



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

A-LEVEL

ENGLISH

for

Al-Azhar Treetops

Primary Four

Teacher Six

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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level English for Al-Azhar Treetops -Grade 6

Preface

In the name of Allah, the Most Gracious, the Most Merciful,

It is with profound pride and a deep sense of responsibility that I introduce **Al-Azhar Treetops Grade 6**, a course meticulously crafted to embody the timeless values and visionary mission of **Al-Azhar Al-Sharif**. Rooted in our enduring commitment to harmonizing divine wisdom with contemporary knowledge, this curriculum stands as a testament to **Al-Azhar's unwavering** dedication to nurturing morally grounded, intellectually curious, and globally conscious learners.

Al-Azhar's educational philosophy transcends mere academic excellence; it seeks to cultivate hearts and minds that uphold justice, compassion, and ethical integrity—principles enshrined in the Quran and Sunnah. **Al-Azhar Treetops Grade 6** reflects this sacred mission by seamlessly integrating Islamic morals with modern pedagogical practices. Through themes such as **human dignity, sustainable living, and global citizenship**, students are guided to recognize their role as stewards of Allah's creation, empowered to contribute positively to both their communities and the wider world.

Al-Azhar's Supreme Message in Treetops Grade 6

This course is designed to:

1. **Strengthen Moral and Ethical Foundations:** Lessons on fraternity, equality, and respect for shared resources echo the Quranic injunction to “enjoin what is right and forbid what is wrong” (Quran 3:110). Activities such as analyzing the Universal Declaration of Human Rights are framed through the lens of Islamic teachings on justice and human dignity.
2. **Foster Critical Thinking and Intellectual Humility:** By engaging with diverse texts—from classical literature to modern dialogues—students learn to approach knowledge with the curiosity and discernment championed by Al-Azhar's scholars across centuries.
3. **Promote Global Citizenship with Islamic Identity:** Units on digital citizenship and international cooperation align with Al-Azhar's vision of nurturing Muslims who are rooted in faith yet open to constructive dialogue with global cultures.

Course Components: Bridging Tradition and Innovation

Language Domains: Mastery of English phonics, grammar, and writing is paired with Arabic-rooted values, ensuring students articulate ideas with both linguistic precision and moral clarity.

Values Integration: Top Tips for Life sections and mini-projects (e.g., designing a Human Rights Magazine) instill Islamic ethics while addressing real-world challenges.

21st-Century Skills: Collaborative tasks, digital literacy activities, and inquiry-based learning align with international frameworks such as UNESCO's Sustainable Development Goals (SDGs) and Cambridge English competencies, preparing students to thrive in a rapidly evolving world.

International Collaboration

Al-Azhar Treetops-Grade 6 draws inspiration from globally recognized educational models, including the **OECD's** Future of Education and Skills 2030 and **UNICEF's** Life Skills Framework, ensuring our students meet international benchmarks while retaining their Islamic identity. These partnerships underscore Al-Azhar's role as a bridge between tradition and modernity, affirming that true progress is achieved when knowledge is anchored in divine guidance.

As we embark on this journey with **Treetops Grade 6**, let us remember the words of Imam Ali (may Allah be pleased with him): "Educate your children for a time different from your own." May this course inspire a generation of learners who embody **Al-Azhar's legacy**—scholars who are not only bearers of knowledge but also beacons of virtue, equipped to illuminate the path toward a just and compassionate world.

With sincere prayers for your success,

Dr. Ismail Elshirbini

General Manager of Al-Azhar
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Introduction

This developed curriculum aims to enable Sixth Grade Model Institutes learners to communicate confidently and effectively, develop critical thinking skills, and respond to a range of information, media and texts with enjoyment and understanding. In addition, it promotes a cross-cultural-understanding about sound creed and ethics as well as important values to build their characters.

Aims of the Course

The course aims at developing students' overall language skills to effectively communicate in English, both orally and in writing. That's why the course addresses some language domains which are essential for sixth year primary students.

The course has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, top tip for life, and content presented through different topics, games, stories and mini-projects. This is done in order to create a comprehensive, successful learning experience. The current socio-cultural theory of learning focuses on the importance of social interactions for learning.

In Treetops Primary 6, students also practice using language in realistic social interactions, such as real life dialogues, human rights, sustainable living etc. The topics and activities encourage students to gradually develop their understanding of themselves, their environment and their global citizenship, including digital citizenship.

Language Domains

Domain 1: Phonics, Spelling & Vocabulary

- Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.
- Confirm correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'.
- Continue to learn words, apply patterns and improve accuracy in spelling.
- Further investigate spelling rules and exceptions, including representing unstressed vowels.
- Develop knowledge of word roots, prefixes and suffixes, including recognizing variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants.
- Know how to transform meaning with prefixes and suffixes.
- Investigate meanings and spellings of connectives.
- Explore proverbs, sayings and figurative expressions.

Domain 2: Grammar & Punctuation

- Revise different word classes.
- Investigate the use of conditionals, e.g. to express possibility.

- Begin to show awareness of the impact of writers' choices of sentence length and structure.
- Revise language conventions and grammatical features of different types of text.
- Explore use of active and passive verbs within a sentence.
- Distinguish the main clause and other clauses in a complex sentence.
- Punctuate speech and use apostrophes accurately.
- Use a wider range of connectives to clarify relationships between ideas, e.g. however, although.
- Use connectives to structure an argument or discussion.
- Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

Domain 3: Reading

- Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.
- Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.
- Look for implicit meanings, and make plausible inferences based on more than one point in the text.
- Understand aspects of narrative structure, e.g. the handling of time.
- Paraphrase explicit meanings based on information at more than one point in the text.
- Analyze how paragraphs and chapters are structured and linked.
- Recognize key characteristics of a range of non-fiction text types.
- Explore autobiography and biography, and first and third person narration.

Domain 4: Writing

- Plan plot, characters and structure effectively in writing an extended story.
- Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.
- Use different genres as models for writing.
- Use paragraphs, sequencing and linking them appropriately to support overall development of the text.
- Use a range of devices to support cohesion within paragraphs.
- Develop some imaginative detail through careful use of vocabulary and style.
- Select appropriate non-fiction style and form to suit specific purposes.

- Develop skills of writing a biography.

Domain 5: Speaking and Listening

- Express and explain ideas clearly, making meaning explicit.
- Use spoken language well to persuade, instruct or make a case, e.g. in a debate.
- Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.
- Structure talk to aid a listener's understanding and engagement.
- Speak confidently in formal and informal contexts.
- Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

Basic Principles

1. Integration between receptive and productive skills

- Receptive Skills (Listening & Reading)
- Productive Skills (Speaking & Writing)

الرسمۃ فی الوثیقة ص 9

2. CALLA “Cognitive Academic Language Learning Approach”

الرسمۃ فی الوثیقة ص 9

- It was created mainly for students with limited proficiency / command of English.
- It enables students to become more proficient so that they are more able to take part in content directed instruction.

3. 21st Century Skills

الرسمۃ ص 10

4. Global Citizenship

الرسمۃ ص 11

- Curiosity about the world around the students.
- Knowledge + Understanding + Skills that can be applied in across subjects

5. Presentation Skills

- Effective & Confident Communication Skills
- Developing students Global Awareness

الرسمۃ ص 11 و ص 12

6. Use of Mini-projects / Inquiry-based learning

الرسمۃ ص 12

7. Catering for students learning styles (VAK)

- One size does not fit all.

- Differentiating Instruction.

8. Targeting life skills

الرسمه ص 14

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has four main units plus two review units. Each main unit discusses an important topic expressed in an attractive title and four lessons with catchy titles. Each unit ends with a mini-project. There is a cover page for each unit that includes some main points introduced through the unit. These are grammar, phonics, critical thinking, and study skills. The study skills are highlighted on each unit cover page, and the teacher has to focus on them while teaching the lessons by drawing the students' attention to these skills that help them succeed in their study and in life. Moreover, the cover page include some pictures that represent the main topics of the unit's lessons.

Practice Book

Each lesson in the book has a matching lesson in the practice book consists of three or four tasks for the students to extra practice some main activities, especially dialogues, reading and grammar activities.

There are four model tests, each model test focuses on one of the main units. The model test is based on the First-Term and Second-Term Exams' specifications.

CD

The audio CD includes all the recorded material including listening and reading texts; in addition to the phonics activities. The recorded material provides an accurate model of the language for the students. It is also a useful teaching tool for the teacher to help them vary the activities and pace of the lessons.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book and the Practice Book. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key answers for all the activities. It aims to help the teacher to get the most out of the materials they have both on the page and on the CD. Audio scripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting the intended learning outcomes (ILOs), vocabulary, key language and values presented through the lesson.

Every lesson begins with suggested warm up activities to revise language from previous lessons or introduce the new lesson. There are some steps that care for students' differentiated and mixed abilities. The steps are carefully written to help the teacher explain the text, but the teacher is free to do the task the way that suits their students' age and level.

Teaching Listening

Teaching listening skills to primary students can be engaging and effective if approached with activities that match their developmental stage and interests. Here are strategies and practical activities to foster listening skills in young learn-

ers:

1. Create a Positive Listening Environment

- **Minimize distractions:** Ensure the classroom is quiet and focused during listening activities.
- **Set clear expectations:** Teach students what good listening looks like (e.g., sitting still, making eye contact, not interrupting).
- **Model good listening behavior:** Demonstrate active listening by nodding, paraphrasing, and asking relevant questions.

2. Use Visual Aids

- Use pictures, flashcards, or videos to support listening tasks.
- For example, discuss the provided picture or describe the scene.

3. Scaffold Listening Activities

- **Pre-listening:** Introduce key vocabulary or concepts before the activity.
- **During listening:** Use simple instructions and break tasks into small steps.
- **Post-listening:** Discuss or review the content together.

4. Give Constructive Feedback

- Praise good listening behavior and provide specific feedback when necessary (e.g., “I like how you looked at me while I was talking!”).
- If a student struggles, guide them with gentle reminders or prompts.

Example Listening Activity

5 Listen and complete the table.

صورة النشاط 5 (آخر نشاط في الدرس) الدرس الثالث الوحدة الأولى

1. Go through the ‘Before you listen’ questions with the students.

2. Since the man in the picture, Sheikh Mohammed Metwaly Al-Sha’rawy’, is a public religious figure in Egypt, start discussing the questions with the students as a whole class.

3. You can add another question: When is his TV program usually presented on TV? Do you remember its exact time to be on? (Answer: in the month of Ramadan, a few minutes before Iftar)

4. Now, tell the students that they are going to listen to a short text about Sheikh Mohammed Metwaly Al-Sha'rawy', and they have to complete the missing information in the table.

5. Play the audio or read the text and ask the students to focus and write down the missing information.

6. Students listen a second time to the text to check their answers with a peer.

7. Check answers with the whole class by asking some students to come to the board and write the missing information.

8. You can ask extra questions to check students' overall understanding: What do you think of this famous character? Would you like to be like him one day? Why?

Teaching Speaking

Teaching speaking to primary pupils involves creating a safe, interactive, and engaging environment where they feel confident expressing themselves.

1. Create a Comfortable Environment

- Encourage students to express their thoughts without fear of making mistakes.
- Give positive feedback to build confidence (e.g., "Great job sharing your idea!").

2. Use Fun and Interactive Activities

- Think and discuss
- Ask and answer
- Role play

3. Teach Speaking through Rhymes and Stories

- Read stories aloud and pause for students to repeat key phrases or dialogue.
- Teach rhymes or chants that allow students to practice rhythm and intonation.

4. Scaffold Speaking Tasks

- **Model first:** Demonstrate what you want students to say or do.
- **Practice in pairs or small groups:** This allows shy students to speak in a less intimidating setting.
- **Gradually increase independence:** Move from guided practice to independent speaking tasks.

5. Focus on Vocabulary and Sentence Building

- Teach thematic vocabulary (e.g. food, promises, good behavior or family) to help students express themselves on familiar topics.
- Use sentence starters like:
 - Wow! Congratulations!
 - I'm super excited.

6. Provide Clear Feedback

- Offer constructive criticism gently and positively.
- For example, instead of "That's wrong," say, "Good try! Let's try saying it like this..."

7. Encourage Group and Pair Work

- Use peer interaction to build speaking skills through:
 - **Think-Pair-Share:** Students think about a question, discuss it with a partner, and share with the class.
 - **Peer Interviews:** Students take turns asking and answering simple questions.

8. Celebrate Progress

- Celebrate small achievements to motivate students. For example: "Today, you used new words to talk about your favorite food. Well done!"

Example Speaking Activity

1. Look and discuss.

صورة النشاط الاول من الدرس رقم 3 فى الوحدة الاولى

1. This task is like a warm up for the lesson and the main point discussed in it.
2. Ask students if they have ever met the Grand Imam? If not, would they like to meet him?
3. Ask students: Who can answer the first question? Elicit at least two students to answer.
4. Ask students: Who can answer the second question? Elicit at least two students to answer.
5. Give students model answers and elaborate what the Grand Imam was doing at that moment; as this is a warm up for the next reading text.

Teaching Reading

Teaching reading to primary students involves a combination of methods that build foundational skills, foster a love for reading, and address individual needs.

1. Build Foundational Skills

- **Phonics:** Help students connect letters to their corresponding sounds.
 - **Activity:** Use flashcards or matching games.
- **Vocabulary:** Introduce new words in context, and use visuals or real-life examples.
 - **Activity:** Word walls or picture dictionaries.

2. Foster Fluency

- **Model Reading:** Read aloud to demonstrate expression, pace, and rhythm.
- **Repetition:** Encourage repeated reading of familiar texts.
- **Paired Reading:** Have students read alongside a teacher or a peer.

3. Focus on Comprehension

- **Ask Questions:** Discuss who, what, where, when, why, and how during and after reading.
 - **Example:** “Why do you think the character did that?”
- **Summarization:** Teach students to retell the story in their own words.
- **Visualization:** Encourage students to draw what they imagine while reading.

4. Differentiate Instruction

- **Group Students:** Form small groups based on reading level for targeted practice.
- **Support Struggling Readers:** Use multisensory approaches (e.g., tapping, tracing, or acting out words).

5. Encourage a ‘Love for Reading’ Attitude

- **Choice:** Allow students to choose texts they’re interested in.
- **Incentives:** Celebrate reading milestones with stickers, certificates, or reading parties.

- **Storytelling:** Invite guest readers or use puppets for engaging read-aloud.

Example Reading Activity

2 Read and answer.

صورة النشاط رقم 2 من الدرس الاول الوحدة الاولى

1. Ask students to look at the picture and ask some simple questions about it: What does this circle represent? (earth), Why do you think the hands are painted in different colors?
2. Tell students that they are going to read a text about 'The Universal Declaration of Human Right' and explain the title to them, these are some rights that people all over the world should have.
3. Ask students: What do you think some of your rights are? Elicit some answers from two students, at least.
4. Pre teach the new vocabulary, the words in bold, using Arabic.
5. Tell students to read the text silently for two minutes to answer this question: Is Egypt the only Arab country that is a member in the UN? Then, check the answers orally.
6. Put the students into groups and assign them five minutes to read the text and find answers to the questions.
7. Go through the class to make sure that they are doing the task well, provide help when necessary.
8. Check answers with the whole class by asking a student from each group to answer a question.
9. Read the text aloud for students, this is a model reading.
10. If there is time, engage students in shared reading; three students and each student reads a paragraph from the text.

Teaching Writing

Teaching writing to primary students involves helping them develop foundational skills, creativity, and confidence.

1. Teach Sentence Structure

- **Basic Sentences:** Start with simple subject-verb-object sentences.
 - Example: "The cat runs."
- **Punctuation:** Introduce full stops, question marks, and capital letters.
 - **Activity:** Use sentence puzzles where students arrange words and add punc-

tuation.

- **Expanding Sentences:** Teach how to add adjectives or prepositions.
 - Example: “The big, brown cat runs under the table.”

2. Introduce Different Writing Styles

- **Descriptive Writing:** Focus on sensory details (e.g., what they see, hear, smell).
 - **Activity:** Ask students to describe a picture or a favorite character.
- **Narrative Writing:** Teach storytelling with a beginning, middle, and end.
 - **Activity:** Create story plans or use prompts like, “Once upon a time...”
- **Opinion Writing:** Encourage students to express their likes / dislikes with reasons.
 - Example: “I like ice cream because it is sweet.”
- **Informative Writing:** Teach them how to write facts about a topic.
 - **Activity:** Write about animals or a “how-to” guide (e.g., “How to brush your teeth”).

3. Foster Creativity

- **Story Starters:** Use prompts or unfinished sentences to spark ideas.
 - Example: “If I had a magic carpet, I would...”
- **Visual Prompts:** Show a picture and ask students to write a story about it.
- **Word Banks:** Provide lists of interesting words to use in their writing.

4. Practice through Fun Activities

- **Daily Journals or Diaries:** Have students write about their day or answer a fun question.
- **Collaborative Writing:** Create a class story where each student contributes one sentence.
- **Writing a Character Profile:** Students write a character profile based on a provided model.

5. Edit and Revise

- **Checklists:** Teach students to review their work for spelling, punctuation, and capitalization.
- **Peer Feedback:** Pair students to share and suggest improvements for each other’s writing.
- **Teacher Assistance:** Provide one-on-one or group feedback.

Example Writing Activity

5 Research a new project and write five facts about it.

صورة النشاط رقم 5 فى الدرس الرابع الوحدة الثانية

1. This task is mainly for two reasons: promoting students' research skills and writing skills.
2. Tell students to search some new projects in Egypt, choose one of them and select five facts about it.
3. Elicit what kind of facts they can find: the name of the project, where it is, who are responsible for it and how it is helpful to Egypt.
4. Tell students that you will focus on the clarity of ideas and correct spelling only when checking their writing.
5. Assign the task as home assignment to give students enough time to do it.
6. When assessing this task, don't forget to use supportive written feedback, especially 'Sandwich Feedback', positive, negative, positive.

Teaching Grammar

Teaching grammar to primary students can be engaging and fun by using age-appropriate methods, hands-on activities, and plenty of examples.

1. Focus on the Top Tip

- Read it with students.
- Use the board to highlight some examples.

2. Teach Grammar in Context

- **Read Aloud:** Point out examples of grammar during story time.
 - Example: "Can you find the adjectives in this sentence?"
- **Model Writing:** Write sentences on the board and explain grammar rules as you go.
- **Use Real-Life Examples:** Link grammar to everyday activities.
 - Example: "Let's describe our lunch using adjectives."

3. Break It Down by Topic

Nouns and Pronouns

- Teach common vs. proper nouns.
 - **Activity:** Have students sort a list of words into these categories.
- Introduce pronouns and how they replace nouns.
 - **Activity:** Rewrite a paragraph, replacing nouns with pronouns.

Verbs

- Teach action, linking, and helping verbs.
- **Activity:** Act out different verbs or create “verb charades.”

Adjectives and Adverbs

- Teach adjectives to describe nouns and adverbs to describe verbs.
- **Activity:** Ask students to describe a picture with adjectives or rewrite a sentence adding adverbs.

Prepositions

- Teach prepositions as words that show relationships (e.g., “on,” “under,” “between”).
- **Activity:** Play a preposition scavenger hunt (e.g., “Place the book *on* the table”).

Tenses

- Focus on past, present, and future tenses; introduce active and passive.
- **Activity:** Write sentences in one tense and have students change them to another.

4. Encourage Hands-On Practice

- **Sentence Building:** Use word cards to construct sentences, focusing on correct grammar.
- **Fix-It Sentences:** Provide incorrect sentences and let students correct them.
- **Interactive Notebooks:** Have students create grammar charts.

5. Differentiate for All Levels

- **For struggling learners:** Use visuals, and one-on-one support.
- **For advanced learners:** Provide challenges like writing complex sentences or using less common grammar forms (e.g., interjections).

Example Grammar Activity

3 Read and underline the verb. Then, write active or passive.

صورة النشاط 3 من الدرس الثاني الوحدة الاولى

1. Draw the students’ attention to the Top Tip. Read the title: Compare active and passive.
2. Read the sentence in the active voice and divide it mainly into: subject (The guard), verb (opens) and object (the door.). Then read the sentence in the passive and

divide it mainly into: Singular object (The door), verb in the passive (is opened).

3. Do the same with the second sentence.

4. Write two sentences on the board and ask two students to come to the board and underline the verb, then say active or passive.

5. Read the model sentence with students.

6. Assign students two minutes to do the task individually and another minute to check answer with a peer.

7. Check answers with the whole class by asking individual students to read the sentences and say whether they are active or passive.

8. Check students' understanding by eliciting the rule from them and write it on the board (object + is / are + p. p.).

Teaching Phonics

Teaching phonics, especially sounds and blends, to primary students is essential for building strong reading and spelling skills.

1. Start with the Basics

Phonemic Awareness

- Teach students to hear and identify sounds in words before connecting them to letters.
 - **Activity:** Play sound-matching games like clapping out syllables or identifying beginning sounds.

2. Introduce Blending

CVC Words

- Begin with consonant-vowel-consonant (CVC) words like *cat*, *dog*, *run*.
 - **Activity:** Use letter tiles to form and blend CVC words.

Simple Blends

- Introduce blends like *bl*, *cr*, *st*, *fl*, *gr*, *sp*.
 - **Activity:** Use a blending chart or board where students combine letters to form words (e.g., “bl + ock = block”).
 - Example Words: *black*, *clap*, *frog*, *stop*.

3. Practice Digraphs

- Teach common digraphs like *sh*, *ch*, *th*, *ph*, *wh*.
 - **Activity:** Use picture cards or a game to match the digraph to the correct word (e.g., “sh → shoe”).

4. Introduce vowel Blends and Diphthongs

- Teach combinations like *ai, ee, oa, ou, oi, ea*.
- **Activity:** Create a vowel blend chart and practice reading words such as *train, sleep, boat, out, boil*.

5. Multisensory Approaches

- **Visual:** Use flashcards, posters, or charts.
- **Auditory:** Say the sounds aloud and have students repeat.
- **Tactile:** Have students trace letters in sand or form them with playdough.
- **Kinesthetic:** Use body movements, like clapping for each sound or hopping to blend sounds together.

7. Make It Fun

Phonics Games

- **I Spy:** “I spy something that starts with /b/.”
- **Blending Races:** Use cards with letters and blends; students race to create words.
- **Phonics Bingo:** Fill bingo cards with blends and digraphs.

Songs and Rhymes

- Use phonics songs to teach sounds and blends.
- Example: “Bingo” for spelling practice or alphabet songs with sounds.

Short Stories

- Have students find words with specific sounds or blends simple short stories.

8. Assess Progress

- Conduct regular phonics assessments to ensure students are grasping sounds and blends.
- Use checklists or simple reading tests to track progress.

Example Grammar Activity

5 Read and underline the sound /ʃən/ sound.

صورة النشاط 5 من الدرس الاول الوحدة الاولى

1. Pronounce the sound /ʃən/ loudly twice.
2. Elicit some words from students; station, action, attention.
3. Tell students that they are going to listen and underline with this sound.

4. Tell students to listen once more and check answers with a peer.
5. Check the answers orally with the whole class.

Teaching values

The course focuses on some important values such as human dignity and worth, equality and fairness, appreciate the value of international cooperation, and respect and care for shared resources. These values help to create good citizens, and are very important for developing the students' good characters. Students are introduced to simple values topics embedded within the texts and are highlighted through Top Tip for Life. They are shown through presenting common life situations, in the context of the different types of texts and in the form of photos. Through these values, they are guided toward good behaviors such as, cooperation, appreciation of literature and writer's role in society, empathy and civic responsibility, and appreciation of science and scientists.

Example Value

Fraternity

صورة ال توب تيب اللي في النشاط 2 الدرس الثالث الوحدة الاولى

“Fraternity means brotherhood. It talks about the brotherhood of all humans together.’ Here, the teacher relates this value to the same point mentioned in the Noble Quran that all human are born to the same male and female and they need to cooperate and live together in harmony.

Mini-Projects

- At the end of each unit, there is a mini project related to the main idea of the unit. Projects are fun ways for students to practice the four language skills, in addition to important skills such as communication, collaboration, and critical thinking.
- Each mini-project is described in detail, so that the students know what they are going to do. Below is a step-by-step guide on how to introduce, guide, and assess mini-projects for primary students.

