- c knowing for his inventions
- d was known for his inventions

12 Nikola Tesla, _____, made revolutionary contributions.

- a who developed the alternating current (AC) system
- b developing the alternating current (AC) system
- c having developed the alternating current (AC) system
- d developed the alternating current (AC) system

13 Marie Curie, _____, was the first woman to win a Nobel Prize.

- a awarded the Nobel Prize twice
- b who awarded the Nobel Prize twice
- c having awarded the Nobel Prize twice
- d awarding the Nobel Prize twice

14 Galileo Galilei, _____, challenged conventional beliefs in astronomy.

- a was known for his telescope observations
- b known for his telescope observations
- c knowing for his telescope observations

Assessment:

Evaluate students' sentences for accuracy and creativity.

* Answer :

1. known for his inventions
2. Nikola Tesla, having developed the alternating current (AC) system, made revolutionary contributions.
3. awarded the Nobel Prize twice
4. known for his telescope observations
5. Albert Einstein, having published the theory of relativity, changed physics forever.
6. having invented the light bulb and phonograph
7. Stephen Hawking, having written A Brief History of Time, was a famous physicist.
8. considered the first computer programmer
9. known for his laws of motion
10. Alexander Fleming, having discovered penicillin, changed medicine forever.

Task 3 Scripting

 **Objective:** Edit and refine a draft of a one-act play.

Materials:

- Students' play drafts.
- Writing rubric with criteria: idea development, logical organization, transitions, word choice, grammar, and spelling.
- Peer review checklist.

Steps:

1. Introduction: Review the writing rubric with students. Discuss the importance of each criterion.
2. Self-Editing: Give students 15 minutes to revise their drafts independently using the rubric as a guide.

Task 3
Scripting / Writing

 I can edit and share a scene of a play.

*** Edit and share your revised one-act play.**

- Check spelling, capitalization, and grammar.
- Exchange your script with other students.
- Offer constructive feedback and make corrections.

Task 4
Project / CRITICAL THINKING

 I can create and perform a scene from a play.

Act out the scenes you've written about a global issue. As a group assign roles, rehearse your lines, and bring your characters to life through costumes, props, and simple set design. Use dramatic techniques like strong facial expressions, gestures, and vocal variety to enhance your performance and convey emotion. After rehearsing, you will perform your scene for the class.

3. Peer Review: Pair students to exchange drafts. Using the peer review checklist, they provide constructive feedback on:

- ◆ Clarity and coherence of ideas.
- ◆ Grammar and vocabulary usage.
- ◆ Overall organization and transitions.

4. Revisions: Students incorporate feedback to refine their scripts.

Assessment:

Collect revised drafts and provide feedback using the rubric.

Task 4 **Project**

 **Objective:** Perform a scene from the one-act play, demonstrating dramatic techniques and teamwork.

Materials:

- Students' finalized scripts.
- Basic props and costumes.
- Space for rehearsal and performance.

Steps:

1. Preparation:

- ◆ Assign roles within groups.
- ◆ Discuss the importance of vocal variety, facial expressions, gestures, and use of props.

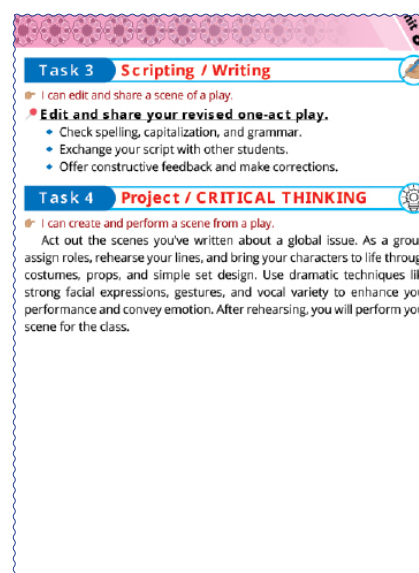
2. Rehearsal: Allow 20-30 minutes for groups to rehearse their scenes.

- ◆ Circulate and provide guidance on dramatic techniques and teamwork.

3. Performance: Each group performs their scene in front of the class.

4. Feedback:

- ◆ After each performance, provide constructive feedback on strengths and areas for improvement.
- ◆ Encourage peer feedback focusing on creativity, emotional delivery, and use of props.



Task 3 Scripting / Writing

 I can edit and share a scene of a play.

Edit and share your revised one-act play.

- ◆ Check spelling, capitalization, and grammar.
- ◆ Exchange your script with other students.
- ◆ Offer constructive feedback and make corrections.

Task 4 Project / CRITICAL THINKING

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Assessment:

Use a performance rubric to evaluate:

- Clarity of dialogue.
- Emotional delivery and dramatic techniques.
- Effective use of props and costumes.
- Collaboration and teamwork.

Wrap-Up Activity

1. Reflect on the unit by discussing:
 - ◆ What students learned about creating mood and tone.
 - ◆ How vocabulary and grammar skills enhanced their scripts.
2. Encourage students to share what they enjoyed most about the unit.

Homework: Ask students to write a short reflection on their experience performing and collaborating with peers.

Additional Notes for Teachers:

- Encourage creativity and allow flexibility in how students present their plays.
- Be supportive and emphasize the growth in students' critical thinking, writing, and performance skills.
- Foster a positive atmosphere for feedback, ensuring students feel valued and motivated.