1. Planning Mini-Projects

a. Choose an Age-Appropriate Theme

- Select topics that align with students' interests, curriculum goals, and developmental levels.
- Examples:

- **Science:** “Energy Saving Campaign”
- **Social Studies:** “Human Rights Magazine”

b. Set Clear Objectives

- Define what students should learn and achieve.
 - Example: For “Energy Saving Campaign,” objectives might include understanding different types of energy and how to reduce consumption.

c. Keep It Manageable

- Limit the project timeline (e.g., 1 week).
- Break tasks into small, simple steps to avoid overwhelming students.

2. Implementing Mini-Projects

a. Introduce the Project

- **Explain the Goal:** Describe the purpose and expected outcome.
 - Example: “You’ll create a poster showing a group of healthy food.”
- **Show Examples:** Display completed projects for inspiration.

b. Divide into Steps

1. **Brainstorm Ideas:** Guide students to choose a topic or design.
 - Activity: Use brainstorming sheets or group discussions.
2. **Plan:** Create a checklist or timeline for tasks.
 - Example: “Day 1: Research, Day 2: Design, Day 3: Build.”
3. **Create:** Provide materials and space for hands-on work.
4. **Reflect:** Include a step for students to evaluate their process.

c. Encourage Collaboration and Team Work

- Allow group or partner work to enhance teamwork skills.
- Assign roles (e.g., researcher, designer, presenter) to balance participation.

3. Supporting Students

a. Provide Resources

- Offer books, videos, templates, or online tools to support research and creativity.
- Example: Use graphic organizers for research projects.

b. Guide Without Controlling

- Offer guidance, but let students make decisions to foster independence.
- Example: “How do you think you can make your poster stand out?”

c. Check Progress Regularly

- Conduct brief check-ins to monitor progress and address challenges.
- Use guiding questions:
 - “What part are you working on today?”
 - “What challenges are you facing?”

4. Presenting Projects

- Allow students to share their work with peers, parents, or teachers.
 - **Options for Presentation:**
 - Oral presentation
 - Poster display
 - Video recording
 - Gallery walk (students display projects and rotate to view others)
- Encourage students to explain their process, not just the final product.

5. Assessing Mini-Projects

a. Use Rubrics

Create a simple rubric with clear criteria. For example:

Criteria	(Excellent (3	(Good (2	Needs Improve- (ment (1
	☐	☐	☐
Creativity	Unique and detailed design ☐	Some originality ☐	Poor effort ☐
Effort and Completion	All steps completed thoroughly ☐	Most steps completed ☐	Some steps incomplete ☐
Understanding	Shows deep understanding of the topic ☐	Demonstrates good understanding ☐	Partial understanding ☐

b. Include Self-Assessment

- Ask students to reflect on their work using simple questions:
 - What part of your project are you most proud of?
 - What was the easiest part
 - What was the hardest part?

c. Provide Feedback

- Offer positive reinforcement and constructive suggestions.
 - Example: “Great use of colors in your poster! Next time, you might add more details about personal and public rights.”

Example Mini-Project

Human Rights Magazine

صورة المشروع الى اخر الوحدة الاولى

1. The aim of the projects is to promote students' collaboration and communication skills; in addition to understanding how responsible for designing a magazine together.
2. The project is explained in detail in the Student's Book.
3. Assign students one week to submit their magazine.
4. Assess the students' projects using a rubric.

5. Give supportive feedback for all the groups, showing the points of strength and points of weakness. You can also thank them in the morning assembly.
6. Publish the magazine in a clear place in the institute so the students feel proud of their achievement.

Teaching Strategies and Techniques

Teaching English to primary students requires a mix of strategies and techniques that are engaging, interactive, and suitable for their developmental stage. Here are a variety of strategies that can be used to teach English effectively:

1. Interactive and Play-Based Learning

- **Songs and Rhymes:** Use songs, chants, and rhymes to teach vocabulary, sentence patterns, and pronunciation.
 - Example: “Old MacDonald Had a Farm” for animal vocabulary.
- **Games:** Incorporate games like Simon Says, Bingo, Charades, and Hangman to make learning fun and interactive.
- **Puppets and Role-Play:** Use puppets or role-play scenarios to encourage conversational practice and build confidence.

2. Storytelling and Literature

- **Read-Aloud:** Read stories aloud with expression to model proper pronunciation and fluency.
 - Follow up with comprehension questions or ask students to retell the story.
- **Picture Books:** Use books with colorful illustrations to teach vocabulary and sequencing.
- **Story Sequencing:** Give students picture cards from a story and ask them to put the events in order.

3. Visual and Tactile Learning

- **Flashcards:** Use flashcards to introduce and reinforce vocabulary and grammar.
- **Word Walls:** Create a “word wall” in the classroom where students can see and reference common or new words.
- **Labeling:** Label objects in the classroom with their English names to help students associate words with items.
- **Craft Activities:** Integrate art and crafts, such as drawing and labeling,

to reinforce language skills.

4. Thematic and Real-Life Contexts

- **Thematic Units:** Organize lessons around themes (e.g., family, environment, war and peace).
 - Example: During a unit on human rights, teach vocabulary, read stories about human rights organizations, and practice dialogues like asking about human rights in Islam.
- **Real-Life Scenarios:** Teach practical language skills using real-life contexts.
 - Example: Practice greetings, asking for directions, or buying something at a shop.

5. Phonics and Pronunciation

- **Phonics Practice:** Teach letter sounds and blends systematically using songs, charts, and games.
 - Example: Focus on CVC words like *cat*, *dog*, *sun* before moving to blends like *bl*, *st*, *gr*.
- **Tongue Twisters:** Use tongue twisters to improve pronunciation and fluency.
- **Choral Repetition:** Have the class repeat words or sentences together to practice proper pronunciation.

6. Listening and Speaking

- **Listening Games:** Play activities like “Guess the Sound” or “Which Word Did I Say?” to enhance listening skills.
- **Show and Tell:** Encourage students to bring an item from home and talk about it to develop speaking confidence.
- **Picture Prompts:** Use pictures and ask students to describe them, creating opportunities for conversation.
- **Dialogues and Role-Play:** Practice short dialogues like introductions, greetings, or shopping scenarios.

7. Reading Strategies

- **Shared Reading:** Read stories together as a class, with students taking turns to read aloud.
- **Guided Reading Groups:** Work with small groups to focus on individu-

al reading skills.

- **Predict and Infer:** Before reading, ask students to predict what the story is about based on the title or pictures.
- **Sight Words Practice:** Teach common sight words that students need to recognize by sight (e.g., *the*, *and*, *is*, *of*).

8. Writing Strategies

- **Daily Journals:** Encourage students to write short sentences or paragraphs about their day.
- **Sentence Starters:** Provide prompts like “I like...” or “My favorite animal is...” to guide writing.
- **Fill-in-the-Blanks:** Provide sentence frames with missing words for students to complete.
- **Story Writing:** Encourage creative writing by providing a structure (e.g., beginning, middle, end) and a theme.

9. Multi-sen

Scope and Sequence

Scope and Sequence

Unit	Listening	Speaking	Reading
1 Human Rights and Social Justice	Listen to Words that Contain the Sound /ʃən/ Listen to a Text about a Famous Religious Figure	Discuss the Importance of the United Nations Organization Discuss Some Human Rights Talk about What Some Famous Figures Are Doing Discuss the Importance of Writers and Literature in Life	A Text about the United Nations and Its Principles A Dialogue about Justice in Islam A Poem by a Muslim Child A Text about the Human Fraternity Document A Dialogue about Charles Dickens A Summary of 'David Copperfield'
2 Sustainable Living in Egypt	A Podcast about the New Dami-etta Furniture City	Discuss the Idea of Sustainability and Protecting the Environment Talk about the Idea of Volunteer Work Discuss the Importance of National Projects Talk about the Cairo Monorail	A Text about Sustainable Living in Egypt A Text about the 'Decent Life Initiative' A Text about the 'New Alamein City' A Text about the 'Cairo Monorail'
3 Pandemics	The Storybook, "My Hero Is You" A Student's Diary	Talk about Pandemics and Their Effects Give Advice Using Various Expressions Talk about Past Pandemics and the Heroes During Pandemics Times Talk about Their Experiences and Feelings During Pandemics	A Text about Pandemics, Covid-19 A Text about Some Historical Pandemics A Text about Heroes at Times of Pandemics A Text about School Closure at Times of Pandemics

Scope and Sequence

Writing	Phonics & Grammar	Values
	Present Simple Tense (Active and Passive) Pronounce Word Endings with Similar Sounds (e.g., -tion, -cian). Nouns and Subject Pronouns	Human Dignity and Worth Equality and Fairness Non-Discrimination Appreciate the Value of Co-operation Social Justice and Fraternity
A Paragraph about Sustainable Living Write Some Facts about a New Project in Egypt Write Descriptive Sentences Using Learnt Vocabulary	Homophones Adjectives and Adverbs Active and Passive Voice (Past Simple)	Environmental Awareness and Responsibility. Respect and Care for Shared Resources Environmental Care and Collaboration Sustainability and Urban Development
Write Advice on Staying Safe During Pandemics Write Five Facts about a Specific Pandemic Write a Diary Entry Describing a Day During the Covid-19 Pandemic	Pronunciation of 'c' Heteronyms (e.g., Live, Lead). Main and Subordinate Clauses	Appreciate the Contributions of Doctors and Other Heroes During Pandemics Recognize the Importance of Hygiene and Community Efforts in Combating Pandemics Social Responsibility

Scope and Sequence

Unit	Listening	Speaking	Reading
5 War and Peace	A Talk about "Operation Badr Some Short Texts about Some Egyptian Heroes A Fiction Story Entitled "Land of Cactus Thistles"	Talk about Great Events Related to Number Six Discuss Ideas about War and Peace Ask and Answer about Heroes of War and Peace Talk about Ideas Related to the Initiative "I Am Noble with My Morals." Justify Choices about War and Peace	A Dialogue for Specific Information A Text about the Initiative "I Am Noble with My Morals" A Text about Tolstoy's Novel War and Peace
6 Coming of Age	A Story Titled "From Tiny Seed to Mighty Tree" The Biography of Dr. Samira Moussa	Talk about the Idea of Growing up and Embracing Change Ask and Answer about Embracing Change and Personal Growth Discuss the Importance of Routines and Milestones Talk about the Human Life Cycle	A Text about Growing up and Embracing Change A Text about Personal Growth A Story about Milestones and Routines A Text about Celebrating Life Journeys
7 The Future of Education	A Dialogue about Future Skills	Talk about Future Schools and the Role of Technology in Education Discuss Virtual Learning and Artificial Intelligence (AI) in Education Asking for Clarification (E.g., "What Do You Mean...?").	A Text about Tomorrow's Schools Analyze Texts about Virtual Learning Tools and AI in Education A Dialogue about AI A Text about the Future of Education
8 Be Noble to Win Nobel	A Short Text about 'Yasser Arafat' A Text about 'The Nobel Peace Prize'	Discuss the Contributions of Alfred Nobel and the Significance of the Nobel Prize Ask and Answer about the Late President 'Yasser Arafat' Discuss the Importance of Peace Ask and Answer Using the Second Conditional for Hypothetical Situations Talk about Change	A Text about Alfred Nobel's Contributions A Passage on the History and Significance of the Nobel Peace Prize Short Texts about Egyptian Nobel Laureates Interpret Quotes by Some Nobel Peace Prize Winners

Scope and Sequence

Writing	Phonics & Grammar	Values
A Message of Appreciation for the Egyptian Army and the Martyrs Write a 'Thank You' Message to Express Pride in a Soldier	Homophones (e.g., Site Vs. Sight) Active and Passive Voice in the Present Perfect Tense Using "Either...or" and "neither...nor" in Sentences	Appreciate Peace, Tolerance, and Coexistence Loyalty, Belonging, and National Pride Appreciation of Literature and Writers' Role in the Society
Complete a Letter Entitled "A Letter to My Future Self" Complete a Report on "My Journey of Self-Belief and Growth" Write about Daily Routines and Suggest Improvements An Autobiography Celebrating Achievements	Some Root Words, Prefixes, and Suffixes, e.g., im-, in-, -ful The Present Perfect Tense	Embracing Change Celebrating Achievements Value Routines and Milestones Promoting Empathy, Kindness, and Self-Belief Appreciation of Science and Scientists
A Paragraph about a Useful Educational App	Triphthongs (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, and /aʊə/). The Future Tense with "Am/Is/Are Going to" for Future Plans	Understand the Importance of Inclusivity in Education Highlight the Role of Creativity and Innovation in Teaching Emphasize Collaboration and Adaptability While Learning
A Blog Post about Alfred Nobel's Life A Peace Message to Share on a Facebook Group A Facebook Post about an Inspiring Public Figure	The Past Simple Tense The Second Conditional 'If' The Indefinite Pronouns	Appreciate the Importance of Peace and Harmony in Human Society Value What Alfred Nobel Did Appreciate All Types of Creativity and Creative People Promote Noble Goals and Foster International Cooperation

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Unit 1

Human Rights and Social Justice

Grammar

- Present simple tense: active and passive
- Parts of Speech: Nouns and subject pronouns

Phonics

- Word endings with different spellings but the same pronunciation, e.g. -tion -cian,

Critical Thinking

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

Study Skills

- Reading and comprehension skills



Unit 1 Human Rights and Social Justice

Lesson 1 The Universal Declaration of Human Rights

SB page, PB pages.....

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

- engage in thoughtful discussions regarding the United Nations Organization.
- efficiently extract specific information from a text about the United Nations.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- identify some word endings with different spellings but the same pronunciation, e.g., -tion -cian.

Vocabulary: peace, poverty, health, cooperation, responsibility, security, declaration, assembly

Values:

- Understand universal human rights and their importance.
- Promote equality and fairness in interpersonal relations.
- Appreciate the value of compassion and justice promoted through literature, religion, and society.

Materials:

Student's Book pages:

Practice Book pages:

Flashcards of global issues and UN activities

A world map and pictures of UN activities

Phonics:

The sound /ʃən/ is common in words ending with “-tion,” “-sion,” or “-cian.” It is pronounced as “shun” and often appears in nouns. Examples include nation, solution, and musician. This sound blends “sh” and “un.”

Warm up

1. Ask students what they think every person in the world deserves to have or experience.
2. Write their answers on the board as they share.



3. Share a short, simple story about someone being treated unfairly and ask how they feel about it.
4. Present quick scenarios about fairness and ask students to respond with thumbs up or down.
5. Explain that there are global rules to protect people's rights and that they will learn more about them today.

1. Look and discuss

1. Display a world map and highlight UN member countries.
2. Show pictures of UN activities (e.g., delivering food, peacekeeping missions).
3. Introduce and explain new vocabulary words: founded, international, organization, and humanity providing examples.
4. Divide your students into groups to discuss the questions mentioned in the student book.
5. Assign three minutes for them to discuss the questions encouraging them to include the new vocabulary words introduced above.
6. Elicit some pairs to ask and answer the questions to assess their knowledge about human rights.

Top Tip: Human rights are the things that every person in the world should be able to have.

Highlight the importance of human rights to achieve equality and peace all over the world.

Suggested Answers

1. It helps countries have peace and security.
2. Yes, I think so. Because Egypt is an important Arab country.
3. Living in peace and being free

2. Read and answer.

1. Ask students to look at the picture and ask some simple questions about it: What does this circle represent? (earth), Why do you think the hands are painted in different colors?
2. Tell students that they are going to read a text about 'The Universal Declaration of Human Right' and explain the title to them, these are some rights that people all over the world should have.



3. Ask students: What do you think some of your rights are? Elicit some answers from two students, at least.
4. Pre teach the new vocabulary, the words in bold, using Arabic.
5. Tell students to read the text silently for two minutes to answer this question: Is Egypt the only Arab country that is a member in the UN? Then, check the answers orally.
6. Put the students into groups and assign them five minutes to read the text and find answers to the questions.
7. Go through the class to make sure that they are doing the task well, provide help when necessary.
8. Check answers with the whole class by asking a student from each group to answer a question.
9. Read the text aloud for students, this is a model reading.
10. If there is time, engage students in shared reading; three students and each student reads a paragraph from the text.

Answers

1. a 2. b 3. b 4. c

3. Read and match

1. Introduce the goal of the task: to match words with their meanings.
2. Read each word aloud and ask students if they know or can guess its meaning.
3. Explain the meaning of each word using simple examples and context.
4. Read the definitions from the right column and discuss their meanings.
5. Encourage students to match the words with their correct definitions individually or in pairs.
6. Review the answers as a class, correcting any mistakes and clarifying misunderstandings.
7. Ask students to create sentences using the words to reinforce their understanding.
8. Have students share their sentences with the class or in small groups for feedback.

Answers

1. e 2. f 3. a 4. b 5. d 6. c

3

Read and match

Word	Definition
1. founded (e)	a. a group that is trying to do something together
2. international ()	b. all humans on earth
3. organization ()	c. for all people or things worldwide
4. humanity ()	d. made something a rule
5. passed ()	e. started
6. universal ()	f. connected to more than one country

4 Complete the sentences with words from Ex. 3.

1. Read the sentences aloud to the students and ensure they understand the context.
2. Remind students to use the words from Exercise 3 to fill in the blanks.
3. Ask students to read the first sentence and focus on the missing word. Provide a clue or example to help them guess the correct answer (if necessary).
4. Have students work in pairs or groups to complete the remaining sentences.
5. Circulate around the room, offering assistance and checking their progress.
6. Review the answers together as a class. Call on students to read each sentence with the correct word filled in.
7. Clarify any misunderstandings or errors during the review.
8. Ask students to write one additional sentence using a word from Exercise 3 to reinforce their understanding.

Answers

- | | | | |
|-------------|--------------|------------------|-----------------|
| 1. passed | 2. founded | 3. international | 4. organization |
| 5. humanity | 6. universal | | |

4 Complete the sentences with words from Ex. 3

1. The Egyptian Parliament passed an important law last week.
2. Our school was in 1970.
3. You need to take an flight from Cairo to Jeddah.
4. My mother works for an for women's rights.
5. The UN wants peace for all
6. The right to clean water should be a right.

5. Listen and underline the sound /ʃən/

1. Pronounce the target sound /ʃən/ for students to hear clearly.
2. Read each sentence aloud slowly, emphasizing the /ʃən/ sound in the relevant word.
3. Ask students to repeat each sentence after you, focusing on identifying and pronouncing the /ʃən/ sound.
4. Have students work in pairs or small groups to read the sentences and underline the words containing the /ʃən/ sound.
5. Circulate around the room to monitor and assist as needed.
6. Review the answers as a class by calling on students to read the underlined words aloud.
7. Provide feedback and correct any pronunciation errors.
8. Encourage students to create their own sentence using a word with the /ʃən/ sound and share it with the class.

8. the /ʃən/ sound and share it with the class.

Answers

1. Nations
2. competition
3. musician
4. solution
5. magician
6. electrician

5

Listen and underline the words with the sound /ʃən/

1. Egypt is a member of the United Nations.
2. I took part in the Spelling Bee Competition last year.
3. The musician plays the guitar well.
4. The solution to this math problem is easy.
5. The magician did amazing tricks.
6. The electrician fixed the lights in our home.

PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

1. rights
2. countries
3. members
4. peace

2 Circle the odd word out and replace it with a correct one.

1. school → equality
2. Sunday → New York
3. played → ate
4. Alexandria → France

3 Read and answer.

1. The right to live, education, work, and equality.
2. The Universal Declaration of Human Rights.
3. Because they ensure dignity and provide protection from violations.
4. c
5. b
6. a

Lesson 2 Human rights in Islam SB page ... PB pages, ...

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

- discuss some questions about human rights.
- identify specific information in a dialogue about human rights.
- identify the difference between sentences in the active and passive voices.
- complete the sentences with correct passive form of the verb in the present simple tense.
- identify specific information in a poem about 'A Muslim Child's Rights'. **Vocabulary:** human rights, justice, equality, freedom

Language: The use of active and passive voice:

Active: Muslims enjoy many rights in Islam.

Passive: People's rights are granted by Allah.

Values

- Understand universal human rights and their importance.
- Promote equality and fairness in interpersonal relations.
- Appreciate the value of compassion and justice promoted through literature, religion, and society.

Materials

Student's Book

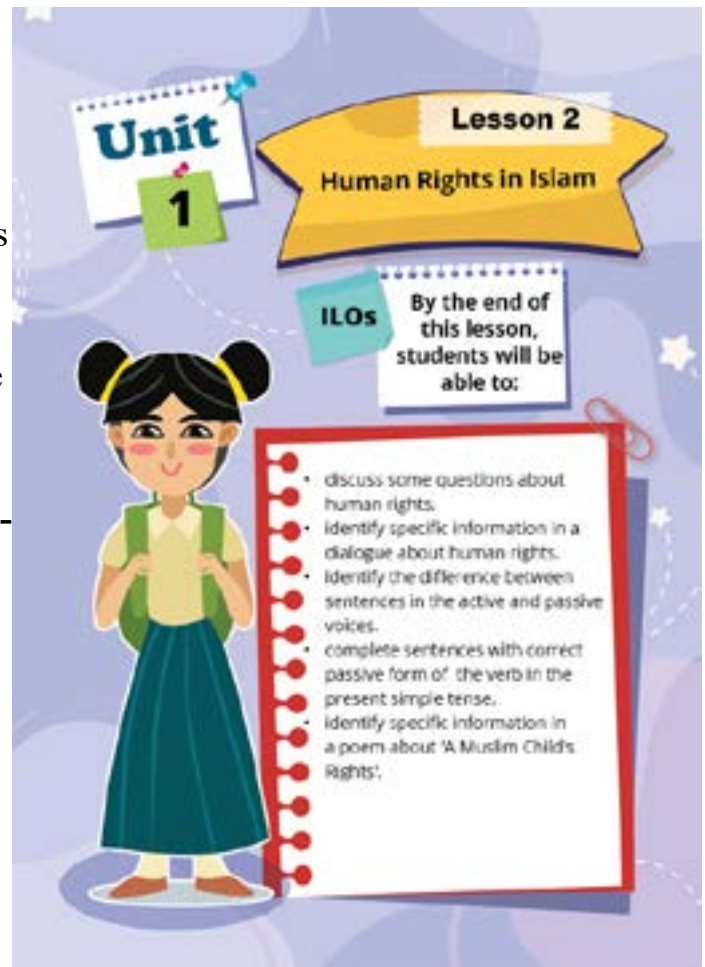
Practice

Printed worksheets for activities

Board and markers

Warm up

1. On the board, write: What are the rights of people in Islam?
2. Invite students to share their thoughts and provide examples from Islamic teachings.



1. Look and discuss

1. Read the two questions aloud to the class and explain that they will think about and discuss these questions.

Question 1: "Why do you think Islam is a religion of justice and equality?"

Question 2: "What are some of your rights as a human being?"

2. Explain the concepts briefly:

For Question 1: Talk about justice and fairness with examples, like treating everyone equally, helping others, and being fair in decisions.

For Question 2: Mention common human rights, such as the right to education, safety, respect, and kindness.

3. Divide students into small groups, give them time to discuss both questions, and write down their answers.

4. Have each group share their thoughts with the class, and then summarize their responses by highlighting key points about fairness, equality, and rights.

Suggested Answers

1. It treats all people equally.
2. Having a safe home and good education

2. Read and tick what is mentioned in the dialogue

1. Introduce the concept of human rights and their importance in everyone's lives.
2. Use relatable examples, like the right to go to school, to help students understand.
3. Read the dialogue aloud to the class.
4. Assign roles to different students (e.g., Miss Wafaa, Donia, Waleed, Menna) to make it interactive and engaging.
5. After reading the dialogue, discuss each of the mentioned rights.
6. Encourage students to share their thoughts and experiences related to each right.
7. Hand out worksheets with the dialogue and the questions.
8. Have students work in pairs or small groups to read and tick the rights mentioned in the dialogue.
9. Conclude with a class discussion on the importance of these rights.
10. Ask students how they can apply these rights in their daily lives and why it's important to respect others' rights.

Answers

- 1.√ 2.√ 3. √ 4.√

Unit 1
Lesson 2

1 Look and discuss

1. Why do you think Islam is a religion of justice and equality?
2. What are some of your rights as a human being?

2 Read and tick what is mentioned in the dialogue

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

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

Miss Wafaa: Excellent. There are some **basic** rights. There is a right to **freedom**. This means we can think what we want, say what we want and live where we want.

Waleed: Do we also have a right to justice?

Miss Wafaa: Yes! Very good Waleed. Justice is important in Islam. Everyone should be **treated** equally and fairly.

Menna: My Mom says all people are equal before the eyes of Allah.

Miss Wafaa: Yes. That's very true. The color of a person's skin, their **nationality** or their gender are not important. It's their belief of Allah and their good **deeds** that are important.

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3 Read and underline the verb. Then, write active or passive

Top Tip: Introduction to Active and Passive Voice

1. Explain that sentences can be written in two ways: active and passive voice.
2. Teach students to identify the verb and the subject in a sentence.
3. Explain that in active voice, the subject performs the action, while in passive voice, the action is performed on the subject.
4. Provide clear examples:

Active: The guard opens the door every morning.

Passive: The door is opened every morning.

5. Let your students practice with examples using the model answer to guide students in identifying and converting sentences between active and passive voice:

Active: Muslims enjoy having many rights in Islam.

Passive: People's rights are granted by law.

Answers

1. Active
2. Passive
3. Active
4. Passive
5. Active

3 Read and underline the verb. Then, write active or passive

Top Tip Compare Active and Passive

Active	Passive
• The guard opens the door every morning.	• The door is opened every morning.
• They send emails every morning.	• Emails are sent every morning.

1. Muslims enjoy having many rights in Islam. (Active)

2. People's rights are granted by law. (.....)

3. The UN tries to find solutions to the world's problems. (.....)

4. Everyone is treated equally and fairly in Islam. (.....)

5. Dad keeps his money in a bank. (.....)

4 Complete the sentences with the correct passive form of the verb in parentheses

1. Smoking is allowed in this restaurant. (allow)

2. Problems after many years of trying. (solve)

3. Muslims to respect others. (teach)

4. Wonderful poems by this writer. (write)

5. Free education to all children in Egypt. (give)

6. Food in the market. (sell)

4. Complete the sentences with the correct passive form

This task is considered an extension to the previous one, so you just need to:

1. Explain that in passive voice, the verb changes to a form of “to be” + the past participle of the main verb.
2. Provide a step-by-step process for changing verbs from active to passive.
3. Change the verb to the correct passive form (appropriate form of “to be” + past participle).
4. Use the provided sentences to practice changing the verb to its passive form:

1. Smoking is allowed in this restaurant.

5. By focusing on the verbs and providing clear explanations and practice, students will be able to understand and apply the concept of passive voice effectively.

Answers

1. is allowed
2. are solved
3. are taught
4. are written
5. is given

5. Read and match

1. Begin with a brief introduction about the poem and its theme.
2. Have the students read the poem aloud. You could read it to them first, then let them take turns.
3. Address any difficult words or phrases. Explain their meanings within the context of the poem.
4. Encourage students to share their thoughts on the poem's theme and main idea.
5. Divide the students into small groups and ask them to discuss their interpretations of the poem.
6. Provide guiding questions for discussion, such as: What emotions do you think the poet wants to convey? How do the different elements of the poem contribute to its overall meaning?
7. Hand out the matching exercise and let the students work on it individually or in pairs.
8. Go over the answers together as a class and discuss why certain answers are correct.

Answers

1. c
2. e
3. d
4. b
5. a

**Unit 1
Lesson 2**

5 Read and match

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

1. What does Aly compare his parents to? (c) a. candles in the darkness
2. What did Aly's parents give him when he was born? () b. the Noble Quran
3. What do Aly's parents watch? () c. the moon and sun
4. What do Aly's parents teach him about? () d. his steps
5. What does Aly compare his brother and sister to? () e. a kiss

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PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

1. freedom
2. equally
3. deeds
4. justice

2 Read and answer.

1. Islam teaches that everyone should be treated equally and with respect
2. Allah gives human rights to people in Islam.
3. Because it helps individuals improve themselves and benefit others.
4. b
5. c
6. b

3 Underline the sound /ʃən/ in these sentences.

1. The magi**cian**
2. The competi**tion**
3. The solu**tion**
4. The musi**cian**

4 Read Aly's second poem about children's rights, then write a positive comment for him.

Students' own answers

Lesson 3 Human Fraternity Document SB page ..., PB Pages....

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

- discuss some questions about the 'Human Fraternity Document'.
- identify the main idea in a reading text about the 'Human Fraternity Document'.
- use the newly learnt vocabulary in context correctly.
- identify the noun and the subject pronoun in sentences.
- complete a fact file about the famous religious character 'Sheikh Mohammed Metwaly Al-sha'rawy'.

Vocabulary: document tolerance principles religion
race make sure

Language: The difference between nouns and subject pronouns:

- . **People** love the Grand Imam.
- . **They** love the Grand Imam.

Values

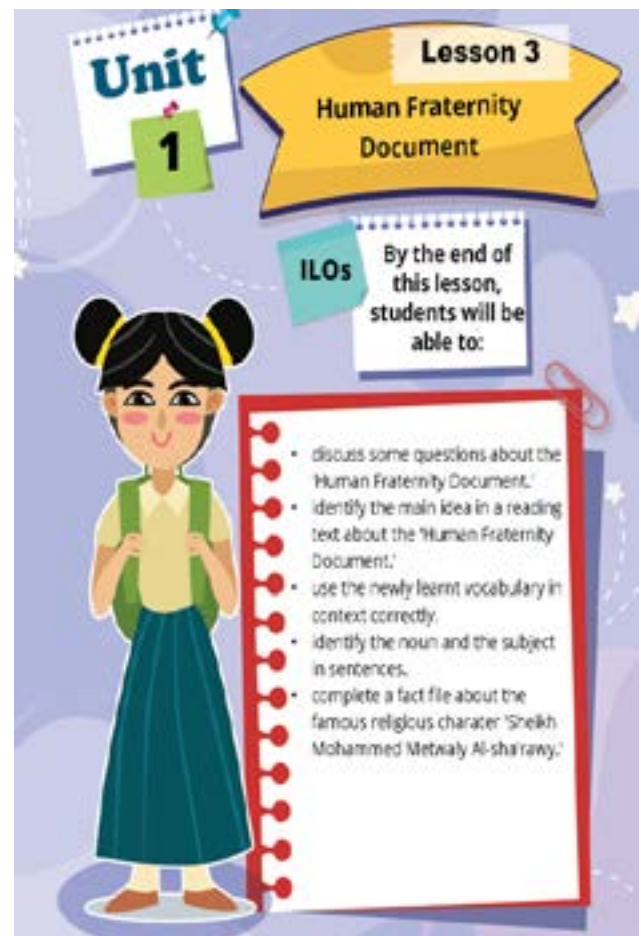
- Understand universal human rights and their importance.
- Promote equality and fairness in interpersonal relations.
- Appreciate the value of compassion and justice promoted through literature, religion, and society.

Materials

- Student's Book
- Practice Book
- Audio recording
- Fact file template

Warm up

1. Visual Introduction: Display an image of the Grand Imam Dr. Ahmed Al-Tayeb and Pope Francis.
2. Start with a simple question to engage students about what "fraternity" means to them.
3. Share a brief, relatable story to illustrate the concept.
4. Ask students to reflect on the story and discuss why supporting and respecting each other is important.
5. Divide students into groups and give them a scenario to solve together, focusing on inclusion and respect.
6. After the group activity, bring the class together to share ideas and discuss how practicing human fraternity can improve the world.



1. Look and discuss.

1. Display the picture of the Grand Imam and Pope Francis signing the 'Human Fraternity Document.'
2. Facilitate a guided discussion.
3. 1. Divide the students into small groups of 3–5 members. This will allow them to discuss their observations together.
4. Tell the students to carefully observe the picture for a few minutes. Ask them to focus on the people, their attire, expressions, and what they are doing.
5. Give the groups two questions to answer:
 - Who are in the picture?
 - What are they doing?
6. Allow each group time to discuss their answers. Set a timer for about 5–7 minutes to keep the task focused.
7. After the discussion, ask each group to share their answers with the class.
8. As they share, encourage other groups to add or refine their answers.
9. Conclude the activity by confirming the correct answers and briefly summarizing the context of the picture.

Answers

1. The picture shows the Grand Imam of Al-Azhar, Sheikh Ahmed El-Tayeb, and Pope Francis with the leaders of the UAE.
2. They are signing the Document on Human Fraternity in Abu Dhabi, an important agreement promoting peace, coexistence, and interfaith dialogue.

Top Tip for Life

Value 'Fraternity'

1. Highlight the meaning and importance of fraternity. 'Fraternity' means brotherhood and unity among individuals. It promotes equality, peace, and collective well-being.
2. Be kind; it costs nothing but means everything. Here, the teacher relates this value to the same point mentioned in the Noble Quran that all human are born to the same male and female and they need to cooperate and live together in harmony.

1 Look and discuss

1. Who are the people with the Grand Imam, Professor Ahmed Al Tayeb in the picture?
2. What do you think they are doing?



2. Read and Answer.

1. Provide students with the text about the 'Human Fraternity Document'.
2. Ask students to look at the picture and ask some simple questions about it: Who are in the picture? What are they doing? Where are they?
3. Tell students that they are going to read a text about 'Human Fraternity Document' and explain the title to them. Fraternity means brotherhood and unity among individuals all over the world.
4. Ask students: What is the importance of fraternity? Elicit some answers from two students, at least.
5. Pre teach the new vocabulary, the words in bold, using Arabic.
6. Tell students to read the text silently for two minutes to answer the question: When is the 'International Day of Human Fraternity'? Then, check the answers orally.
7. Put the students into groups and assign them five minutes to read the text and find answers to the questions.
8. Go through the class to make sure that they are doing the task well, provide help when necessary.
9. Check answers with the whole class by asking a student from each group to answer a question.
10. Read the text aloud for students, this is a model reading.
11. If there is time, engage students in shared reading; three students and each student reads a paragraph from the text.



Answers

1. The Grand Imam, Dr. Ahmed Al- Tayeb and His Holiness Pope Francis.
2. On the February 2, 2019
3. In the United Arab Emirates
4. The need for world peace and tolerance.
5. d

3. Complete the sentences with words from the box.

1. Write vocabulary words on the board: document, tolerance, principles, religion, and race.
2. Students work in pairs to complete the sentences.

3. Discuss answers as a class.

Answers

1. religion
2. document
3. make sure
4. principles
5. race
6. tolerance

4. Read and underline the subject. Then, write the correct subject pronoun in each sentence.

Grammar Focus: Nouns and Subject Pronouns

Nouns are the names of people, places, things, or ideas, like “father,” “happiness,” or “table.” Subject pronouns, on the other hand, are used to replace these nouns when they are the subject of a sentence. Examples include “he,” “she,” “it,” “you,” “we,” and “they.”

1. Briefly explain nouns and subject pronouns (he, she, it, they, etc.).
2. Provide practice sentences for students to replace nouns with pronouns.
3. Students underline the nouns and write the correct pronouns.

Answers

1. People (They)
2. Ahmed Zewail (He)
3. My family and I (We)
4. Yasmin (She)
5. Zeina and Hana (They)

Unit 1
Lesson 3

3 Complete the sentences with the correct word from the box.
document tolerance principles religion race make sure

1. Islam is the religion of peace.
2. Please sign this _____ and send it to me.
3. Please _____ to be on time.
4. The important _____ of peace and equality are part of the United Nations.
5. A person's _____ is not important because it is only the color of their skin.
6. She is always angry. She has no _____ for anyone.

4 Read and underline the subject. Then, write the correct subject pronoun in each sentence.

Top Tip

Nouns and Subject Pronouns
A noun refers to a person or a thing: father / happiness / table
A subject pronoun refers to a noun which is a subject.
Subject pronouns are he, she, it, you, we, and they.

1. People love the Grand Imam.
They love the Grand Imam.
2. Ahmed Zewail was a famous scientist.
_____ was a famous scientist.
3. My family and I live in Behira.
_____ live in Behira.
4. Yasmin is a clever person.
_____ is a clever person.
5. Zeina and Hana are good pupils.
_____ are good pupils.

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5. Listen and complete the table.

1. Go through the ‘Before you listen’ questions with the students.
2. Since the man in the picture, Sheikh Mohammed Metwaly Al-Sha’rawy’, is a public religious figure in Egypt, start discussing the questions with the students as a whole class.
3. You can add another question: When is his TV program usually presented on TV? Do you remember its exact time to be on? (Answer: in the month of Ramadan, a few minutes before Iftar)
4. Now, tell the students that they are going to listen to a short text about Sheikh Mohammed Metwaly Al-Sha’rawy’, and they have to complete the missing information in the table.
5. Play the audio or read the text and ask the students to focus and write down

the missing information.

6. Students listen a second time to the text to check their answers with a peer.

7. Check answers with the whole class by asking some students to come to the board and write the missing information.

8. You can ask extra questions to check students' overall understanding: What do you think of this famous character? Would you like to be like him one day? Why

Listening Text

Sheikh Mohammed Metwaly Al-Sha'rawy was one of the most famous Sheikhs in the Islamic world. He was born in Daqadus, Dakahlia in 1911. By the age of 11, he had memorized the Noble Qur'an. He could recite every word from memory. He was a very intelligent man. He knew a lot about the Qur'an and Islamic studies. He had important positions across the Arab World, Saudi Arabia, Algeria and, of course Egypt. He died in 1998, but his television program is still popular.

Before you listen: Students' own answers

Answers

Name	Sheikh Mohammed Metwaly Al-Sha'rawy
1. Year of birth	1911
2. Place of birth	Daqadus, Dakahlia
3. Personal traits	He was a very intelligent man. He knew a lot about the Qur'an and Islamic studies
4. Special achievements	.He memorized the Noble Qur'an He worked in the Arab World, Saudi Arabia, Algeria, and Egypt .His television programs are still popular
5. Year of death	1998

PRACTICE BOOK ANSWER KEY

1. Read and complete the dialogue.

1. fraternity
2. equality
3. freedom
4. peace

2. Circle the odd one out and replace it with a correct one.

1. war → unity
2. house → shelter
3. chair → garden
4. car → boat

3. Read and answer.

1. It was signed in the UAE.
2. Peace, equality, tolerance, and fraternity.
3. To spread the principles of the Human Fraternity Document.
4. b
5. b
6. c

4. Read again and match.

(A)	(B)
The Grand Imam	.signed the document
February 4 th	.International Day of Fraternity
United Arab Emirates	hosted the signing of the document

Lesson 4 Charles Dickens: The social justice campaigner

SB pages PB pages.....

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

- discuss some questions related to Charles Dickens.
- identify specific information in a dialogue about Charles Dickens
- use the newly learnt vocabulary in context correctly.
- Put the events from the summary of 'David Copperfield' in order.
- scan the 'Social Justice Problems' in a summary David Copperfield's novel to identify true information.

Vocabulary: justice, equality, society, campaigner, relevant, society

Values:

- Understand universal human rights and their importance.
- Promote equality and fairness in interpersonal relations.
- Appreciate the value of compassion and justice promoted through literature, religion, and society.

Materials:

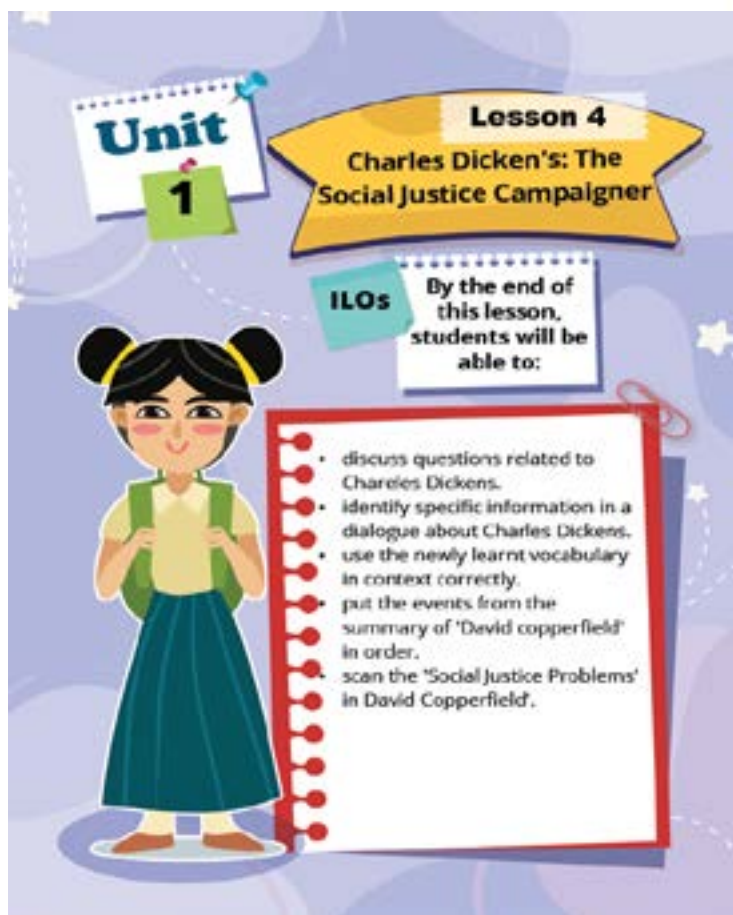
Student's Book

Practice Book

Flashcards with vocabulary

Warm up

1. Write "Charles Dickens" on the board and ask students to share words that come to mind. Encourage them to think about what they've heard or read about Dickens.
2. Show students a picture of Charles Dickens or one of his book covers. Ask them to make inferences about what kind of writer he might have been based on the image.
3. Write down social issues (e.g., poverty, inequality, child labor) on slips of paper. Ask students to act out the issues without speaking, and their peers have to guess what it is.



4. Ask students to think about what they know about Charles Dickens or the Victorian era. Then, pair them up with a partner to share their thoughts and ideas.
5. Create a KWL (Know, Want to know, Learned) chart on the board. Ask students to share what they already know, what they want to learn, and what they'll discover during the lesson.
6. Ask students to write down what comes to mind when they hear the name 'Charles Dickens'. This can help get their thoughts flowing and prepare them for the lesson.

1. Look and discuss.

1. Show the picture of Charles Dickens and ask students who they think he was.
2. Ask when they think he wrote his works and why.
3. Explain briefly about the 19th century and issues like poverty and inequality.
4. Discuss why understanding writers from other countries helps us learn about different cultures and ideas.
5. Highlight how Dickens focused on justice and fairness, making his works timeless.
6. Encourage students to share how fairness and equality can impact everyday life.
7. Conclude by emphasizing the importance of social justice and how literature inspires it.



Suggested Answers

1. In 1800, because he is writing with a feather not a pen.
2. To know the culture of different countries.

Top Tip for Life

'Justice' means fairness and equality. Here, the teacher highlights Charles Dickens a campaigner for social justice as he wrote a lot about social justice. He advocates that fairness and equality should be for people in everyday life.

2. Read and tick (✓) all the things Menna and Suzan talked about.

1. Write the bold words on the board and explain their meanings briefly with examples.
2. Read the dialogue aloud with students, pausing at bold words to discuss their meanings in context.
3. Ask students how Dickens' characters and ideas about justice are still relevant today.
4. Let students use the bold words in their own sentences.
5. Conclude by linking Dickens' work to fairness and equality.

Answers

1. (✓)
3. (✓)
5. (✓)
6. (✓)

Top Tip

To pronounce and spell long words correctly, divide them into syllables, e.g., character: char / ac / ter. Be careful of the words that have silent letters e.g., campaigner: cam/ paign/er.

1. Explain that dividing words into syllables makes them easier to pronounce.

2. Demonstrate with examples like char/ac/ter and cam/paign/er, clapping for each syllable.

3. Highlight silent letters like the g in “campaign” and explain they aren’t pronounced.

4. Practice dividing and pronouncing words as a group, focusing on syllables and silent letters.

5. Give students words to divide and pronounce, then review together

**Unit 1
Lesson 4**

Menna: Yes! A social justice campaigner wants all people to have good lives, for example, free education, healthy food and safe homes.

Suzan: I understand! Those things are important. Why was Charles Dickens a social justice campaigner?

Menna: He wrote about those social problems in his books. Many of his **characters** were poor children. They had very difficult lives and they had to work hard.

Suzan: But, they were children! Did they go to school?

Menna: Not always. Some had no time for school because they needed money for food and clothing.

Suzan: That's terrible! Is this the reason why our teacher thinks Charles Dickens is **relevant** to society today?

Menna: Yes! You are a clever girl!

Top Tip **Syllables**

To pronounce and spell long words correctly, divide them into syllables, e.g., character: char / ac / ter. Be careful of the words that have silent letters e.g., campaigner: cam/ paign/er.

1. Charles Dickens' nationality	(✓)
2. Charles Dickens' year of birth	()
3. The meaning of social justice	()
4. The names of Charles Dickens' books	()
5. The characters in the books of Charles Dickens	()
6. The importance of Charles Dickens today	()

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3. Complete the sentences with words from the box.

1. Write the words (author, campaigner, society, character, terrible, and relevant) on the board and briefly explain their meanings.
2. Read the first sentence together and guide students to choose the correct word.
3. Have students complete the remaining sentences individually or in pairs.
4. Review answers as a class, explaining the reasoning behind each choice.

Answers

1. campaigner
2. character
3. author
4. relevant
5. terrible
6. society

3 Complete the sentences with the correct words from the box

author campaigner society character terrible impactful

1. Charles Dickens was a social justice **campaigner**.
2. Goha is a funny
3. Taha Hussein was a famous Egyptian
4. Sheikh Al-Sha'rawi is still today.
5. I have a stomachache.
6. Life in Charles' Dickens' was difficult.

4. Read and put the events from the 'Summary of David Copperfield' in order.

1. Read the summary aloud as a class or in groups, ensuring students understand

the main points.

2. Write the key events on the board in mixed order.

3. Divide students into groups to arrange the events in the correct sequence.

4. Groups share their answers, and the class discusses the correct order.

Answer:

1. David's mother married Mr. Murdstone.

2. David's mother sent him away to school.

3. David ran away to live with his aunt.

4. David met Agnes.

5. David married Dora.

6. David married Agnes.

Critical Thinking

1. Highlight the role that writers can play to change the conditions in their societies through their writings by asking students: 'Do you think writers can change the conditions in their societies through their writings? Why?'

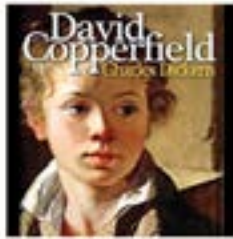
2. Break down the question by considering what "changing the conditions of society" means, who "writers" are, and how writing might influence change.

3. Think about both sides of the issue: Can writing alone change society, or do other actions like activism or laws also play a role in creating change?

4. Use examples of writers who have influenced society, either in the past or today. Reflect on how their work impacted public opinion, movements, or societal norms

5. Open interactive discussion with your students to exchange opinions and information.

4 Read and put the events from the 'Summary of David Copperfield' in order



A summary of David Copperfield

David Copperfield was written by Charles Dickens. It is the story of a boy who had a terrible life after his mother married Mr. Murdstone. There were problems between David and Mr. Murdstone, and David's mother sent him away to school. Then, David's mother and brother died. David was very sad and he ran away to live with his aunt. His aunt sent him to school, and at the age of 17 David left school.

David went to work and met Agnes and her father. He called Agnes his 'good angel.' She was very kind and **looked after** him. Then, David met Dora. He married Dora, but she died.

Later he met Agnes again. He married her and became a successful author.

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5. Read 'Social Justice Problems in David Copperfield' again and tick (✓) the true sentences.

1. Assign students another three minutes to read the text **Social Justice Problems in David Copperfield** and tick the true sentences.
2. Check answers as a whole class.
3. If there is time, ask a good student to read the text.

Answers

1. The social justice issues in David Copperfield are difficult to understand. (✓)
2. David Copperfield was always poor. ()
3. David's life was very bad after his mother's marriage. (✓)
4. David enjoyed his life and his work after his mother died. ()
5. Dickens believed poor people have many problem. (✓)
6. The issues in David Copperfield are important in today's world. (✓)

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Read 'Social Justice Problems in David Copperfield' again and tick (✓) the true sentences

1. The social justice issues in David Copperfield are difficult to understand
2. David Copperfield was always poor.
3. David's life was very bad after his mother's marriage.
4. David enjoyed his life and his work after his mother died.
5. Dickens believed poor people have many problem.
6. The issues in David Copperfield are important in today's world.