Practice Book Lesson 4**Exercise 1: Choose the correct answers**

1. The road construction will open next week.
✓ c) under
2. The documents in the folder were signed yesterday.
✓ b) kept
3. The building near the park is the new library.
✓ b) built
4. The book on the shelf is very old.
✓ a) placed

5. The girl by her parents is very intelligent.
✓ a) supported
6. The dog by the boy is very friendly.
✓ a) trained
7. The car at the corner belongs to my father.
✓ b) parked
8. The woman to the conference is an expert.
✓ a) invited
9. The package to your address was delivered this morning.
✓ a) sent
10. The boy in the race won a medal.
✓) participating

• **Exercise 2: Vocabulary – Choose the correct answers**

1. Which word best describes something that represents a deeper meaning?
✓ a) Symbolic
2. What describes joining two or more things into a single entity?
✓ a) Combining
3. What term refers to transforming something significantly?
✓ a) Revolutionizing
4. Which word refers to the practicality or achievability of a plan?
✓ a) Feasibility
5. Which word refers to insulating in a way that minimizes heat loss?
✓ a) Thermally
6. To place objects parallel to the ground is to position them:
✓ a) Horizontally
7. Which term means the act of surrounding or enclosing something?
✓ a) Enclosure
8. What describes an addition that enhances another element?
✓ a) Complement
9. What word describes something practical or likely to work?
✓ a) Feasible

10. Which of the following refers to dividing into parts or portions?

- ✓ a) Segmenting

• **Exercise 3: Find the mistakes and correct them**

1. ✗ The theory explaining by the scientist has revolutionized physics.
✓ The theory explained by the scientist has revolutionized physics.
2. ✗ The documents which reviewed by the committee were highly confidential.
✓ The documents reviewed by the committee were highly confidential.
3. ✗ The engineers designing the new bridge faces many unexpected challenges.
✓ The engineers designing the new bridge face many unexpected challenges.
4. ✗ The policies was implemented last year need urgent revision.
✓ The policies implemented last year need urgent revision.
5. ✗ The artworks exhibiting at the gallery attract numerous visitors daily.
✓ The artworks exhibited at the gallery attract numerous visitors daily.
6. ✗ The researchers analyzed the data were surprised by the results.
✓ The researchers who analyzed the data were surprised by the results.

• **Exercise 4: Translations**

A. English into Arabic:

◆ المشروع على وشك النجاح، لكننا نحتاج إلى استقرار سير العمل.

B. Arabic into English:

- ◆ The futuristic robot uses an advanced algorithm to solve problems.

Experimental Test

1. Supply the missing parts in the dialogue:

Yomna: What is your opinion about my new bag?

Yousra: (1) It looks really stylish and suits you well.

Yomna: Can you guess the price?

Yousra: (2) Hmm, was it expensive? Maybe around 500 pounds?

Yomna: Yes. (3) Do you have a bag like this?

Yousra: I bought one yesterday.

Yomna: Great! (4) Where did you get it from?

Yousra: I bought it at the mall.

2. Fill in the gaps:

1. intuitively
2. sleek
3. flared
4. faded
5. stabilize
6. neat

Full paragraph filled:

The spaceship's controls were incredibly intuitively designed for maximum efficiency. The sleek, neat design of the dashboard allowed astronauts to navigate effortlessly. A warning light suddenly flared on the screen before it slowly faded, signaling a minor issue. The crew worked quickly to stabilize the system, ensuring that everything remained under control. The cabin remained neat, with every tool and wire in its proper place.

3. Choose the correct answers:

1. ✓ a) playing
2. ✓ b) running
3. ✓ a) prepared
4. ✓ c) lying
5. ✓ a) attending
6. ✓ c) steady

7. ✓ b) orb
8. ✓ d) flares
9. ✓ b) stabilize
10. ✓ d) precise

4. Read and Answer – The Holographic Concert

1. How did the holographic displays contribute to the concert experience?

✓ They enhanced the visual experience and captivated the audience.

2. What role did the algorithm play in the concert?

✓ It synchronized the visuals with the music for a seamless performance.

3. Why was precise planning important for the event?

✓ It prevented chaos and ensured everything ran smoothly.

Choose the correct answers:

1. b) A glowing orb
2. d) Planning

5. Translation

A. English into Arabic:

- ◆ الكرة المتوهجة في وسط الغرفة خلقت جوًا مستقبليًا.
- ◆ تصميمه البديهي جعل الجميع يشعر وكأنهم في فيلم خيال علمي.

B. Arabic into English:

1. The new app is simple and easy to use; it feels like it understands what I want to do.
2. The sound it makes when turned on is soft and soothing.

6. Essay (Sample Answer - 120 words)

The Best Invention in History

One of the greatest inventions in history is the internet. It has completely transformed how we live, learn, and communicate. People from all over the world can now connect instantly, share ideas, and access unlimited information. The internet has revolutionized education by making learning resources available online.

It also supports businesses by providing platforms for marketing and e-commerce. Moreover, during emergencies, the internet helps spread important news quickly. Without it, many modern technologies like smartphones, apps, and smart homes wouldn't be as effective. The internet has brought the world closer and made life more convenient. It is truly a powerful tool that has changed history and will continue to shape the future.