Mini-Project

Human Rights Magazine

1. The aim of the projects is to promote students' collaboration and communication skills; in addition to understanding how responsible for designing a magazine together.
2. The project is explained in detail in the Student's Book.
3. Assign students one week to submit their magazine.
4. Assess the students' projects using a rubric.
5. Give supportive feedback for all the groups, showing the points of strength and points of weakness. You can also thank them in the morning assembly.
6. Publish the magazine in a clear place in the institute so the students feel proud of their achievement

PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

1. campaigner
2. society
3. problems
4. justice

2 Circle the odd one out and replace it with a correct one.

- problems → well-being
- society → lawyer
- washing machine → computer
- terrible → important
- justice → Yara

3 Fill in the gaps with words from the box.

1. author
2. character
3. terrible
4. campaigners
5. society

4 Write a short paragraph of six sentences about.

Charles Dickens and Fairness

Charles Dickens was a great English author who cared about justice and fairness. He wrote many stories to highlight the struggles of poor children in his time. Dickens believed in equality and wanted everyone in society to have the same opportunities. Through his books, he showed how important it is to treat people with fairness. His works helped people understand the value of justice. Dickens' legacy continues to inspire efforts for equality in modern times.

Unit 2

Sustainable Living in Egypt

Grammar

- Adjectives and adverbs
- Passive and active voices (past simple)

Phonics

- Homophones **i.e.** I, eye

Critical Thinking

- Why do you think Egypt's National Projects are important?

Study Skills

- Critical thinking and problem solving



Unit 2 Sustainable Living in Egypt

Lesson 1 What's going on? SB pages, PB pages.....

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

- discuss questions related to protecting the environment.
- identify specific information about 'sustainable life in Egypt' in a text.
- recognize new vocabulary using definition.
- use newly learnt vocabulary in context correctly.
- Differentiate between adjectives and adverbs..
- write a paragraph about what to do to enjoy a sustainable way of living using the ideas they have learnt.

Vocabulary: population, billion, Sustainable, affect, waste, organic, reusable.

Language:

Adjectives and Adverbs

- **Adjectives:** Describe or give more information about a noun or pronoun.
 - **Examples:** happy, young, cold
 - The little girl has a lovely dress.
- **Adverbs:** Modify a verb, an adjective, or another adverb. They tell how something is done.
 - **Examples:** slowly, quickly, badly
 - The turtle walks slowly.
- **Values:**
 - Emphasize environmental awareness and responsibility.
 - Encourage respect and care for shared resources.
 - Environmental care and collaboration.
 - Empathy and civic responsibility.
 - Importance of sustainability and urban development.

Materials:

Student's Book pages

Practice Book pages



Flashcards with vocabulary related to sustainable living.

Writing worksheets

Warm up

1. Display 2–3 pictures showing environmental issues (e.g., pollution, recycling).
2. Ask students:
 - What do you think these pictures are trying to tell us?
 - Why is sustainable living important?
 - What can you do to help the environment?
3. Encourage students to brainstorm ideas and write them on the board.

1. Look and Discuss

1. Set context: Begin by asking students if they know about environmental problems such as pollution or climate change. Let a few students share what they know.
2. Show pictures: Display the two pictures. Ask students to look carefully and describe what they see in each.
3. Hold a discussion: Ask the first question: What do you think these pictures are trying to tell us?
4. Encourage students to share their ideas and observations about the images.
5. Guide them to connect the pictures to environmental issues.
6. Move to the second question: “Why do you think it’s important to live in a way that helps the environment?”
7. Discuss why protecting the planet benefits everyone.
8. Conclude with the third question: “What can you do to help the environment?”
9. Encourage students to suggest simple actions, like recycling, saving water, or using less plastic.
10. Collaborative Brainstorming: In small groups, ask students to think of at least three ways they can contribute to improving the environment. Let them share their ideas with the class.
11. Reflection: Have each student write a short answer to one of the three questions to reflect on what they learned.
12. Let the discussion stay interactive and supportive, encouraging creativity and participation.

Unit 2
Lesson 2

1 Look and discuss



1. Have you ever done any volunteering? Why do you think volunteering is important?

2. What has the Egyptian government done to help people have a decent life?

2 Read and answer

The Egyptian Government is very interested in helping the poor. The 'Decent life Initiative' is one example of this. One project under this initiative is the building of homes for the poor living in rural and urban places.



These are not luxury homes, but they are built well and meet the basic needs of living. They have clean water, electricity, and gardens for people to enjoy. Often, people do not have to move far away from their old homes, so children can continue in their schools with their friends.



The government also provides jobs to these people and helps them to do their own small projects, like starting a small kiosk to sell snacks and drinks. In rural areas, people may ask the government to provide a cow, sheep, or chickens to earn their living.

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Suggested Answers

1. The earth is suffering / Pollution is bad for the environment.
2. Living well and thinking of the needs of future generations.
3. I can save energy and reduce waste to help the environment.

Top Tip

Sustainable living is like playing with toys with your friends. We all want to use the toys, but we shouldn't take all of them. We need to share!

- Highlight the importance of sharing and conserving resources to ensure everyone has access to what they need while protecting the environment.

2. Read and Answer.

1. Introduce the text: "Today, we'll read about sustainable living in Egypt and learn how we can make better choices for the environment."
2. Pre-teach vocabulary (e.g., sustainable, reusable, organic, pollution). Use flash-cards and simple sentences to explain.
3. Ask students to look at the text and quickly skim through it to get a general idea of what it's about.
4. Highlight key words in the text like "population," "sustainable living," "organic foods," and "reusable products."
5. Read the passage together as a class or in pairs, pausing to explain any difficult words or concepts.
6. After reading, guide students to locate the answers to the questions in the text using scanning techniques.
7. For the first question, help students find the information about the world's population in 2050 and select the correct answer.
8. For the second question, go over each option and discuss why it is or isn't an example of sustainable living.
9. Ask students to explain their answers to ensure they understand the reasoning behind them.
10. Discuss how the ideas in the text can be applied to their daily lives, such as saving water or using reusable items.
11. Ask students to summarize the text in a few sentences to check comprehension.
12. End by asking each student to share one sustainable habit they can practice at home or school

Answers

1. b 2. d 3. b 4. a

3. Read and match.

1. Begin by explaining that the goal is to connect words with their correct meanings.
2. Read the words and definitions aloud, one at a time, while students follow along. Use simple examples for each word to help clarify their meanings.
3. Ask students to share their ideas about what the words might mean. Give hints or guide them if needed.
4. Pair students and let them discuss the words and definitions. Encourage them to work together to match them.
5. Write the words and definitions on the board (or provide them on cards). Ask students to come up and match one pair while explaining their choice.
6. After everyone has finished, review the answers together. Use the opportunity to discuss the meanings further if any are unclear.
7. Ask students to use each word in a sentence to reinforce understanding.

Answers

1. d
2. a
3. f
4. b
5. c
6. e

Unit 2
Lesson 1

3 Read and Match

1. population (d)	a. 1,000,000,000
2. billion ()	b. unwanted or unusable material
3. affect ()	c. using ways of farming that do not use chemicals
4. waste ()	d. the number of people living in a particular area or country
5. organic ()	e. can be used again
6. reusable ()	f. to make a change or a difference on someone / something

4 Complete the sentences with words from Ex. 3

1. More than one **billion** people live in China.
2. My uncle grows _____ vegetables on his farm.
3. Egypt's _____ increases every year.
4. Reducing _____ helps us have a sustainable way of living.
5. The food you eat _____ your health.
6. Mom brings the shopping items in _____ paper bags.

4. Complete the sentences with words from Ex. 3.

1. Read each sentence aloud.
2. Students fill in the blanks with words from the vocabulary list.

Answers

1. billion
2. organic
3. population
4. waste
5. affects
6. reusable

5. Read and tick (✓): Adjective or Adverb.

Top Tip

The difference between adjectives and adverbs lies in what they describe and how they are used.

Adjectives:

Describe or modify nouns or pronouns.

Answer questions like what kind? Which one? How many?

Examples:

The beautiful painting. (Describes painting)

She has three apples. (Describes apples)

Adverbs:

Describe or modify verbs, adjectives, or other adverbs.

Answer questions like how? When? Where? To what extent?

Often (but not always) end in -ly.

Examples:

He ran quickly. (Describes ran)

She is very happy. (Describes happy)



1. Introduce adjectives and explain their role in describing nouns or pronouns with examples.
2. Introduce adverbs and explain how they modify verbs, adjectives, or other adverbs with examples.
3. Write a few sentences on the board and have students identify adjectives and adverbs.
4. Discuss why each identified word is an adjective or an adverb and encourage students to create their own sentences.
5. Read each sentence from the provided exercise aloud and ask students to identify adjectives and adverbs, guiding them to tick the correct column.
6. Have students work in pairs or small groups to complete the exercise for collaborative learning.
7. Review the exercise as a class, discuss answers, and address any misconceptions.

Answers

Sentence	Adjective	Adverb
This calculator helps me do the math sums <u>quickly</u>		✓
We should have <u>healthy</u> diets	✓	
This paper bag is <u>reusable</u>	✓	
People should use water <u>wisely</u>		✓
I can play video games on my tablet <u>easily</u>		✓
<u>Electric</u> cars and trains are good for the environment	✓	

1. Use principles from the reading (e.g., zero waste, organic foods, sustainable transportation).
2. Start with a strong opening sentence.
3. Include details and examples to support their ideas.

Example Starter: “Sustainable living is important because it helps protect our planet. I can make a difference by using sustainable transport, eating organic foods, and reducing waste by recycling and reusing products whenever possible.”

Instructions:

1. Encourage students to brainstorm ideas before writing.
2. Monitor the class and provide support where necessary.

Sentence	Adjective	Adverb
1. This calculator helps me do the maths sums <u>quickly</u> .		quickly
2. We should have <u>healthy</u> diets.		
3. This paper bag is <u>reusable</u> .		
4. People should use water <u>wisely</u> .		
5. I can play video games on my tablet <u>anonymously</u> .		
6. Electric cars and trains are <u>good</u> for the environment.		

3. Allow some students to share their paragraphs with the class.

A Suggested Paragraph

It is very important to take care of our planet. To do this, people have to learn about the sustainable living. We should understand how our lifestyle choices affect the world around us. We should use water wisely and protect water sources from pollution. We can support local and organic foods. We can also use green transportation such as electric trains and cars, and walking or cycling. Everyone should save the planet and live sustainably.

PRACTICE BOOK ANSWER KEY

1 Fill in the gaps with words from the box.

1. population
2. organic
3. reusable
4. waste
5. affects

2 Circle the word with the same sound as the underlined word.

1. waste: (a) taste
2. green: (a) seen
3. share: (c) care

3 Read and tick (✓) or false (✗). If false, correct the false one.

1. ✓
2. ✗

By 2050, the world's population will reach nearly 10 billion.

3. ✗

Sustainable transport includes options like cycling, walking, and using public transportation, not just cars.

4. ✓
5. ✓

4 Match the words with their meanings.

Word	Meaning
a. population	c) can be used again)
b. organic	a) the number of people in a place)
c. reusable	b) growing without chemicals)
d. affect	d) to make a change)
e. waste	e) unwanted or unusable material)

Lesson 2 Decent Life Initiative “Hayah Kareema” SB pages PB page

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

- discuss some questions related to ‘Decent Life Initiative’ in Egypt.
- identify the main ideas in a text about the ‘Decent Life Initiative’.
- use the newly learnt vocabulary in context correctly.
- figure out examples for commas in a reading text.
- Punctuate sentences correctly.

Vocabulary: initiative, rural, urban, provide, earn

Language:

- Use a comma to separate things in a list. I bought apples, mangoes, and figs.
- Use a comma + a conjunction (and, but, and so) to connect two sentences. He went to bed early, but he couldn’t sleep.

Values:

- Emphasize environmental awareness and responsibility.
- Encourage respect and care for shared resources.
- Environmental care and collaboration.
- Empathy and civic responsibility.
- Importance of sustainability and urban development.

Materials:

Student’s Book

Practice Book

Printed worksheets for activities

Board and markers

Warm up

1. Begin by asking students, “What does it mean to live a good life?” and encourage them to share their thoughts.
2. Present a relatable scenario about a family lacking basic needs, like clean water or access to school, and ask how their lives could improve if they received help.
3. Show a photo, describe a story, or share a short video of a community being supported or improved.



4. Divide students into small groups and ask them to list three things they believe everyone needs to live well.
5. Invite each group to share their ideas with the class.
6. Wrap up by telling the students they'll explore how efforts to help others can create big changes for entire communities.

1. Look and discuss

1. Display images related to volunteering and the “Decent Life Initiative.”
2. Ask students:
 - Have you ever done any volunteering? Why do you think volunteering is important?
 - What has the Egyptian government done to help people have a decent life?
3. Encourage students to share their thoughts and write key points on the board.

Suggested Answers

1. Yes, I spent a day at an orphanage in April. I think volunteer work is important because there are many people that need help like old people and homeless people.
2. The Egyptian government has built houses for poor people.

1 Look and discuss





Have you ever done any volunteering? Why do you think volunteering is important?

What has the Egyptian government done to help people have a decent

2. Pre-teach vocabulary (initiative, rural, urban, basic needs).
3. Introduce the task by reading the questions aloud to the students.
4. Ask students to scan the text silently and underline the answers to each question.
5. Discuss the answers orally as a class:

Question 1: Highlight where the text mentions “building homes” as a project.

Question 2: Point to the parts about who benefits (poor people in rural and urban areas).

Question 3: Explain what “not luxury homes” means and ask for the description (clean water, electricity, gardens).

Question 4: Refer to examples like kiosks, cows, or chickens in the text.

Question 5: Ask what “they” refers to (homes).

6. Write model answers on the board and have students copy them into their notebooks

Answers

1. Building homes
2. The poor
3. They are built well and meet the basic needs of living. They have clean water, electricity, and gardens.
4. A small kiosk to sell snacks and drinks.
5. Homes

2 Read and answer

The Egyptian Government is very interested in helping the poor. The 'Decent life **initiative**' is one example of this. One project under this initiative is the building of homes for the poor living in **rural** and **urban** places.

These are not luxury homes, but they are built well and meet the basic needs of living. They have clean water, electricity, and gardens for people to enjoy. Often, people do not have to move far away from their old homes, so children can continue in their schools with their friends.

The government also **provides** jobs to these



3. Complete these sentences with words from the text.

1. Write the incomplete sentences on the board and read them aloud to the students.
2. Review the bold vocabulary words (provide, needs, differently abled, largest, rural) by asking students to find them in the text.
3. Use context clues in the text to model how to fill in the blanks for one sentence (e.g., “Cows provide us with meat and milk.”).
4. Ask students to complete the remaining sentences individually.
5. Check the answers together as a class by calling on students to read their sentences aloud.
6. Provide feedback and correct any mistakes

Answers

1. provide
2. earn
3. initiative
4. urban
5. rural

3 Complete these sentences with words from the text

1. Cows **provide** us with meat and milk.
2. My parents work hard to enough money for our basic needs.
3. There is an to help people who are differently abled.
4. The largest area of Egypt is Greater Cairo.

4. Read and fin

Top Tip

- Use a comma to separate things in a list.
I bought apples, mangoes, and figs.

- Use a comma + a conjunction (and, but, and so) to connect two sentences.

He went to bed early, but he couldn't sleep.

1. Explain the rules for using commas:

- To separate items in a list.
- To connect two sentences with a conjunction.

2. Find examples of commas in the reading text.

3. Write the sentence "They have clean water, electricity, and gardens for people to enjoy." on the board.

4. Read the "Top Tip" aloud and explain how commas are used to separate items in a list.

5. Ask students to scan the text to find sentences with commas.

6. When they find a sentence, have them read it aloud and explain why commas are used.

7. Write some of the students' findings on the board and discuss as a class.

Answers

1. They have clean water, electricity, and gardens for people to enjoy.

2. Often, people do not have to move far away from their old homes, so children can continue in their schools with their friends.

3. In rural, people may ask the government to provide a cow, sheep, or chickens to earn their living.

5. Punctuate the following sentences.

1. Write the first unpunctuated sentence (I have jam cheese and bread for breakfast) on the board.

2. Demonstrate how to add commas and a period to punctuate it correctly.

3. Ask students to work individually to punctuate the remaining sentences in their notebooks.

4. Call on volunteers to share their answers, writing them on the board one by one.

Unit 2

Lesson 2

4
Read and find examples for commas in the reading text

Top Tip

Using Commas

- Use a comma to separate things in a list.
I bought apples, mangoes, and figs.
- Use a comma + a conjunction (and, but, and so) to connect two sentences.
He went to bed early, but he couldn't sleep.

1. They have clean water, electricity, and gardens for people to enjoy.

.....

.....

5
Punctuate the following sentences

1. I have jam cheese and bread for breakfast

I have jam, cheese, and bread for breakfast.

2. aly ahmed and omar go to school together

.....

3. i enjoy living in a rural place but i live in cairo now

.....

4. sarah felt sick so she went to the doctor

.....

5. the government provides poor people with homes jobs and a better life

.....

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5. Review each answer with the class, correcting any mistakes and explaining the proper use of commas and capitalization.

Answers

1. I have jam, cheese, and bread for breakfast.
2. Aly, Ahmed, and Omar go to school together.
3. I enjoy living in a rural place, but I live in Cairo now.
4. Sarah felt sick, so she went to the doctor.
5. The government provides poor people with homes, jobs, and a better life.

PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

1. government
2. homes
3. projects
4. children

2 Match the words with their meanings.

word	meaning
a. initiative	b) something fancy, not a basic) need
b. luxury	a) a project or a plan to solve a) problem
c. rural	c) connected to the countryside)
d. electricity	e) to give something to someone)
e. provide	e) a form of energy that powers) homes and devices

3 Write a short paragraph of six sentences about.

How the Decent Life Initiative helps poor people in Egypt

The government in Egypt launched the Decent Life Initiative to support poor people. It builds homes for families in need and provides access to clean water. The initiative focuses on improving life in rural areas. It also renovates schools to help children get a better education. Additionally, it creates jobs for unemployed people. This initiative has helped many Egyptians live a more comfortable and dignified life.

4 Punctuate the following.

I study English, science, and math every day.

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

- Share ideas about the importance of building new cities.
- Listen to a podcast about 'The New Damietta Furniture City' for specific information.
- Read a text about 'The New Alamein City' for specific information.
- Recognize the newly learnt vocabulary using their meanings.
- Recognize active and passive verbs in sentences.
- Structure the correct passive form to complete sentences.

Vocabulary: standards, residents, events, resorts, region

Language:

Comparing active and passive voice (Past Simple)

Active

Passive

- I bought a new dress last month. → A new dress was bought last month.
- The government built houses for poor people. → Houses were built for poor people.

Values:

- Emphasize environmental awareness and responsibility.
- Encourage respect and care for shared resources.
- Environmental care and collaboration
- Empathy and civic responsibility
- Importance of sustainability and urban development

Materials:

- Student's Book
- Practice Book
- Printed worksheets for activities



- Board and markers
- Audio player for the podcast
-

Warm up

1. Greet the class warmly and tell them you'll start with a fun activity.
2. Ask the students to imagine creating a brand-new city.
3. Pose questions like: "What would your city look like?" or "What would you include to make it a great place to live?"
4. Divide the students into small groups and give them paper or whiteboard space with markers.
5. Instruct each group to draw or write three unique features of their imagined city.
6. Give the groups five minutes to collaborate and complete their ideas.
7. Ask each group to share their city idea briefly with the class.
8. Use their ideas to introduce the lesson and connect it to how cities influence life

1. Look and discuss.

1. Begin by showing the pictures to the class and ask students to describe what they see.
2. Read the two questions aloud:
 - Have you ever been to Damietta? What do you think it is famous for?
 - Do you think it is important to have more new cities in Egypt? Why?
3. Allow students time to think and share their answers with the whole class or in pairs.
4. Encourage students to justify their answers with reasons or examples.
5. Summarize their responses and connect them to the topic of new cities in Egypt.

Suggested Answers

Yes, I have. Damietta is famous for sweets and furniture.

Yes, it is because there are many people that needs houses and jobs.

Unit 2 Lesson 3

1 Look and discuss

1. Have you ever been to Damietta? What do you think it is famous for?
 2. Do you think it is important to have more new cities in Egypt? Why?

2 Listen to this podcast and complete the table

1. City:	The New Damietta Furniture City
2. Where is it?	
3. Who built it?	
4. How many workshops and factories are there?	
5. How many people work there?	
6. Where is furniture tested?	

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2. Listen to this podcast and complete the table.

Pre-Listening:

1. Introduce the podcast topic by saying, "We will listen to a podcast about the New Damietta Furniture City."

2. Go through the table with students and explain what information they need to fill in (e.g., city name, location, builder, etc.).

While-Listening:

3. Play the podcast for the first time and ask students to listen carefully without writing anything, just to understand the general idea.

4. Play the podcast a second time, pausing after each section to allow students to write the answers in the table.

Post-Listening:

5. Check the answers together as a class.

6. Replay any sections if students missed some details or need clarification.

7. Discuss the significance of the New Damietta Furniture City based on the completed table.

Answer

City	the New Damietta Furniture City	City
Where is it?	.It is 20 minutes away from the heart of Damietta	
Who built it?	.Engineers from the Armed Forces built it	
How many workshops and factories are there?	It includes 2000 new furniture workshops, 500 large .factories	
How many people work there?	.About a million workers work there	
Where is furniture tested? At the furniture technology center	At the furniture technology center	

Listening Text

Good morning, all. Today I'm going to tell you about the New Damietta Furniture City. This new city is 20 minutes away from the heart of Damietta. It is located on an area of 331 feddans. This city was built by engineers from the Armed Forces. It includes 2000 new furniture workshops, 500 large factories and about a million workers. It also includes the furniture technology center. This is where furniture is tested for quality. Furniture that passes the test is exported all over the world.

3. Read and tick (✓) the true sentences.

1. Ask students what they know about New Alamein City or other modern cities in Egypt.

2. Write the following words on the board: standards, sustainable, residents, events,

region, and port.

3. Explain the meanings of these words using examples and simple language.

4. Read the text aloud while students follow along.

5. Pause after each paragraph and discuss the main ideas and any difficult words.

6. Ask students to find and underline the key vocabulary in the text.

7. Allow students to read the text silently to prepare for the activity.

8. Instruct students to read the statements and decide if each is true or false.

9. Discuss answers as a class and ask students to explain their choices using evidence from the text.

10. Read the critical thinking question: 'Why do you think Egypt's national projects are important?' aloud and ask students to share their ideas.

11. Allow students to discuss the question in pairs.

12. Write sample answers on the board based on students' contributions.

Answers

1. ✓
1. ✓
2. ✓

4. Match the words to their meanings.

1. Read the list of words and their definitions aloud to the students.

2. Explain each word and definition using simple examples.

3. Match one word to its definition as an example and show the thought process.

4. Ask students to complete the matching individually or in pairs.

5. Review the answers together as a class, discussing why each match is correct.

Unit 2
Lesson 3

3 Read and tick (✓) the true sentences

The New Alamein City is on the North Coast of Egypt. It was built to high **standards** so that it would be a sustainable city. New Alamein City has millions of **residents**. They work on global projects in business and international trade. Many important meetings and cultural **events** are held in the luxurious **resorts**.



There is also a huge port for large ships. It is called Al-Fanara Port. This port is one of many important ports in Egypt's Mediterranean **region**. All of these buildings and the port were built by engineers from the Armed Forces and other organizations.

Critical Thinking
Why do you think Egypt's national projects are important?

1. The New Alamein City is on the North Coast of Egypt. (✓)
2. The New Alamein City is not a sustainable city. ()
3. Millions of people work in New Alamein City. ()
4. Expensive and comfortable resorts are in New Alamein City. ()
5. Al-Fanara Port is in Egypt's Red Sea region. ()

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4 Match the words to their meanings

word	meaning
1. standards (d)	a. important things that are happening
2. residents ()	b. an area or place
3. events ()	c. places where many people go for rest, sport, or fun
4. resorts ()	d. levels of quality
5. region ()	e. people who live or have their homes in a place

Answers

1. d
2. e
3. a
4. c
5. b

Top Tip

Active voice: Start with the person or thing doing the action, use the past tense verb, then mention the object.

Example: The boy cleaned the room.

Passive voice: Start with the object receiving the action, use “was” or “were” with the past participle of the verb, and optionally mention who did the action.

Example: The room was cleaned by the boy.

Active focuses on who did the action. Passive focuses on what happened

5. Read and underline the verbs. Then, write active or passive.

1. Explain the difference between active and passive verbs using Past Simple:

•Active: I bought a new dress last month.

•Passive: A new dress was bought last month.

Active	Passive
• I bought a new dress last month.	• A new dress was bought last month.
• The government built houses for poor people.	• Houses were built for poor people.

1. This city <u>was built</u> by engineers from the Armed Forces.	(passive)
2. I bought the groceries last Friday.	()
3. The government provided basic needs for the poor.	()
4. Many trees were planted in my area.	()
5. An important event was held in New Alamein City.	()

2. Read each sentence aloud and underline the main verb in each.

3. Ask guiding questions to identify if the subject is performing or receiving the action.

4. Work on the first sentence as an example, labelling it accordingly.

5. Have students continue with the remaining sentences on their own or in small groups.

6. Review the answers together, clarifying any misunderstandings.

Answers

1. This city was built by engineers from the Armed Forces. (passive)
2. I bought the groceries last Friday. (Active)

3. The government provided basic needs for the poor. (Active)
4. Many trees were planted in my area. (passive)
5. An important event was held in New Alamein City (passive)

6. Complete the sentences with the correct passive form of the verbs in parenthesis.

1. Review the structure needed to complete the sentences correctly.
2. Demonstrate how to fill in the first blank using the correct form of the verb provided.
3. Ask students to complete the remaining sentences independently.
4. Walk around and provide support as they work.
5. Go over the answers together, writing the correct forms on the board and explaining any errors.

Answers

1. Was built
2. Was signed
3. Were written
4. Were delivered
5. Was chosen

6 Complete the sentences with the correct passive form of the verbs in parenthesis

1. This tower was built (build) by the government.
2. The 'Human Fraternity Document' (sign) in the United Arab Emirates
3. A lot of novels (write) by Charles Dickens.
4. The packages (deliver) last Friday.
5. Paris (choose) to hold the Olympic Games in 2024.

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PRACTICE BOOK ANSWER KEY

1 Listen to the text and complete the table.

Question	Answer
1. What is the city mentioned in the text?	The New Damietta Furniture city.
2. Where is it?	Damietta, in the northern part of Egypt.
3. Who built it?	The Egyptian government
4. How many workshops and factories?	1,500 workshops and 150 factories.
5. How many people work there?	Over 30,000 people.

2 Read and complete the dialogue.

1. sustainable
2. environment
3. water
4. waste

3 Read the sentences, underline the verbs, and identify if they are active or passive.

- a. was built → (passive)
- b. bought → (active)
- c. provided → (active)
- d. were planted → (passive)
- e. was held → (passive)

4 Write a short paragraph of six sentences about.

The new Alamein City and its features

The new Alamein City is a modern city located on the Mediterranean coast. This city is designed to be a major center for tourism, trade, and industry. It has a large port to support international trade and transportation. Skilled engineers were involved in its construction to ensure high-quality infrastructure. The city has a pleasant weather year-round, attracting many visitors. The new Alamein City reflects Egypt's vision for sustainable urban development.

Lesson 4 Egypt is making history again!

SB pages PB page

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

- hold a discussion related to a national project
- read a text about 'The Cairo Monorail'
- use the newly learnt vocabulary in context
- recognize homophones appropriately
- research a new national project in Egypt and write five facts about it.

Vocabulary: floats, completion, driverless

Language:

- Discussing ongoing and future national projects
- Using the present tense to describe facts and figures related to travels up to 90 km per hour.
- Correctly using homophones in sentences

Values:

- Emphasize environmental awareness
- Encourage respect and care for shared resources
- Environmental care and collaboration
- Empathy and civic responsibility.
- Importance of sustainability and urban development.

Phonics:

Homophones are pairs of words that sound the same, but have different meanings and different spellings. Examples: I / eye, see / sea, meet / meat.

Materials:

Student's Book

Practice Book

Printed worksheets

Board and markers

Warm up

1. Begin with a question: "What do you think it means for a country to 'make history'? Can you give examples from Egypt's past?"
2. Show an image of the pyramids and ask: "Egypt made history with these long ago. What do you think Egypt is building now to amaze the world?"



3. Present pictures or short clips of the monorail, the New Administrative Capital, or other modern projects without naming them.
4. Ask: "What do you think these projects are? How might they help people or change Egypt?"
5. Let students brainstorm or share their guesses.
6. Transition by saying: "Today, we'll explore how Egypt is making history again with amazing new projects."

1. Look and discuss

1. Briefly introduce the topic to the students.
2. Display the picture of the monorail on the board.
3. Ask students to silently observe the image for one minute.
4. Divide the students into small groups (3-4 students per group).
5. Provide each group with discussion prompts.
6. Allow students to discuss the prompts in their groups for ten minutes.
7. Bring the class back together for a full group discussion.
8. Encourage students to answer these questions:

• Why did the government build the Cairo Monorail?

• Would you like to try it? Why or why not?

9. Have each group share their answers.
10. Write down key points on the board to organize their ideas visually.
11. Summarize the key features and benefits of monorails based on the students' discussions.
12. Highlight the importance of monorails in urban transportation.

Suggested Answers

1. To reduce the traffic in Cairo
2. Yes, I would because I tried the metro and the train and I want to try the monorail.

2. Read and match

1. Begin with a class discussion by asking students what types of transportation they know.

Unit 2
Lesson 4

1 Look and discuss



1. This is the Cairo Monorail. Why do you think the government thought of building it in Cairo?
2. Would you like to try it? Why? Why not?

2 Read and match

Imagine a train that doesn't run on tracks, but **floats** on the rail high above the city streets. That's what the Cairo Monorail will do! After its **completion**, it will be one of the longest **driverless** monorails in the world.

The Cairo Monorail will make travelling around the city **extremely** fast and easy. It can travel up to 90 kilometers (km) per hour, and it can carry up to 45,000 **passengers** per hour. The Monorail will connect important areas of Greater Cairo: the New Administrative Capital, 5th of October City, and the heart of Cairo. The Monorail route will be very long, 54 km and have 21 stations. No more traffic jams or long bus rides!

The Cairo Monorail is a dream come true for the people of Egypt. It will change the way they live and work, it will bring them closer together.




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2. Show pictures of different modes of transport and ask how they are different.
3. Introduce key words from the text: floats, completion, driverless, extremely, passengers, route, traffic jams, and stations.
4. Explain each word using simple definitions, examples, pictures, or gestures.
5. Ask students to predict what the Cairo Monorail might be and how it could help people.
6. Read the passage aloud while students follow in their books.
7. Ask students to listen carefully and think about the main idea.
8. Have students take turns reading the passage aloud in pairs or small groups.
9. Stop at key points to ask comprehension question.

Answers

1. b
2. d
3. a
4. e
5. c

3. Complete the sentences with words from the box

1. Write the words (floats, completion, driverless, extremely, passengers, and route) on the board.
2. Explain the meaning of each word using simple definitions, examples, and pictures or gestures.
3. Read each sentence aloud and ask students to guess the missing word before writing anything.
4. Have students work in pairs to complete the sentences using the correct words from the box.
5. Ask students to read their answers aloud and explain why they chose each word.
6. Write the correct answers on the board and discuss any mistakes.

Answers

1. extremely
2. floats
3. passengers
4. driverless
5. completion
6. route

Unit 2
Lesson 4

1. The monorail is different from a train because ()	a. about 45,000 people.
2. The speed of the monorail is ()	b. it is elevated and it has no driver.
3. The monorail can carry ()	c. it saves people's time.
4. The monorail route is ()	d. up to 90 km per hour.
5. The monorail is a dream come true because ()	e. 5.4 km long.

3 Complete the sentences with words from the box.

floats completion driverless extremely passengers route

1. The price of this shirt is extremely high.
2. The ship _____ on water.
3. A lot of _____ are waiting for the train.
4. In the future, we may ride in _____ cars.
5. You can have dinner after the _____ of your homework.
6. What's the best _____ to take from here to the airport?

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4. Read and circle the correct word

1. Explain that homophones have the same pronunciation but different meanings and spellings.
2. Write two homophones on the board (e.g., “see” and “sea”) and ask students if they sound the same.
3. Read the Top Tip box and give more examples (e.g., “flour/flower,” “pair/pear”).
4. Read each sentence aloud and ask students to think about which word fits best.
5. Have students circle the correct word in pairs, then compare answers.
6. Ask students to share their answers and explain their choices.
7. Write the correct answers on the board and review any difficult words.

Answers

1. son
2. won
3. hear
4. meat
5. see

Unit 2 Lesson 4

4 Read and circle the correct word

Top Tip

Homophones

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

Examples:

I	eye
see	sea
meet	meat

1. Your uncle's (son / sun) is your cousin.
2. Our team (one / won) the match.
3. Talk louder! I can't (here / hear) you.
4. We are having (meat / meet) for dinner.
5. I don't feel well. I need to (see / sea) a doctor.

5 Research a new project in Egypt and write five facts about it

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5. Research a new project and write five facts about it

1. Ask students to think of a topic they are interested in.
2. Explain that they need to find five interesting facts about their chosen topic.
3. Show how to write a fact using a simple example (e.g., “The sun is a star”).
4. Have students research or recall facts and write them in full sentences.
5. Pair students to read and check each other's facts.
6. Ask a few students to share their facts with the class.

Students' own answers

Mini-Project

'New Cities in Egypt' Survey

1. Begin with a class discussion by asking students about cities they know in Egypt and whether they have heard of any new cities.
2. Explain that they will conduct a survey to gather opinions about new cities in Egypt.
3. Divide students into small groups of 4-5 members.
4. Assign roles within each group: leader, recorder, question reader, presenter, and assistant.
5. Hand out the survey sheet to each group and explain the questions.
6. Ask each group to choose five classmates to answer the survey questions.
7. Instruct the recorder to write down the responses in the provided table.
8. Give students time to complete the survey by asking and recording responses.
9. Once all groups have completed their surveys, ask each group to present their findings.
10. Facilitate a class discussion about the responses, noting similarities and differences.
11. Encourage students to think about the reasons for building new cities and the challenges involved.
12. Wrap up by asking students what they learned from the activity.

PRACTICE BOOK ANSWER KEY

1 Fill in the gaps with words from the box.

1. extremely
2. floats
3. passengers
4. driverless
5. completion
6. route

2 Circle the correct word.

1. son
2. won
3. hear
4. meat
5. see

3 Write a short paragraph of six sentences about.

The Cairo Monorail and its importance for Egypt

The Cairo Monorail is a modern transportation system that helps reduce traffic congestion in Egypt. It is fast and comfortable, making it ideal for daily commuters. The monorail connects various stations efficiently, carrying thousands of passengers every day. Its high speed saves time and improves travel experiences. The monorail contributes to modernizing Egypt's infrastructure and providing eco-friendly transport options.

4 Punctuate the following.

Mahmoud didn't travel to Cairo yesterday.

ILOS: To revise the vocabulary and language from units 1 and 2.

Vocabulary: Word endings with similar sounds (e.g., -tion, -cian)

Language: Passive voice in the present simple tense

Warm Up

1. Write the title of the unit, *Human Rights and Social Justice*, in a big circle on the board.
2. Elicit what students still remember from this unit.

1. Listen and tick (✓) or (×).

1. Draw the students' attention to the picture and discuss it with them.
2. Tell them that they are going to listen to a text about *Universal Declaration of Human Rights*.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to read the sentences and say true or false.

Review 1.
Lesson 1

1 Listen and tick (✓) or (×)

1. Human rights are the values that keep society fair, just and equal.	(✓)
2. The Universal Declaration of Human Rights includes 20 articles.	()
3. According to the Universal Declaration of Human rights, prisoners have no rights.	()
4. The article 26 of the declaration is about communication.	()
5. School is free and required at the elementary stages.	()

Listening Text

Human rights are the values that keep society fair, just and equal. In 1948, the United Nations General Assembly announced the 'Universal Declaration of Human Rights'. It includes 30 articles about protecting children, the elderly, (and other people even prisoners. In fact, this universal declaration protects all the people world-wide, and guarantees that people's rights are protected by law since all people are born free and equal. Article number 26 of the declaration is about education. It assures that everyone has the right to education. Education should be free, at least in the elementary and early stages. Elementary education should be required. Parents have the right to choose the kind of education that should be given to children.

Answers

1. (✓) 2. (×) 3. (×) 4. (×) 5. (✓) 6. (✓)

2. Change the sentences from active into passive.

1. Remind students of the present simple tense active and passive by writing a couple of sentences on the board.
2. Go through the model example with students.
3. Assign students five minutes to do the task in pairs.
4. To check answers invite pairs of students: one to read the sentence in the active voice and the other to say it in the passive form.
5. To correct mistakes, ask peers to help saying: Is it correct? Who can correct it?

Answers

1. Human Rights Day is celebrated every year.
2. Plastic and paper are recycled at my school.
3. Food is given to hungry families.
4. A reusable bag is used when she goes shopping.
5. Organic vegetables are grown to protect the soil.
6. Trees are planted to help the environment.

2 Change the sentences from active into passive

1. People celebrate Human Rights Day every year.
Human Rights Day is celebrated every year.
2. We recycle plastic and paper at my school.
.....
3. Volunteers give food to hungry families.
.....
4. Mom uses a reusable bag when she goes shopping.
.....
5. Farmers grow organic vegetables to protect the soil.
.....
6. People plant trees to help the environment.
.....

3. Read and answer.

1. Ask students: What do you remember about Charles Dickens? Do you remember the name of the story you read in Unit 1, Lesson 4? What was it about?
2. Tell students that they are going to work in groups and read a text about another story for this writer, Oliver Twist. Assign them five minutes.
3. Select a student to read the first question and its answer. Then choose a student from each group to answer the questions.
4. Do a model reading for the text and if there is time, invite three good students to exchange reading the text.

Review 1
Lesson 1

3 Read and answer

Oliver Twist is the main character in a famous novel by the author Charles Dickens. It tells the story of a young orphan boy named Oliver. He grows up poor and faces many hardships. One day, Oliver runs away to London, where he meets a group of thieves. The thieves are led by a man called Fagin.

Oliver is kind and honest, but life in the city is difficult. He tries to escape the bad people around him and find a better life. Along the way, Oliver meets kind people who help him, like Mr. Brownlow.

The story teaches us about kindness, honesty, and the importance of helping others. It also shows us how hard life was for poor children in the past.

OLIVER TWIST

1. Who wrote Oliver Twist?
Charles Dickens wrote it.
2. What is Oliver Twist about?
.....
3. What happened when Oliver went to London?
.....
4. Describe Oliver's character.
.....
5. What does the story of Oliver Twist teach us?
.....

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Answers

1. Charles Dickens
2. It is about the story of a young orphan boy named Oliver. He grows up poor and faces many hardships.
3. He met a group of thieves.
4. Oliver is kind and honest.
5. The story teaches us about kindness, honesty, and the importance of helping others.

4. Read and match.

1. Read the words from 1 to 5 with the students.
2. Ask a student to read the definition for the first word.
3. Now, assign students two minutes to do the task individually and another one minute to check answer with a peer.
4. Say the answers aloud, asking students to give themselves stars from 1 to 5 according to the number of their correct answers.

Answers

1. (c) 2. (f) 3. (e) 4. (a) 5. (b)
6. (d)

5. Listen and tick (✓) if the underlined words have the same pronunciation and (×) if they don't.

1. Say the sound /ʃən/ and ask students to think of words that end with it.
2. Tell students that they are going to listen to some sentences and concentrate on the pronunciation of the underlined words. They have to and tick (✓) if the underlined words have the same pronunciation and (×) if they don't.
3. Go through the model sentence with them.
4. Read the sentences or play the audio, once for the students to do the task individually, and a second time to check answers with peers.
5. Invite individual students to read the two underlined words in each sentence and say tick or cross.

Answers

1. (×) 2. (✓) 3. (×) 4. (×) 5. (✓)

Review 1.
Lesson 1

4 Read and match

Word	Definition
1. initiative (c)	a. a paper or set of papers with written or printed information
2. campaigner ()	b. a person in a story or a novel
3. character ()	c. the start of something, with the hope that it will continue
4. document ()	d. a writer of a book, a novel or other written work
5. author ()	e. a person who tries to make social or political change

5 Listen and tick (✓) if the underlined words have the same pronunciation and (×) if they don't

1. The president takes important decisions for the nation. (×)
2. I got my parents' permission to attend the evening sessions. ()
3. This famous politician is on television now. ()
4. The huge explosion caused much pollution to the environment. ()
5. Communication and collaboration are important skills. ()

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Lesson 2 Review1 SB pages

ILOS: To revise the vocabulary and language from units 1 and 2.

Vocabulary: Homophones

Language: Adjectives and adverbs

Warm Up

1. Write *Sustainable Living in Egypt* in a big circle on the board. Elicit what students still remember from this unit.
2. Elicit some of the new projects in Egypt.

1. In pairs, ask and answer about the “Decent Life Initiative”.

1. Tell students that they are going to work in pairs to ask and answer about the ‘Decent Life Initiative’ using the information in the table.
2. Do the model question and answer with a good students.
3. Choose different pairs to complete the task.
4. Praise the students’ good work.

Students’ own answers

Review 1
Lesson 2

1 In pairs, ask and answer about the Decent Life Initiative

1. What	It is a project launched in Egypt to improve the living conditions and quality of life for poor people.
2. Who	President Abdel Fattah El-Sisi launched it.
3. When	in 2019
4. Why	to reduce poverty and provide better services like health care, education and jobs to poor people.

What is the Decent Life Initiative?

It is a project launched in Egypt to improve the living conditions and quality of life for poor people.

2. Listen and complete the table.

1. Ask students: who are the characters in the picture? What do you think they are doing?
2. Tell them that they are going to listen to a text *the Egyptian judge Mohamed Abdel-Salam* complete the missing information in the table.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing information.

Review 1
Lesson 2

2 Listen and complete the table

Name	Mohamed Abdel-Salam
Date of Birth	
University	He graduated from with a degree in Islamic Law.
Job	<u>Judge</u>
work	He worked as an to the Grand Imam of Al-Azhar.

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Listening Text

Judge Mohamed Abdel-Salam was born in Egypt in 1977. He graduated from Al-Azhar University with a degree in Islamic Law. After completing his studies, he began his career in the legal field and later worked closely with religious leaders. He served as an advisor to the Grand Imam of Al-Azhar for more than eight years.

Answer

Name	Mohamed Abdel-Salam
Date of Birth	1977
University	He graduated from Al-Azhar University with a degree in Islamic Law.
Job	Judge
work	He worked as an advisor to the Grand Imam of .Al-Azhar

3. Choose the correct adjective or adverb.

1. On the board, write happy and happily and ask students: Which is the adjective? Which is the adverb? Ask them to put them in sentences.
2. Tell them they are going to read the sentences and choose the correct adjective or adverb. Go through the first sentence with them.
3. Assign them two minutes to do this task individually.
4. Say the answers aloud, asking students to exchange books with peers and give this task a mark out of six.

Answers

1. basic
2. well
3. equally
4. terrible
5. wisely
6. successful

4. Correct the underlined words.

1. On the board, write *hear* and *here*.
2. Say: I can't hear you. Then, ask students to come to the board and circle the words you mean *hear* or *here*.
3. Remind students that in English, there are some words that has the same pronunciation, but different meaning and / or different spelling.
4. Go through the model sentence with them. Then, assign them two minutes to do the task in pairs.



5. Check answers by inviting some individual students to say the correct word; they say the word and spell it.

Answers

1. way 2. meet 3. There 4. write 5. buy

5 One of the Sustainable Development goals is ‘No Poverty’. Think and write three solutions to end poverty.

1. On the board, write ‘No Poverty’. Ask students: What is the adjective from the word poverty?
2. Ask students why they think poverty is a problem.
3. Assign them three minutes to work in groups and write two more solutions for this problem. Don’t forget to read the first solution with them.
4. Check answers by listening to some solutions from students; one solution from each group.

Answers

1. Donate money to charities that help poor people.
2. Offer more jobs for the youth.
3. Encourage people to have their own small projects.

5

One of the sustainable development goals is ‘no poverty.’
Think and write three solutions to end poverty

1. **Donate money to charities that help poor people.**
2.
3.

Unit 3

Pandemics

Grammar

- The main clause and the subordinate clause

Phonics

- Pronunciation of "c" : /k/ or /s/

Language Functions

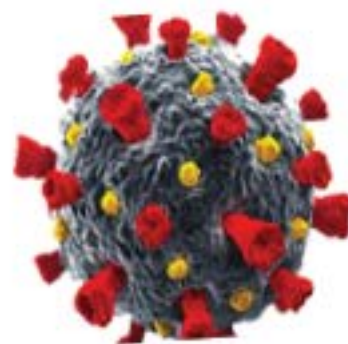
- Giving advice in different ways

Critical Thinking

- Do you think schools should be partially or fully closed at times of pandemics? Why?

Study Skills

- Time management
- Self-care



Unit 3 Pandemics

Lesson 1 Pandemics: Dreadful diseases or more?

SB pages, PB pages

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

- hold a discussion to define a pandemic and the impact of COVID-19 on their lives.
- identify the main idea of a reading text to answer some comprehension questions.
- correctly fill in the gaps with the given words.
- Ask for and give advice using different forms.
- write some advice for their classmates on how to stay safe during a pandemic.

Vocabulary: outbreak, continents, balance, data, pandemics, dreadful, track, The World Health Organization (WHO)

Language:

When it comes to asking for and giving advice or suggestions (advisability), it typically involves sharing opinions or recommendations based on experience or understanding. Here's a quick breakdown of both aspects:

Asking for Advice

»What do you think I should do about.....?»

»Would it be a good idea to.....?»

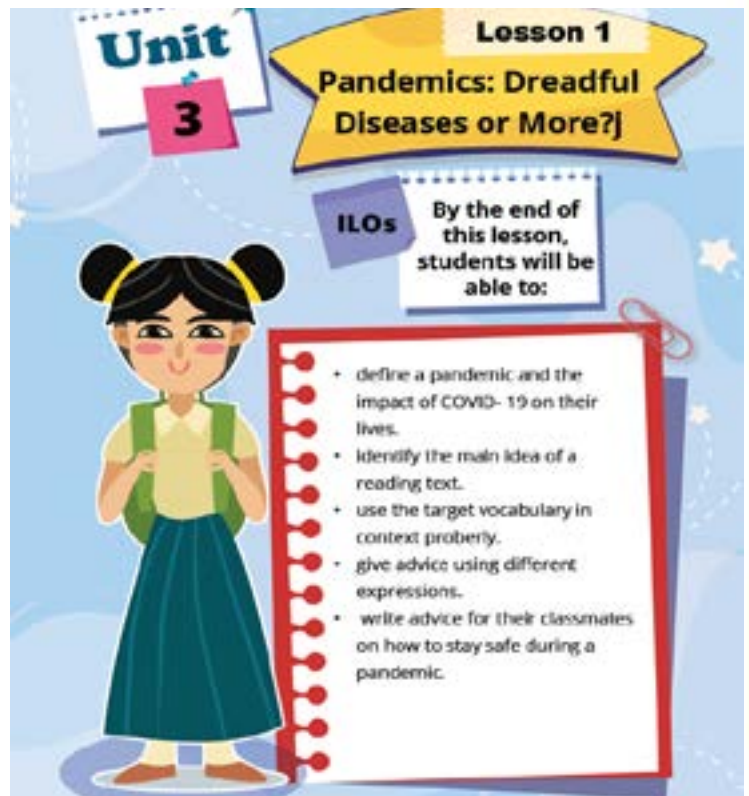
“Do you think it’s advisable to....?”

Giving Advice

»I think it would be a good idea to...”

You should

You ought to.....



You need to.....

You'd better / Don't +infinitive.....

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

Values:

- Appreciate the contributions of heroes during pandemics, including doctors, social workers, and volunteers.
- Recognize the importance of hygiene and community efforts in combating pandemics.
- Understand the value of resilience and teamwork during crises.

Materials:

Students' Book

Practice Book

Posters, infographics, and short educational videos explaining pandemics

Warm up

1. Ask open-ended questions to spark curiosity:
"Have you ever heard of a virus or disease that spread around the world?"
"What do you think happens when a lot of people get sick at the same time?"
2. Show a short video or tell a story about a well-known pandemic, focusing on how it spread and its effects on society. Highlight how people worked together to stop it.
3. Conduct a quick interactive poll:
"How many of you wash your hands regularly?"
"What do you think is the best way to stop germs from spreading?"
4. Perform a simple demonstration using glitter or powder to show how germs spread by touch.
5. Introduce a few key terms, such as "pandemic," "virus," and "quarantine," and ask students to guess their meanings.
6. Ask students how they would feel if their school or town were affected by a pandemic. Discuss how it would impact their daily lives, school, and activities.

1. Think and discuss

1. Show students pictures related to pandemics and medical support (e.g., hospitals, doctors, nurses, masks). Ask if they have heard of the term "pandemic" before.
2. Provide students with the following questions:
What is a pandemic?
What are the causes of a pandemic?
3. Ask students to think about these questions individually and consider their prior knowledge.
4. Divide students into small groups of 3-4. Ask each group to discuss the questions and share their thoughts.
5. Provide additional guiding questions to facilitate the discussion:
 - What are some examples of pandemics?

- How do pandemics affect people's lives?
- What can we do to prevent or reduce the spread of pandemics?

6. Ask students if they have heard about the coronavirus pandemic. Discuss how it has affected them, their families, and their communities.

7. After the group discussion, ask each group to share their main points with the class. Encourage students to reflect on what they learned from the discussion.

8. Observe student participation during the group discussion, review their notes or written reflections for understanding, and collect the group's main points to assess their critical thinking and problem-solving skills.

9. For struggling students, provide additional visual aids or simplify the questions. For advanced students, encourage them to research and present on specific pandemics, their causes, and effects.

Suggested Answers

1. A pandemic is a disease outbreak that spreads across countries or continents.

2. Any type of virus may cause a pandemic, but some are more likely to do so than others.

3. Yes, I have. I didn't go to school and stayed at home most of the time.

I wore a mask when I went out. Life was very boring and many people died.

2. Read and answer

1. Introduce the topic of pandemics.

2. Discuss what students already know about pandemics.

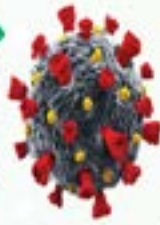
3. Show a short, age-appropriate video or share a story about a recent pandemic.

4. Review key vocabulary terms from the passage (e.g., pandemic,

Unit 3

Lesson 1

1 Think and discuss





1. What is a pandemic?
2. What are the causes of pandemics?
3. Have you heard about Corona virus? How has it affected you?

2 Read and answer

A **pandemic** is a disease **outbreak** that spreads across countries or **continents**. It affects many people and many people die. The World Health Organization (WHO) declared COVID-19 to be a pandemic because the illness was severe and it spread quickly around the world. Many people became very ill, and hospitals were full. Many people died.

During pandemics, governments face many challenges. They try to **balance** the need to protect people's health with the need to keep the economy going. Governments use data to make decisions, **track** the spread of the virus and understand how to best help people. They try to keep people safe and healthy. They also help people who have lost their jobs or businesses.

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Unit 3

Lesson 1

1. What is a pandemic?
A pandemic is a disease outbreak that spreads across countries or continents.
2. Why did the World Health Organization (WHO) declare COVID-19 to be a pandemic?
.....
3. What two things do governments try to balance during a pandemic?
.....
4. How do governments use data during pandemics?
.....

World Health Organization, data).

- 5 . Have students predict what the text might be about based on the title and any headings or images.
6. Read the passage aloud to the class while students follow along in their copies.
- 7 . Have students take turns reading sections of the text aloud.
8. Allow students to read the passage silently on their own.
9. Ask open-ended questions to spark a discussion about the passage.
10. Go through the questions provided with the text, encouraging students to find evidence in the passage.
11. Have students summarize the main points of the text in their own words.
- 12 . Divide students into groups and have them role-play different aspects of a pandemic response.
13. Organize a classroom debate on how to balance public health and the economy during a pandemic.

Answers

1. A pandemic is a disease outbreak that spreads across countries or continents.
2. Because the illness was severe and it spread quickly around the world.
3. They try to balance the need to protect people's health with the need to keep the economy going.
4. Governments use data to make decisions, track the spread of the virus and understand how to best help people.

3. Complete the sentences with words from the box.

1. Introduce the new words by explaining each word with simple definitions and examples.
2. Use visuals to show pictures related to the words to make their meanings clearer.
3. Ask students to read the words aloud and correct their pronunciation.
4. Read the words together, pausing to explain any difficult terms.
5. Let students work individually or in pairs to fill in the gaps with words from the box.

3 Fill in the gaps with words from the box

outbreak continents balance data track

1. I can search the internet for some **data** about COVID-19.

2. A pandemic is a disease that spreads quickly.

3. There are six in the world.

4. The director should the workers' progress daily.

5. You have to your time between studying and playing.



pandemic

6. Go through the answers as a class and discuss the full meaning of each sentence after filling the gaps.

By engaging students with visuals, discussion, and practice, they will understand and remember the words more effectively.

Answers

1. data
2. outbreak
3. continents
4. track
5. balance

4. Work in pairs.

Top Tip

Giving advice

You can give advice in different ways using:

You should You ought to.....

You need to..... You'd better / Don't +infinitive

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

I feel sick today. What should I do?
If I were you, I would stay home.

1. Begin by asking students when they usually ask for help or suggestions and let them share their ideas.
2. Teach simple phrases for asking for advice, such as “What should I do?”.
3. Teach simple phrases for giving advice, such as “You should...”.
4. Act out a short conversation where one person asks for advice and the other responds. Have students repeat the phrases.
5. Pair students and ask one to think of a problem while the other gives advice. Switch roles after each round.
6. Give students small cards with made-up problems. Ask them to act out asking for and giving advice in pairs.
7. Have students sit in a circle. One student shares a problem, and others take turns giving advice.



3. Have students work in pairs to complete the situations mentioned in the task.

Suggested Answers

1. I feel sick today.

If I were you' I would stay home.

2. What should I do at pandemics times?

You'd better wear a mask, wash hands, and keep distance.

3. I think I got the flu.

You should see a doctor.

4. I've cut my hand while chopping the vegetables.

You need to wash it, use antiseptic, and cover with a bandage. If it's deep, see a doctor.

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

1. Introduce the topic of pandemics and discuss the importance of staying safe.

2. Show the students the poster with the title "Stay Safe During Pandemics." Discuss the illustration and ask students what it tells them about safety during pandemics.

3. Review key vocabulary terms related to pandemics e.g., "stay home," "sick," "protective measures".

4. Discuss the advice already given in the poster: "Stay home if you are sick, or if there is no need to go out«.

5. Ask students to think of additional advice they can give to their classmates to stay safe during pandemics.

6. Give students time to write their advice on a piece of paper. Encourage them to think about different situations where safety is important (e.g., at school, at home, in public places).

7. After writing, ask students to share their advice with the class. Discuss each piece of advice and its importance.

8. Display the poster and students' written advice in the classroom as a reminder for everyone to stay safe.

Suggested Answers

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

2. Avoid crowded places.

3. Keep social distance.

4. Always wash your hands with soap and running water.



5. Wear a mask when you are in bust places.

PRACTICE BOOK ANSWER KEY

1. Listen and answer the questions.

Listening Text

“During the COVID-19 pandemic, many people had to stay at home to stay safe. Schools were closed, and students learned online. Doctors and nurses worked very hard to help sick people. Governments asked people to wear masks and wash their hands regularly. It was a difficult time because it was fatal and so many people died, but everyone tried their best to protect each other.”

1. a
2. b
3. a – c
4. No, it was a difficult time for everyone because it was fatal and so many people died.

2. Read and complete the dialogue.

1. outbreak
2. governments
3. data
4. virus

3. Choose the correct answer.

1. a
2. b
3. c
4. b
5. a
6. b

4. Write a short paragraph of six sentences about.

How pandemics affect people and how governments respond

A pandemic affects people by causing infection and spreading illness rapidly. Many hospitals become overcrowded with patients. Governments respond by collecting data to track the spread of the virus and making decisions to protect citizens. They encourage safety measures like wearing masks and washing hands. Hospitals and healthcare workers play a crucial role in managing the crisis. Governments also provide support to people who lose their jobs during pandemics.

Lesson 2 Pandemics throughout history

SB pages, PB pages

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

- discuss some ways that cause pandemics spread, describing how people handled pandemics in the past.
- identify the causes and consequences of pandemics in a reading text to answer some comprehension questions.
- correctly fill in the gaps with the given words.
- match each proverb to its correct meaning.
- identify five relevant and accurate facts about a chosen pandemic.

Vocabulary: severe, figure out, fleas, bit, hygiene, Plague, Asian Flu, Cholera, Ebola

Language:

Top Tip

A Proverb

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

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

Values:

- Appreciate the contributions of heroes during pandemics, including doctors, social workers, and volunteers.
- Recognize the importance of hygiene and community efforts in combating pandemics.
- Understand the value of resilience and teamwork during crises.

Materials:

Student's Book

Practice Book

- Flashcards with key vocabulary



- Images of historical pandemics
- Audio file or script about “Swine Flu”
- Internet access for research activity

Warm up

Brainstorming Activity:

1. Write on the board: What is a pandemic?
2. Elicit answers and ask students to name any pandemics they know.
3. Show pictures of historical pandemics (e.g., Black Death, Spanish Flu).
4. Ask: How do you think pandemics spread?

1. Think and discuss.?

- Discuss how viruses and diseases spread through contact, air, or vectors like fleas.
- Explore different ways pandemics can travel, like international travel and lack of quarantine measures.

2. How have people handled pandemics in the past?

- Talk about historical responses such as quarantine, social distancing, wearing masks, improving hygiene, and treatments used during pandemics like the Black Death and Spanish Flu.
- Explore how communities and individuals responded to pandemics in different eras.

3. How do governments respond to pandemics?

- Explain different government actions, such as enforcing travel restrictions, initiating lockdowns, issuing health advisories, and starting vaccination programs.
- Discuss recent examples like COVID-19 to make the topic relevant and personal.

Encourage students to share their own answers and experiences.

Suggested Answers

1. Through person-to-person contact, animal-to-person contact, or from the environment or other media.
2. By quarantine and isolation
3. Governments use data to make decisions, track the spread of the virus and understand how to best help people.

1 Think and discuss

1. How do pandemics spread?

2. How do you think people handled pandemics in the past?

3. How do governments respond to pandemics?

2 Read and answer




When there are people who are scared to touch each other, it might sound like something from a scary movie. This has happened many times throughout history due to terrible pandemics! Why do pandemics happen? Scientists try to **figure out** where the viruses came from and how they spread.

One **severe** pandemic was called the Black Death. It happened a long time ago, and people got very sick and died. People who got sick often got dark spots on their sides, which looked black. That is why it was called the Black Death. It was spread by **fleas** that lived on rats. When a flea **bite** a person, the illness affected the person. This pandemic killed around 200 million people all over Europe. It was so frightening that people thought the world was ending!

The Spanish Flu was a very bad sickness that spread all over the world in 1918. It was much worse than the flu we get today. Many people got sick, and more than 20 million people died. Even though it started in America, it was called the Spanish Flu because Spain was one of the first to report. Many people who got the Spanish Flu felt very weak and had a hard time breathing.

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2. Read and tick (✓).

1. Discuss the title 'Pandemics Throughout History'.
2. Use flashcards for words: pandemic, severe, flea, hygiene, and outbreak.
3. Provide examples and visual aids.
4. Ask students to predict: "What will the text talk about?"
5. Students read the passage silently to identify the main idea.
6. Divide students into pairs to answer detailed questions:
 - Why was the Black Death called this name? The Black Death was called this name because people who got sick often got dark spots on their skin, which looked black.
 - How did the Spanish Flu get its name? The Spanish Flu got its name because Spain was one of the first countries to report the outbreak.
 - What are some things people can do to protect themselves from pandemics? People can protect themselves from pandemics by practicing good hygiene, washing hands, covering their mouth when they cough, and staying home when they are sick.
7. Reflect on how past pandemics teach us about the importance of hygiene and community efforts.
8. Ask students to share any measures they see today that are similar to those used in the past.

Answers

1. (x)
2. (✓)
3. (✓)
4. (x)
5. (✓)
6. (✓)

3. Complete the sentences with words from the box.

2. Introduce new vocabulary words: figure out, severe, fleas, bit, and hygiene.
3. Introduce each word with examples and visual aids.
4. Pair students to discuss their answers and ensure they have used the words correctly.
5. Review answers as a class.
6. Discuss why each word fits into its respective sentence.
7. Reflect on the importance of vocabulary in understanding and explaining topics related to pandemics and personal experiences.

Answers

1. Fleas
2. hygiene
3. severe
4. figure out
5. bit

Unit 3 Lesson 2

Pandemics may seem scary, but there are things we can do to protect ourselves. **Hygiene** is very important. Things like washing hands, covering your mouth when you cough, and staying home when you are sick can all help to prevent the spread of diseases. The power of the community and people working together can help make a big difference in fighting pandemics.

1. The Black Death was caused by bites from rats. (x)
2. The Black Death was named after the black spots had infected people on their skin. (✓)
3. The Black Death was a pandemic in Europe. (✓)
4. The Spanish Flu started in Spain. (✓)
5. The Spanish Flu killed 20 million people. (✓)
6. Good hygiene can prevent the spread of disease. (✓)

3 Complete the sentences with words from the box.

figure out severe fleas bit hygiene

1. Fleas are very small and difficult to see.
2. We need to improve our hygiene practices by washing our hands more often.
3. The storm caused severe damage.
4. Can you figure out the cause of this disease?
5. The mosquito bit me on the arm.

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4. Match the proverbs in column (A) with their meanings in (B)

Step 1: Understand proverb definition

Proverb: Go through the *Top Tip* with students: According to Cambridge Dictionary, a proverb is a short sentence, usually known by many people, stating something commonly experienced or giving advice.

Examples:

- Sound mind, sound body.
- Prevention is better than cure.

Step 2: Match proverbs with meanings

Instructions:

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

Step 3: Pair work

- Pair up students to discuss and match each proverb with its correct meaning.
- Encourage them to explain their reasoning for each match.

Step 4: Class discussion

- Review answers together as a class.
- Discuss the significance of each proverb and how it applies to real-life situations.

Answers

1. c 2. d 3. a 4. b 5. e

Unit 3 Lesson 2

4 Match the proverbs in column (A) with their meanings in column (B)

Top Tip

A Proverb

- According to Cambridge Dictionary, a proverb is a short sentence, usually known by many people, stating something commonly experienced or giving advice.
- Examples:** Sound mind, sound body.
- Prevention is better than cure.

(A) Proverb	(B) Meaning
1. Health is not valued till sickness comes. ()	a. Get enough sleep and start work early in the day to have a successful life.
2. An apple a day keeps the doctor away. ()	b. It is better to stop something bad from happening than it is to deal with it after it has happened.
3. Early to bed and early to rise makes a man healthy, wealthy and wise. ()	c. People tend to take good health for granted until they fall ill.
4. Prevention is better than cure. ()	d. Eating an apple each day can help you stay healthy.
5. 'Diseases come on a horseback, and return on foot.' ()	e. A disease spreads quickly, but leaves slowly.

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5. Search the internet for one of the pandemics in the box.

1. Introduce the activity:

- Explain to students that they will choose one of the pandemics listed and research information about it.

2. Guided internet search:

- Allow students to search the internet using reliable sources to gather detailed information about their chosen pandemic.

3. Write five facts:

Unit 3 Lesson 2

5 Search the internet for one of the pandemics in the box below, and write five facts about it

Plague - Asian Flu - Cholera - Ebola

•Instruct students to write down five facts about the pandemic they selected. These facts should cover aspects like origin, symptoms, transmission, impact, and prevention.

4. Class discussion:

- Have students share their facts with the class and discuss why these facts are important to understanding the pandemic's impact.
- Encourage students to ask questions and discuss similarities and differences between the pandemics.

A Suggested Answer

Ebola

1. Ebola is caused by the Ebola virus.
2. Ebola does not spread through the air, water or, in general, by food.
3. It is transmitted through direct contact with an infected person or through droplets that can be transmitted by close contact (3 feet or less).
4. Early symptoms include fever, fatigue and headache.
5. Some types of Ebola can be prevented with vaccines and treated with medicines.

PRACTICE BOOK ANSWER KEY

1. Listen and complete.

1. outbreaks
2. the world
3. killed
4. pandemic
5. scientists
6. hygiene

2. Read and complete the dialogue.

1. spread
2. scientists
3. pandemics
4. hygiene

3. Circle the odd one out and replace it with a correct one.

1. pizza / disease
2. flowers / infection
3. sing / cleaning
4. balloon /disease
- 5 keyboard / pencil

4. Fill in the gaps with words from the box.

1. fleas
2. hygiene
3. prevent
4. government
5. spread

Lesson 3 Heroes at times of pandemics

SB pages., PB pages

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

- discuss the importance of community support during pandemics and the heroes during pandemics.
- correctly match each title to its corresponding paragraph.
- identify the different meanings of some given words.
- identify the main clause in some heteronyms.
- identify the subordinate clause in some given sentences.
- Listen to a text to fill in the blanks with the correct words from the given options.

Vocabulary: heroes, pandemics, volunteer, essential, healthcare

Language:

- Main clauses and subordinate clauses
- Examples: Main clause: "I like tea."
- Subordinate clause: "After I got better..."

Phonics.

Heteronyms: A heteronym is a word that is spelled the same way but has different pronunciations and meanings.

Examples:

- **Polish (adj.):** Refers to nationality. "He is Polish. He is from Poland."
- **Polish (v):** Means to make something bright and shiny. "I polish my shoes every day before going to school."

Values:

- Appreciate the contributions of heroes during pandemics, including doctors, social workers, and volunteers.
- Recognize the importance of hygiene and community efforts in combating pandemics.
- Understand the value of resilience and teamwork during crises.



Materials:

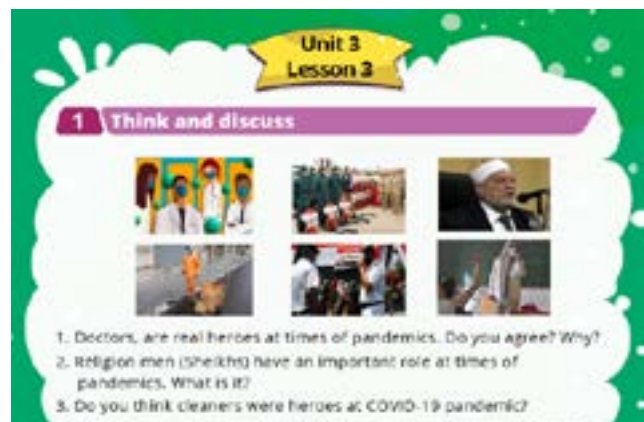
- Student's Book
- Practice Book
- Audio recording or biography text of 'My Hero is You'
- Fact file template

Warm up

1. Display images of doctors, nurses, and other essential workers.
2. Ask students: "Who do you think are the heroes during pandemics?"
3. Share a brief story about a healthcare worker during COVID-19.
4. Ask students why supporting and respecting each other is crucial during challenging times.
5. Divide students into groups and give them a scenario to solve together, focusing on inclusion and respect.
6. Bring the class together to share ideas on how practicing unity can improve the world.

1. Think and discuss.

1. Show a picture of healthcare workers during the COVID-19 pandemic.
2. Facilitate a guided discussion about the image. • Divide the students into small groups of 3-5 members to discuss their observations.
3. Have students observe the image carefully and focus on details like attire, expressions, and activities.
4. Give students some questions like:
Doctors, are real heroes at times of pandemics. Do you agree? Why? Religion men (Sheikhs) have an important role at times of pandemics. What is it? Do you think cleaners were heroes at COVID-19 pandemic? Who else would you like to add their pictures as heroes at times of pandemics?
5. Allow each group 5 minutes to discuss and answer the questions.
6. Each group shares their answers, and other groups can add or refine them.
7. Conclude by summarizing the correct answers and providing context.



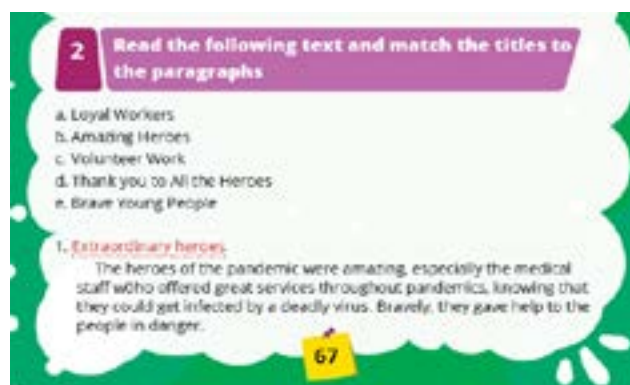
Suggested Answers

1. Yes, I agree because doctors work day and night to help ill people.
2. They comfort people and support them with their kind speeches.
3. Of course they are. They keep working to collect rubbish to make streets clean and safe for people.

4. I think a lot of people are heroes like farmers, bakers and pharmacists.

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

1. Hand out the text about 'Heroes at Times of Pandemics'.
2. Ask questions like: Who are in the picture? What are they doing? Where are they?
3. Introduce and explain the title, focusing on the importance of fraternity.
4. Ask students: "What is the importance of unity during pandemics?"
5. Elicit answers from at least two students.
6. Introduce new vocabulary using Arabic.
7. In groups, students read the text and find answers within five minutes.
8. Ensure students are on task and provide help when necessary.
9. Ask a student from each group to share their answers.
10. Read the text aloud to model fluent reading.
11. If time permits, have students read the text in turns.



Answers

1. Amazing Heroes
2. Brave Young People
3. Volunteer Work
4. Loyal Workers
5. Thank you to all the Heroes

3. look up the following words and write their meanings.

Top tip

Heteronyms: A heteronym is a word that is spelled the same way but has different pronunciations and meanings.

Examples:

- Polish (adj.):** Refers to nationality. "He is Polish. He is from Poland."
- Polish (v):** Means to make something bright and shiny. "I polish my shoes every day before going to school."

Using an E-Dictionary

Words: object, live, lead, desert, content

1. Explain heteronyms with examples.

2. Students look up and write the meanings of provided words.

Answers

Word	First meaning	Second meaning
1. object	(v) say that you do not like or approve something	(n) something you can see, hold, or touch
2. live	(v) to have your home in a particular place	(adj.) not dead , not recorded
3. lead		(n) first place
4. desert	(v) to go away from a place and leave it empty	(n) a large area of land that has very little water and very few plants growing on it
5. content	(n) the subject matter of a book, speech, etc.	(adj.) happy and satisfied with what you have

Unit 3
Lesson 3

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

Top Tip

A Homonym
A homonym is a word that has a different pronunciation and meaning from another word but has the same spelling.
Examples:
polish (v) to make something bright and shiny; I polish my shoes every day before going to school.
polish (n) a nationality. He is Polish. He is from Poland.

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

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4. Read and underline the main clause.

Top Tip

Help students distinguish between main and subordinate clauses for better sentence structure understanding:

Main Clause: A group of words with a subject and a verb that can form a complete sentence.

Example: I like tea.

I had my lunch and drank a cup of tea.

Subordinate Clause: A group of words with a subject and a verb that cannot stand alone. It depends on a main clause to complete its meaning.

Example: After I got better, ...

... because I was sick.

Since I am ill today, ...

If I have money, ...

- Briefly explain main and subordinate clauses.
- Provide examples to show the difference between them.
- Students underline the main clause in each sentence.
- Using examples helps students recognize how these clauses work together to form meaningful sentences!

Answers

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

5. Read and underline the subordinate clause.

1. Provide students with sentences containing both main and subordinate clauses.
2. Explain that a subordinate clause is a part of the sentence that cannot stand alone and depends on the main clause to make sense.
3. Instruct students to read the sentences and circle the subordinate clause in each one.
4. Discuss the answers as a class, ensuring students understand why each circled part is a subordinate clause.

Answers

1. If you keep the social distancing, you will be safe from infection.
2. Mum did all the housework while I was sleeping.

3. I stayed home yesterday because I had a fever.
4. The nurse looks tired as she has been working all day.
5. A pandemic is a disease that spreads worldwide.
6. We should thank the doctors who stand with people at times of pandemics.

6. Listen and complete.

1. Explain to students that they will listen to a text about the book “My Hero is You” and complete sentences with the missing information.
2. Briefly discuss what the book “My Hero is You” is about and its importance in helping children understand COVID-19.
3. Write the vocabulary words on the board and review their meanings with the class.
4. Play the audio or read the text aloud twice. Instruct students to focus and fill in the blanks with the appropriate words from the vocabulary list.
5. Review the answers as a class by inviting students to share what they filled in.

•Discuss any challenges they faced while listening and completing the sentences.

Answers

1. COVID-19
2. 50 Organizations
3. Fantasy creatures
4. Children, parents, caregivers and teachers
5. Six-language

Listening Sentences

1. “My Hero is You” is a new story book that aims to help children understand and come to terms with COVID-19.
2. The book has been produced by a collaboration of more than 50 organizations working in the humanitarian sector.
3. The writer of the book Helen Patuck invented a Fantasy creatures called Ario to send messages about how kids can fight COVID-19.
4. The writer gathered her ideas based on what more than 1700 Children, parents, caregivers and teachers from around the world shared about how they were coping with the COVID-19 pandemic.
5. In order to reach as many children as possible, the book will be widely translated, with Six-language versions.

Unit 3
Lesson 3

6 Listen and complete

children, parents, caregivers, and teachers - with COVID-19 -
50 organizations - fantasy creature - six languages

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

PRACTICE BOOK ANSWER KEY

1 Look at the pictures of these heroes and match each hero to his/her suitable 'Thank you' message.

1. (b) 2. (c) 3. (f) 4. (e) 5. (d) 6. (a)

2 Listen and complete.

Listening Text

During hard times, like a pandemic, ordinary people become heroes by helping others. Healthcare workers, like doctors and nurses, work long hours to care for those who are sick, even when it's risky. They show courage and dedication, putting others' needs before their own safety.

In addition to healthcare workers, many others step up to help. Teachers ensure students continue learning online, while volunteers deliver food and supplies to those in need. First responders, like police officers and firefighters, keep communities safe and supported.

These everyday heroes show strength and kindness by helping others in difficult times. Their efforts remind us that even in the face of challenges, we can come together and make a difference.

1. pandemic
2. heroes
3. courage
4. volunteers
5. supplies
6. challenges

3 Read and circle the subordinate clause.

1. **Although it was raining**, the children decided to play outside.
2. Mary stayed home **because she wasn't feeling well**.
3. **When the clock struck noon**, everyone rushed to the cafeteria.
4. The dog barked loudly **until the mailman left**.
5. **Since he was late**, Tom missed the morning bus.
6. **Before the movie started**, we bought popcorn and drinks.

4 Punctuate the following.

Can I have a little sugar in my coffee, please?

Lesson 4 Schools at Times of Pandemics

SB pages., PB pages.

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

- express their feelings and experiences related to school closures due to COVID-19.
- identify specific information of a reading text and tick (✓) or (x), correcting the false statements.
- correctly fill in the gaps with some given words.
- Sort some given words into the appropriate columns based on their pronunciation of 'c'.
- listen to a diary to complete some missing words.
- write a diary reflects their experiences during the COVID-19 pandemic.

Vocabulary: closures, opportunities, remote, interrupted, postponed, cancelled

Phonics:

Pronunciation of the Letter 'c'

- **/k/ Sound:** When 'c' is followed by 'a', 'o', 'u', or any consonant, it is pronounced as /k/.

Examples:

- College: /'kɒlɪdʒ/
- Cook: /kʊk/
- Climate: /'klaɪmət/
- School: /sku:l/

/s/ Sound:

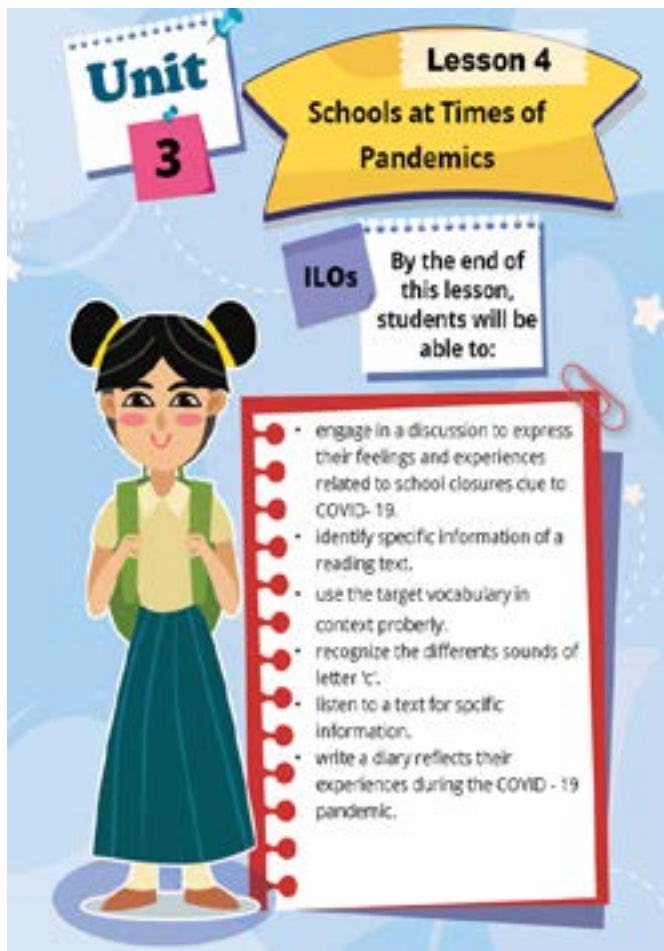
- When 'c' is followed by 'e', 'i', or 'y', it is pronounced as /s/.

Examples:

- City: /'sɪti/
- Cinema: /'sɪnəmə/
- Cent: /sent/

Values

- Appreciate the contributions of heroes during pandemics, including doctors, social workers, and volunteers.



- Recognize the importance of hygiene and community efforts in combating pandemics.
- Understand the value of resilience and teamwork during crises.

Materials

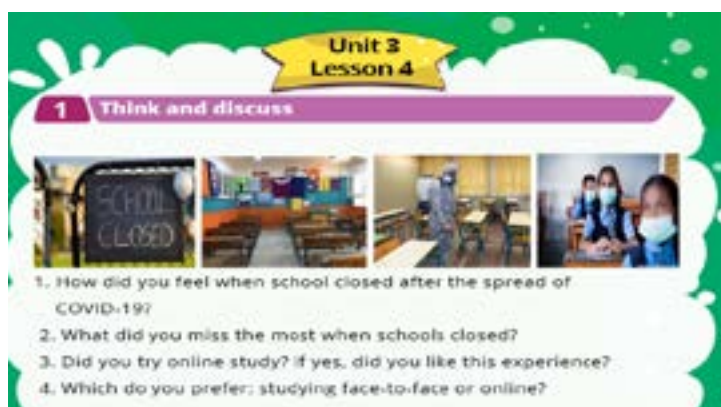
- Student's Book
- Practice Book
- Flashcards with key vocabulary

Warm up

1. Engage students in recalling and sharing their experiences and feelings about school closures during the COVID-19 pandemic, setting the stage for an empathetic and connected learning environment.
2. Begin with a question: "How did you feel when schools closed during the COVID-19 pandemic?"
3. Encourage students to openly share their feelings and personal experiences.
4. Prompt the students to consider: Were you happy or sad when school closed? Why? / Did you miss being with your friends and teachers? What did you miss the most? / Did you try online learning? How was that experience for you?
5. Pair up the students and have them discuss: How did you stay in touch with your friends during the school closures? / Did you find any new hobbies or interests during the pandemic? / Which do you prefer: studying face-to-face or online? Why?
6. Invite several pairs to share the highlights from their discussions with the class.

1. Think and discuss.

1. Show a relevant picture of a school during the COVID-19 pandemic, such as students wearing masks and sitting in a socially distanced classroom.
2. Start a guided discussion about the image to engage students and set the context.
3. Divide students into small groups of 3-5 members to discuss their observations of the image.
4. Have students observe the image carefully and focus on details like masks, social distancing, and other safety measures.
5. Pose the following questions to the students:
 - Were you happy or sad when school closed after the spread of COVID-19 in Egypt? Why?
 - Did you miss being with your schoolmates? Did you miss your teachers?



What did you miss the most when schools closed?

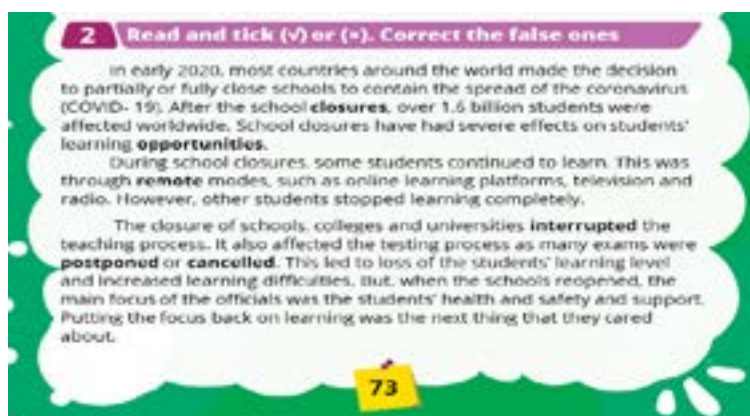
- Did you try online study? Did you like this experience?
 - When the school opened, did you wear a mask while being at school?
 - What other precautions did you take while being at school?
 - Which is better for you: studying face-to-face or online? Why?
6. Give each group 5-7 minutes to discuss and answer the questions.
 7. Have each group share their answers with the class. Allow other groups to add or refine these answers. Encourage lively and respectful exchanges of ideas.
 8. Conclude by summarizing the key points from each group and providing additional context or information. Reinforce the importance of safety measures and the impact of the pandemic on schooling.

Suggested Answers

1. I felt sad because I missed seeing my friends every day.
2. I missed my teachers and classmates most.
3. Yes. It was difficult for me but my parents helped me.
4. I prefer studying face-to-face because it's easier to understand lessons and I can ask questions directly.

2. Read and tick (✓) or (×). Correct the false ones.

1. Ensure that each student has access to the passage they need to read, either through their textbooks or a printed handout.
2. Begin by reminding students about the importance of carefully reading comprehension exercises.
3. Explain that today's activity will help them understand the information in the passage by determining the accuracy of specific statements.
4. Instruct students to read the passage thoroughly. You could read it aloud together to ensure everyone is on the same page.
5. Encourage students to highlight or note important details as they read.
6. Inform the students that you will provide a series of statements relating to the passage they just read.
7. Their task is to decide if each statement is true or false:
8. If true, they tick (✓) next to the statement. If false, they cross (×) next to the statement and then write a corrected version.
9. Read out each statement one by one or have them written down where all students can see (like on the whiteboard or a projector).
10. Here are the statements and the correct answers for your reference:
11. Less than 1.6 billion students were affected by school closures world-



wide.

12. School closures affected students' learning opportunities badly.
13. School closures interrupted the teaching process of students around the world.
14. During the COVID-19 pandemic, online learning was the only remote mode of study.
15. Ensuring students' health and safety when they returned to schools was the first priority to the officials.
16. Divide the class into small groups or pairs to discuss each statement and decide together if it's true or false. This fosters collaborative learning.
17. Have them work together to correct any false statements.
18. Bring everyone back together and review each statement as a class.
19. Discuss why certain statements were false and go over the corrected versions.
20. Allow students to ask questions and share their reasoning.

Answers

1. (x) More than 1.6 billion students were affected by school closures worldwide.
2. (✓)
3. (✓)
4. (x) Platforms, television, and radio were also remote modes.
5. (✓)

Critical Thinking

3. Do you think schools should be partially or fully closed at times of pandemics? Why? .

1. Pose this open-ended question to the class: Do you think schools should be partially or fully closed at times of pandemics? Why?
2. Encourage students to think critically and use both the passage and their own experiences to form their answers.
3. Facilitate a discussion where students can share their thoughts. This will help them practice articulating their ideas and engaging in reflective thinking.
4. 3 Complete the sentences with words from the box.
5. Ensure students have the necessary materials, such as a work-

Unit 3 Lesson 4

Critical Thinking

Do you think schools should be partially or fully closed at times of pandemics? Why?

1. Less than 1.6 billion students were affected by school closure worldwide. (x) More than 1.6 billion students were affected by school closures worldwide.
2. School closure affected students' learning opportunities badly. ()
3. School closure interrupted the teaching process of students around the world. ()
4. During the COVID-19 pandemic, online learning was the only remote mode of study. ()
5. Ensuring students' health and safety when they returned to schools was the first priority to the officials. ()

sheet or their textbooks, with the sentences and a list of words to choose from.

6. Explain to the students that this exercise will help them practice vocabulary and comprehension by filling in the blanks with the correct words.
7. Write the words from the box on the board or ensure they are visible to all
8. Present the sentences with blanks and explain that each blank needs to be filled with one word from the list provided.
9. Emphasize that they need to choose the word that best completes each sentence based on its context.
10. Allow students to complete the sentences individually, or you can have them work in pairs or small groups to discuss and fill in the blanks together.
11. Once students have completed the exercise, review the sentences together as a class.
12. Discuss why each word is the correct choice for its respective sentence to ensure students understand the context and meaning.

Answers

1. postponed
2. closures
3. remote
4. opportunities
5. cancelled
6. interrupted

Unit 3
Lesson 4

3 Complete the sentences with words from the box

closure	opportunities	remote	interrupted
	postponed	cancelled	

1. The manager postponed the meeting till tomorrow.
2. Some people were against school during the COVID-19 pandemic.
3. Television and radio are examples of learning.
4. There are a lot of jobs for the differently-abled nowadays.
5. The Minister of Health his trip to China because of COVID-19 pandemic, and we do not know when he will travel there.
6. My little brother entered the room suddenly and my online lesson.

4 Read and sort the words

Top Tip

pronunciation of 'c'

Letter (c) is generally pronounced as /k/, e.g., school, college, affected, but it is pronounced as /s/ if it is followed by 'e, i or y', e.g., city, cinema, mice.

However, there are some exceptions such as "soccer".

closure	countries	decision	pandemic	coronavirus
		process	cancelled	

c as /k/	c as /s/
closure	decision

4. Read and sort the words.

1. Ensure students have access to the words to be sorted and their notebooks or a worksheet for the activity.
2. Go through the Top Tip and explain the pronunciation rules for the letter "highlighting the top tip:
3. The letter "c" is typically pronounced as /k/ in words such as "school," "college," and "affected."
4. It is pronounced as /s/ when followed by 'e,' 'i,' or 'y,' as in "city," "cinema," and "mice."
5. Mention some exceptions, for example, "soccer."
6. Provide the students with a list of words to be sorted: closure, countries, decision, pandemic, process, and cancelled.
7. Instruct students to categorize the words into two groups based on the

pronunciation of the letter “c”:

8. Allow students to work independently, or encourage them to collaborate in pairs or small groups for discussion and sorting.
9. Bring the class together to review the sorted words.
10. Discuss why each word fits into its respective category, reinforcing the pronunciation rules.

Answers

/First rule : c as /k/	/Second rule : c as /s/
closure	decision
countries	process
pandemic	cancelled
coronavirus	
cancelled	

5. Listen and complete.

1. Prepare an audio recording of the diary entry or be ready to read it aloud clearly.
2. Ensure each student has a copy of the diary entry with the blanks to fill in.

Introduction:

3. Explain that the activity aims to improve listening skills and the ability to complete text based on auditory information.

Providing Context:

4. Give a brief overview of the diary entry—the text is about a student describing a day during the COVID-19 pandemic.

Reading the Diary Entry:

5. Read the diary entry aloud or play the audio recording. Make sure to read slowly

Unit 3
Lesson 4

5 Listen and complete this diary about a student describing a day in his life during the COVID-19 pandemic.

March 21, 2021

Dear Diary,

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

Bye for now
Ali

and clearly so that students can follow and understand each part.

Explaining the Task:

6. Instruct students to listen carefully and fill in the blanks with the appropriate words as they hear them.
7. Encourage students to use context clues if they're unsure and note their initial guesses for discussion.
8. Have students complete the diary entry individually or in pairs/small groups to discuss and fill in the blanks together.
9. Read the diary entry again, pausing after each blank to allow students to share their answers. Correct each blank with the class.
10. Discuss why each word fits the context of the sentence to ensure understanding.

Answer

March 21, 2021

Dear Diary,

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

Bye for now

Aly

6. Write your own diary.

1. Provide students with the structure for writing a diary entry.
2. Ensure they have a notebook or paper to write on and a pen or pencil.
3. Explain the purpose of writing a diary entry: to reflect on their personal experiences and feelings during a day in the COVID-19 pandemic.
4. Ask students to think about their typical day during the pandemic.
5. Encourage them to consider details like their routine, feelings, interactions, and any memorable events.
6. Provide a simple structure for the diary entry:



- Date
- Description of the Day
- Closing
- Greeting (e.g., Dear Diary,)
- Feelings and Reflections

7. Instruct students to write their diary entries using the structure and prompts provided.
8. Encourage them to be honest and expressive about their thoughts and feelings.
9. After writing, invite students to share their diary entries with the class if they feel comfortable.
10. Encourage positive feedback and discussion about their experiences and feelings.

A Suggested Diary

April 15, 2021

Dear Diary,

Today is Sunday. It is used to be the start of my school week before the COVID pandemic. But now, I'm at home. I got up late at 10 o'clock. Then, I had my breakfast and played on my mobile phone for hours because I felt very bored. I had two online lessons, but I don't like online learning, and I sometimes fall asleep. I really miss my classroom, my teachers, and my classmates. In my prayers, I always ask Allah to help us get over this pandemic and be safe in our beloved country Egypt.

Bye for now

Mahmoud

PRACTICE BOOK ANSWER KEY

Read and tick (✓) or (×). Correct the false one.

1. ×

COVID-19 is caused by the coronavirus.

2. ✓

Vaccines have been developed to protect people from severe illness caused by the virus.

3. ✓

4. ✓

Read and sort the words.

Word	/C as /k	/C as /s
Closure	✓	
countries	✓	
decision		✓
pandemic	✓	
Coronavirus	✓	
process	✓	
Cancelled	✓	

Fill in the gaps with words from the box.

1. postponed
2. closures
3. remote
4. opportunities
5. cancelled
6. interrupted

Punctuate the sentence.

The COVID-19 pandemic affected life in Egypt greatly.

Unit 4

Energy and The Environment

Grammar

- The coordinating conjunctions (and, so, because)
- The suffixes (-ic, -al, -ive, and -ous)
- Zero conditional 'if' in context
- 'but' to connect two sentences

Phonics

- The different pronunciations of 'ch'
- Pronunciation of /dʒ / Sound

Critical Thinking

- Do you think we will completely depend on renewable resources of energy in the future?

Study Skills

- Note-taking
- Researching



Unit 4 Energy and the Environment

Lesson 1 Exploring energy resources

SB pages, PB Pages

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

1. talk about energy resources.
2. read a text about energy resources for details.
3. recognize new vocabulary using definitions and/or synonyms.
4. use newly learnt vocabulary in context correctly.
5. recognize the uses of the coordinating conjunctions (and, because, so)
6. figure out new phrasal verbs and collocations using definitions.
7. write a paragraph about energy resources using the internet.

Vocabulary: energy, source, fuel, renewable, non-renewable, pollution, wind turbines, impact, power, run out, capture, harm

Language:

Use the coordinating conjunctions (and - so - because) appropriately.

And is used to connect things together.

Max packed his bag with snacks, a map, and his compass.

So tells us what happened next.

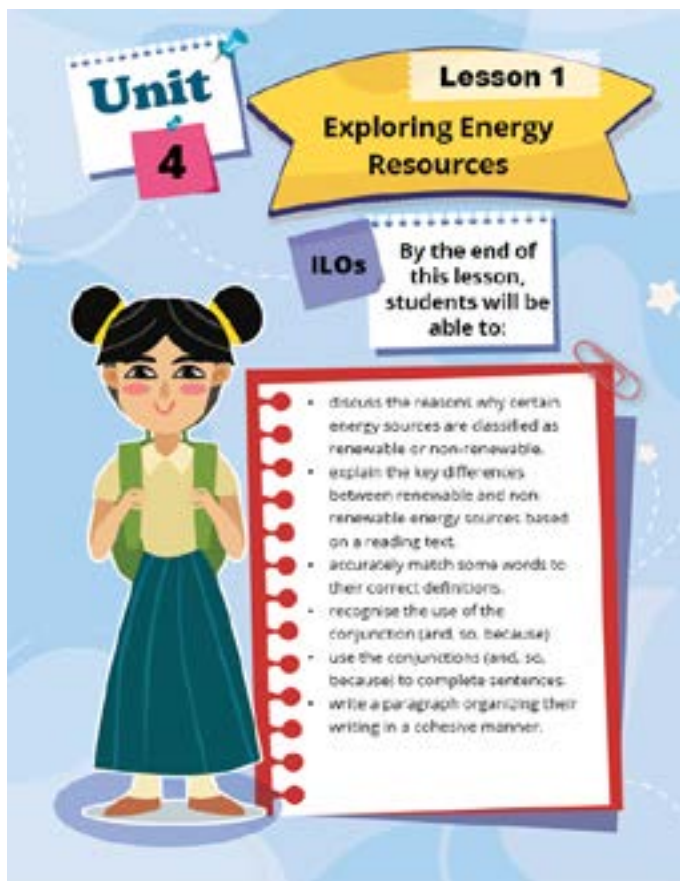
Max saw the waterfall, so he took a break.

Because explains why something happened.

The bird didn't fly away because Max was quiet.

Values:

Encourage collaboration and teamwork through the Mini-Project Energy-Saving Campaign to spread awareness about energy efficiency.



Materials:

Student's Book

Practice Book

Posters

Warm up

1. Ask students to name things around them that need energy to work.
2. Challenge students to look around the room and identify objects that are powered by something, asking what kind of energy they might use.
3. Show pictures of a wind turbine, solar panel, flowing water, and a piece of coal. Ask the students to guess what each one does and how it might be connected to power.
4. Divide students into small groups and have them come up with one example of something powered by the sun, wind, water, or coal, then share it with the class.
5. Ask students to act out collecting energy, such as pretending to catch sunlight, blowing in the wind, or flowing like water, while the rest of the class guesses the source

1. Think and discuss.

1. Show the pictures in the textbook (solar panels, wind turbines, fossil fuel).
2. Introduce and explain new vocabulary words: renewable, non-renewable, fuel, wind turbines providing examples of different types of energy sources.
3. Read the questions aloud dividing students into groups to discuss the questions.
4. Assign three minutes for them to discuss the questions encouraging them to include information about different energy sources.
5. Elicit some pairs to ask and answer the questions to assess their knowledge of different types of energy sources.

Answers:

1. The sun, wind and water are renewable energy sources as they can be used over and over again. Coal, oil, and natural gas are non-renewable energy sources because they will run out one day.
2. Renewable energy is better for the environment because it doesn't produce pollution and it won't run out.



2. Read and answer.

1. Begin by asking students questions like:

- Can you name some sources of energy we use in daily life?
- Do you know what renewable and non-renewable energy means?

2. Show images or short videos of energy sources to engage the class.

3. Explain key terms such as renewable energy, non-renewable energy, pollution,

4. Read the text aloud to the class or have students take turns reading. Pause after each paragraph and ask questions to check their understanding like:

- a. What is the difference between renewable and non-renewable energy?
- b. Why is renewable energy better for the environment?"

5. Divide students in groups assigning five minutes for the students to read the text silently.

6. Ask comprehension questions to check their understanding checking the answer with the whole class.

7. Draw the students' attention to the importance of using clean energy.

Answers

1. a
2. b. (✓) d. (✓) e. (✓)
3. b. (✓) c. (✓)
4. c

Critical Thinking

Go through the critical thinking questions and listen to various answers from students.

3. Read and match.

1. Introduce the new words by explaining each word with simple definitions and examples.

**Unit 4
Lesson 1**

1. What is the main idea of the text?
a. There are big differences between renewable and non-renewable sources of energy.
b. Renewable energy doesn't harm the environment.
c. Fossil fuels are the best source of energy for the things we use in our lives every day.
d. Learning about energy resources is important for preparing for jobs of the future.
2. Tick all the non-renewable energy sources mentioned in the text:
a. solar () b. oil ()
c. wind () d. coal ()
e. natural gas ()
3. Why is it important to use renewable energy sources? Tick all that apply.
a. They produce a lot of pollution. ()
b. They won't run out. ()
c. They don't harm the environment. ()
d. They are non-renewable. ()
4. What do solar panels do?
a. Capture the wind's energy
b. Produce pollution
c. Turn the sun's energy into electricity
d. Conserve energy for the future

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2. Use visuals to show pictures related to the words to make their meanings clearer.

3. Ask students to read the words aloud and correct their pronunciation.

4. Read the definitions together, pausing to explain any difficult terms.

5. Let students work individually or in pairs to match the words with their definitions.

6. Go through the answers as a class and discuss why each word matches its definition.

By engaging students with visuals, discussion, and practice, they will understand and remember the words more effectively.

Answers

1. c 2. e 3. d 4. a 5. b

4. Read and circle the words that connect the sentences.

1. Introduce each conjunction with clear, simple examples. Write the sentences on the board and highlight the conjunction.

For example:

I like ice cream and cake.

It was late, so I went home.

I was hungry because I didn't eat lunch.

2. Explain the function (**Top Tip**):

And is used to connect similar ideas or actions.

So indicates a cause and effect or a result.

Because provides the reason for an action.

3. Have students work in pairs or small groups to create sentences using each conjunction.

4. Provide a list of phrases or ideas and ask students to link them with the correct conjunction.

5. Ask students to read the text and circle the conjunctions.

Once upon a time, there was a young explorer named Max. He loved ad-

Unit 4 Lesson 1

3 Read and match

word	definition
1. power (c)	a. to damage or cause injury to something or someone
2. run out (e)	b. to collect or trap something for a specific purpose
3. impact (d)	c. to make something move or run
4. harm (a)	d. an effect on something
5. capture (b)	e. to finish or end so that there is not any more

4 Read and circle the words that connect the sentences

And, so, and because

- 'And' is used to connect things together.
Ex: Max packed his bag and he set off into the forest.
- 'So' tells us what happened next.
Ex: Max saw the waterfall, so he took a break.
- 'Because' explains why something happened.
Ex: The bird didn't fly away because Max was quiet.

Top Tip

Once upon a time, there was a young explorer named Max. He loved adventure. Max packed his bag with snacks, a map, and his compass, and he set off into the forest. Max saw a beautiful waterfall, so he decided to take a break and look at its beauty. He even saw a rare bird on a branch. The bird didn't fly away because Max was patient and quiet. Max felt grateful for the peaceful moment and he continued his journey into nature.

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venture. Max packed his bag with snacks, a map, **and** his compass, **and** he set off into the forest. Max saw a beautiful waterfall, **so** he decided to take a break **and** look at its beauty. He even saw a rare bird on a branch. The bird didn't fly away **because** Max was patient **and** quiet. Max felt grateful for the peaceful moment **and** he continued his journey into nature.

5. Read and fill in the gaps using (and so because).

1. Explain the conjunctions “and,” “so,” and “because” providing definitions and examples of how each is used to connect ideas in sentences.
2. Read the sentences aloud and demonstrate how to fill in the gaps with the appropriate conjunctions. For example, for sentence 2, explain that “so” is used to show a result of being hungry.
3. Divide students into small groups and give them a set of sentences to work on together. Encourage them to discuss which conjunction fits best and why.
4. Provide students with a worksheet that includes similar sentences with gaps. Ask them to fill in the blanks individually.
5. After completing the worksheet, have students share their answers with the class. Discuss any differences in their choices and clarify any misunderstandings.

By following these steps, students will gain a better understanding of how to use conjunctions effectively in their writing.

Answers

1. and
2. so
3. because
4. so
5. because
6. and

6. Write a paragraph about an energy resource.

1. Introduce the topic: Start by explaining the concept of energy resources and their types (renewable and non-renewable).
2. Explain how to organize a paragraph into three parts:

Topic sentence: Introduce the main idea (e.g. “There are many sources of energy we use every day”).

Unit 4 Lesson 1

5 Read and fill in the gaps using (and, so, or because)

1. I love pizza and burgers, **and** they are my sister's favorite foods, too.
2. Max was hungry, he made a sandwich.
3. Sarah practiced piano every day she wanted to improve her skills.
4. The sun was shining, we decided to go to the park.
5. Tim studied hard, he wanted to get a good grade on the test.
6. I love playing soccer, I also enjoy playing basketball.

6 Write a paragraph about an energy resource

Consider the following ideas when writing:

1. **Introduction:** Start with a clear opening sentence that introduces the energy resource and why it is important.
2. **Types:** Describe where the energy resource comes from.
3. **Importance:** Explain why this energy resource is helpful to people and the planet.
4. **Benefits and drawbacks:** Discuss the advantages and disadvantages of this type of energy resource.

.....

.....

.....

.....

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Supporting sentences: Add details, examples, and explanations.

Concluding sentence: Summarize the idea (e.g. "Energy sources are necessary for modern life.")

3. Provide useful vocabulary and phrases: renewable, non-renewable, pollution, save energy.

4. Give them a simple outline to follow

5. Provide feedback: after they write their paragraphs, correct mistakes and suggest improvements. Focus on grammar, vocabulary, and structure.

A Suggested Paragraph

Energy is the power we use to do things like turn on lights, cook food, use computers, and even move! It comes from different sources like the sun, wind, water, and fuel. One type of energy comes from the sun. This is called solar energy. We use the sun's heat and light to make electricity. We use solar panels to do this. Energy is important, but we need to be careful when we use it. This is because using too much energy causes pollution that can harm our planet.

PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

1. fossil fuels
2. solar
3. wind turbines
4. electricity

2 Circle the odd one word and replace it with a correct one.

1. wind → nuclear
2. protect → sustainable
3. cars → hydropower
4. protect → damage
5. recycle → consume

3 Fill in the gaps using *and*, *so*, *because*.

1. and
2. so
3. because

4. so

5. because

6. and

4 Write a paragraph of six sentences about *Renewable Energy*.

Renewable energy is energy that can be reused and does not run out. It includes sources like solar energy and wind energy. Solar panels help capture sunlight to produce electricity. Renewable energy helps protect the environment by reducing pollution. Unlike fossil fuels, it is clean and sustainable. By using renewable energy, we can keep the planet healthy and avoid the heap of harmful waste.

Lesson 2 Energy and our planet

SB pages PB pages

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

- discuss the common sources of energy used in everyday life suggesting ways to protect the environment from the negative effects of energy use.
- identify some actions that contribute to energy conservation.
- correctly fill in the gaps in sentences using the target vocabulary.
- form adjectives from nouns or verbs by correctly adding the suffixes -al, -ic, -ive, and -ous.
- rewrite sentences using the zero conditional 'If'.
- identify the source of energy and the corresponding type of energy from a given description.

Vocabulary: conserve, unplugging, energy-efficient, generations, our planet

Language:

- Using the zero conditional, or the “factual” conditional, to express general truths, scientific facts, and things that are always true.

If + Present Simple, Present Simple

- Forming adjective from the noun or a verb by adding suffixes: -al, -ic, -ive, and -ous

Values:

- Develop an awareness of the importance of conserving energy to protect the environment and ensure a sustainable future.
- Cultivate appreciation for renewable energy as a means of reducing pollution and addressing environmental issues.
- Foster a sense of responsibility by identifying personal actions that can contribute to energy conservation.

Materials:

Student's Book

Practice book



Teacher's Guide

Some magazines including pictures of different types of energy sources

Warm up

1. Draw the students' attention to the title of the lesson, Energy and our Planet.
2. Introduce the concept of energy and its importance in our daily lives.
3. Engage students with a hands-on activity demonstrating different forms of energy (e.g., kinetic, potential).
4. Facilitate a discussion on how energy impacts the planet, encouraging students to think critically about energy consumption and conservation.
5. Encourage students to share their information about energy and how to save it and help our planet.

1. Look and discuss.

1. Engage students in discussion by asking them about energy sources they know (e.g., sunlight, wind, fuel).
2. Encourage sharing examples of energy usage in daily life.
3. Ask a guiding question: "What are some ways energy is wasted at home or school?"
4. Encourage students to share ideas to find solutions.
5. Brainstorm ideas to reduce the negative impact of energy use, like saving electricity and water.
6. Provide relatable examples such as turning off unused lights or closing the fridge door properly.
7. Summarize the key points shared during the discussion giving suggested answers to the main questions.

Suggested Answers

1. Sunlight, wind, water, coal, oil, natural gas, and electricity.
2. Turn off lights and appliances when not in use. Use energy-efficient devices like LED bulbs.

2. Read and tick (✓) what you do to save energy.

Unit 4 Lesson 2

1 Look and discuss



1. What are some common sources of energy we use?
2. How can we help to protect the environment from negative effects of energy use?

2 Read and tick (✓) what you do to save energy

Energy is the power we use to do things like turn on lights, cook food, use computers and even move! It comes from different sources like the sun, wind, water, and fuel. Energy is important, but we need to be careful when we use it. This is because using too much energy causes pollution can harm our planet.



To help our planet, we can **conserve** energy by turning off lights and **unplugging** electronics when we are not using them. We can also use less water when you take shorter showers or turn off the water while brushing our teeth. It is important to close doors and windows when the air conditioner or heater is on. This keeps the cool or warm air inside, so the machine doesn't work too hard. We can use **energy-efficient** light bulbs, like LED lights, because they use less electricity and last longer.



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1. Start by introducing the passage and its importance. Explain that it talks about everyday actions to save energy and why it matters.
2. Read the passage aloud to the class, pausing to emphasize key points such as turning off lights, using less water, and choosing energy-efficient bulbs.
3. Ask students to read the passage silently, paying attention to actions they already do and new habits they can learn.
4. Discuss difficult words or phrases to ensure understanding, such as “energy-efficient” or “pollution.”
5. Invite students to share what they found most interesting or surprising in the text.
6. Guide them to complete the checklist by ticking actions they already do, encouraging honest reflection.
7. End by asking them to choose one new habit they’d like to start and explain why.

Answers

1. (x) 2. (✓) 3. (✓) 4. (x)
5. (x)

3. Complete the sentences with words from the box.

1. Begin by reading the instructions for task 3 aloud to the students.

2. Show the students the list of words in the box: “conserve,” “unplugging,” “energy-efficient,” and “generations».

3. Explain to the students that they need to fill in the blanks in the sentences using the words from the box.

4. Read each sentence out loud and pause at the blank space, encouraging the students to suggest which word from the box fits best.

5. Discuss each suggestion, explaining why it is or isn’t the correct choice.

6. Once a word is chosen, write it in the blank space on the board or have a student do it.

7. Continue this process for each of the remaining sentences.

8. Review the completed sentences together, ensuring that all the blanks have been filled in correctly.

Answers

Unit 4 Lesson 2

When we save energy, we reduce the amount of pollution in the air. This helps keep our air clean and the earth healthy. It also makes sure we have enough energy for the future **generations**.

1. Turning on home lights when we are out	()
2. Taking shorter showers	(✓)
3. Unplugging the computer when we are not using it	()
4. Opening doors and windows when the air-conditioner is on	()
5. Using bulbs that use much electricity	()

3 Complete the sentences with words from the box

conserve unplugging energy-efficient generations

1. Unplugging these electronic devices can save energy.
2. You can energy by turning off electronic devices after use.
3. All the light bulbs at my home are
4. We should reduce pollution to help future live safely.

4 Read and add the correct suffixes: -al, -ic, -ive, and -ous to the given word to form adjectives

Suffixes

• We can form adjective from the nouns or a verb by adding suffixes: -al, -ic, -ive, and -ous.

Examples:

energy	energetic
impress	impressive
nation	national
poison	poisonous

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1. Unplugging
2. conserve
3. energy-efficient
4. generations

4. Read and add the correct suffixes *-al*, *-ic*, *-ive*, and *-ous* to the given words to form adjectives.

Top Tip

We can form adjective from the noun or a verb by adding suffixes: *-al*, *-ic*, *-ive*, and *-ous*. Examples: energy energetic impress impressive nation national poison poisonous.

1. Start with a discussion: Ask students if they know how nouns or verbs can be turned into adjectives. Give examples like “nation” → “national” or “energy” → “energetic.»
2. Explain suffixes: Introduce the idea of suffixes (*-al*, *-ic*, *-ive*, *-ous*) as endings added to words to create adjectives. Use the examples in the “Top Tip” box to demonstrate.
3. Write a few examples on the board to guide the students:
4. Energy → Energetic
5. Nation → National
6. Poison → Poisonous
- 7.
8. Highlight the suffix: Underline the suffix in each word to show how it changes the noun/verb into an adjective.
9. Read the instructions from the task sheet: “Add the correct suffix (*-al*, *-ic*, *-ive*, or *-ous*) to the given word to form adjectives.»
10. Go over the examples provided and remind them that the suffix depends on the word.
11. Ask students to complete the rest of the sentences on their own or in pairs.
12. Encourage them to use the “Top Tip” examples as a reference.
13. Go over each sentence together. Ask for volunteers to share their answers.
14. Write the correct answers on the board, discussing why each suffix was chosen.
15. Divide students into small groups. Give each group a set of nouns/verbs and ask them to add the correct suffix to form adjectives. They can then use their adjectives to create short sentence.

Answers

1. courageous
2. attractive

3. scientific

4. natural

5. Rewrite the following sentences using (If).

Top Tip

The zero conditional, often referred to as the “factual” conditional, is used to express general truths, scientific facts, and things that are always true. It follows a simple structure: If + Present Simple, Present Simple** For example: - If you heat water to 100 degrees Celsius, it boils. (This is a general truth about water and temperature.):

1. Tell students that they will rewrite sentences to show general truths using “if.” 2. Explain that these are facts, so they use the structure: If + Present Simple, Present Simple. Example: Water boils when it reaches 100°C becomes If water reaches 100°C, it boils.

3. Write the first example on the board: Plants grow when you give them water.

4. Ask students how they can rewrite it using “if.” Guide them to say:

If you water plants, they grow.

5. Ask students to rewrite the remaining sentences on their own. Remind them to carefully follow the example and use the correct structure.

6. Go through the rewritten sentences together as a class. Allow students to share their answers and provide feedback.

7. To reinforce learning, have students come up with their own examples of general truths and rewrite them using “if».

Answers

1. If you water plants, they grow.

2. If you heat ice, it melts.

3. If you heat metal, it expands.

4. If people are exposed to cold weather, they get cold.

5. If batteries have power, they work.

6. If you leave food out of the fridge for too long, it spoils.

Unit 4 Lesson 2

1. The (courage) officer saved the family from the road accident.
2. The sunset was very (attract)
3. Mahmoud does a lot of (science)..... experiments in his school lab.
4. Fruits contain (nature)sugar.

5 Rewrite the following sentences using (If)

Zero Conditional 'If'

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

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

Top Tip

1. Plants grow when you give them water.
If you water plants, they grow.

2. Ice melts when you heat it.

3. Metal expands when you heat it.

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

5. Batteries work when they have power.

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

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6. Listen and complete the table.

1. Ask students to name some energy sources they know and write their ideas on the board.
2. Explain that they will listen to a recording or text and complete a table with two columns: the source of energy and the type of energy.
3. Show the table structure they will use and ensure they understand how to fill it in.
4. Play the recording or read the text aloud once, asking students to just listen and understand the general idea.
5. Provide the table worksheet and play the recording or read the text again, pausing briefly if needed to allow students to write down the answers.
6. Ask students to compare their answers with a partner or group.
7. Go over the answers as a class, filling out a large table on the board to confirm accuracy.

Source of Energy	Type of Energy
1. sun	a. solar energy
2. wind	b. wind energy
3. water	c. hydropower
4. underground	d. fossil fuels

Answers

source of energy	Type of energy
sun .1	a. solar energy
wind .2	b. wind energy
water .3	c. hydropower
underground .4	d. fossil fuels

Listening Text

Energy is all around us! It helps us at homes, schools, and work. There are different types of energy that come from many sources.

One type of energy comes from the sun. This is called **solar energy**. We use the sun's heat and light to make electricity.

Another energy source is wind. Have you ever seen a windmill? Wind turns the blades of the windmill, and this movement creates electricity. This is called **wind energy**.

We also get energy from water. This is called **hydropower**. Big dams are built on rivers, and the moving water turns machines to make electricity.

Some energy comes from underground. **Fossil fuels** like coal, oil, and natural gas are taken from deep in the earth.

PRACTICE BOOK ANSWER KEY

1. Read and complete the dialogue.

1. save
2. energy
3. solar
4. wind

2. Circle the odd one out and replace it with a correct one.

1. pollution → **energy**
2. harmful → **conserve**
3. conservation → **air conditioner**
4. future → **gas**
5. pollution → **switch off**

3. Rewrite the following sentences using “If” to connect the ideas.

1. If you turn off the lights, you will save electricity.
2. If you use renewable energy, the environment will be clean.
3. If you take shorter showers, you will conserve water.
4. If you unplug electronics, you will help reduce pollution.

4. Read and add the correct suffixes.

1. courageous
2. attractive.
3. Islamic
4. natural

Lesson 3 Technology and energy

SB pages, PB pages.....

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

- discuss whether people use more energy in summer or winter providing examples of technology they use in their daily life.
- identify true and false statements about technology and energy use correcting the false ones.
- correctly fill in the gaps in sentences using the target vocabulary.
- correctly use the conjunction 'but' to connect two contrasting ideas in sentences.
- identify the different pronunciations of the letters 'ch'.
- write a paragraph about smart homes describing their features.

Vocabulary: solar panels, wind turbines, fossil fuels, insulation grids

Language:

Using 'but' as a conjunction to show contrast or opposition between two ideas. Example: I like tea, but Mona likes coffee.

Phonics:

In English, the letter combination "Ch" can have three different pronunciations:

1. /tʃ/ like church, change, check
2. /k/ like chemistry, chronicle
3. /ʃ/ like champagne, charade

These different pronunciations can be attributed to the origins of the words and the influence of other languages on English.

Values:

- Develop an awareness of the importance of conserving energy to protect the environment and ensure a sustainable future.
- Cultivate appreciation for renewable energy as a means of reducing pollution and addressing environmental issues.



- Foster a sense of responsibility by identifying personal actions that can contribute to energy conservation.

Materials:

Student's Book

Practice book

Teacher's Guide

Some magazines including pictures of some modern inventions

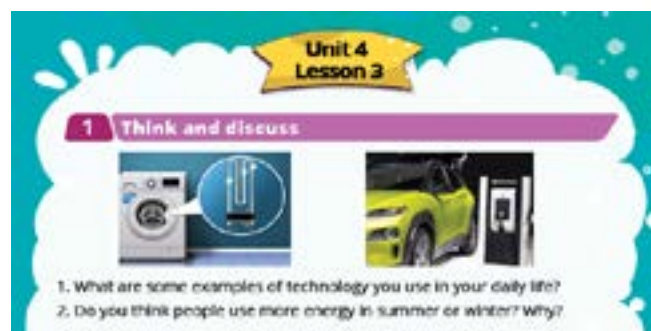
The internet

Warm up

1. Draw the students' attention to the title of the lesson Technology and Energy.
2. Write the words "Technology" and "Energy" on the board, and ask students to share any words or phrases that come to mind when they hear these words.
3. Encourage students to think about how technology and energy are used in their daily lives, and to share any personal experiences or examples.
4. Do a quick "Think-Pair-Share" activity.
5. Ask students to think about a time when they used technology to complete a task or achieve a goal.
6. Pair students up with a partner or in small groups.
7. Ask each pair or group to share their thoughts and ideas with each other.
8. After 2-3 minutes, ask each pair or group to share one interesting or surprising thing they learned from their partner or group

1. Think and discuss.

1. Ask students if they have ever thought about how much energy they use when playing games, watching videos, or browsing the internet on their devices.
2. Ask students to take a few minutes to think about the questions individually. Encourage them to consider their own experiences and observations.
3. Divide the students into small groups of 3-4 and ask them to discuss the questions. Encourage each group member to share their thoughts and listen to others.
4. After the group discussion, ask each group to share their main points with the class. Encourage students to reflect on what they learned from the discussion and how they can apply it to their daily lives.
5. Observe student participation during the group discussion, review their



notes or written reflections for understanding, and collect the group's main points to assess their critical thinking and problem-solving skills.

Answers

1. I use the computer, tablet, mobile phone, refrigerator, and the washing machine.
2. In the winter because people use more energy to keep their homes warm

2. Read and tick (✓) or (x). Correct the false ones.

1. Start with a discussion to gauge students' understanding of technology and energy and to activate their prior knowledge. Ask questions like: What kind of technology do you use at home? What do you know about solar panels or electric cars?
2. Read the passage aloud to the class, or have students read it in pairs. This can help with fluency and comprehension.
3. Identify and discuss key terms from the text, such as "refrigerators", "insulation," "smart grids," "energy-efficient," and "pollution." Use visuals or real-life examples to clarify these concepts.
4. Explain the task and how to mark statements as true (✓) or false (X).
5. Encourage students to reread the text to find evidence for their answers.
6. Let students work individually or in pairs to complete the activity.
7. Ask students to explain their answers and justify them with information from the text.
8. Review each statement with the class, discussing whether it is true or false.
9. For false statements, guide students in correcting them based on the text.
10. Summarize what students learned about energy and technology.
11. Reinforce the idea of using technology to help the environment and save energy referring to the Top Tip mentioned to highlight the importance of using technology as a 21st century skill and how to use it wisely.



Answers

1. (✓)
2. (x) Electric cars use electricity.
3. (✓)
4. (x) Smart grids use less energy.

5. (x) New technology can help us reduce pollution.

3. Complete the sentences with words from the box.

1. Help students understand and apply vocabulary related to energy sources and systems.
2. Briefly explain each word in the box: solar panels, wind turbines, fossil fuels, insulation, grids.
3. Provide real-life examples of where they are used.
4. Write the sentences on the board and read them aloud.
5. Discuss the meaning of each sentence and its context.
6. Encourage them to read each sentence carefully and choose the correct word from the box to fill in the gaps.
7. Allow them to work individually or in pairs for peer discussion.
8. Go over each answer as a class, inviting volunteers to read their answers aloud.
9. Correct and explain any mistakes to ensure understanding.

Unit 4
Lesson 3

Top Tip for Life

Using technology is an important 21st century skill. You need to learn how to use technology wisely.

1. Technology can help us use energy wisely. (✓)
2. Electric cars use fossil fuels. ()
3. Home insulation can adjust the temperature in our homes. ()
4. Smart grids use more energy. ()
5. New technology causes much pollution. ()

Answers

1. fossil fuels
2. wind turbines
3. insulation
4. solar panels
5. grids

4 Join the sentences using 'but'.

Top Tip

'But' is a conjunction used to show contrast or opposition between two ideas. Examples: I like tea, but Mona likes coffee. I want to go for a walk, but it is raining heavily now. This mobile phone looks good, but it is very expensive.

1. Write examples from the task on the board: I like tea. Mona likes

Unit 4
Lesson 3

3 Complete the sentences with words from the box.

solar panels wind turbines fossil fuels insulation grids

1. In the past, factories used fossil fuels.
2. My uncle has to generate electricity for his farm.
3. We use a good system with the roof of our house to stop heat and rain.
4. This home is smart. It uses to generate electricity using the sun.
5. are electricity networks that make use of new technologies to have safe energy.

4 Join the sentences using "but."

Conjunction "but"

"But" is a conjunction used to show contrast or opposition between two ideas.

Top Tip

Examples:
I like tea, but Mona likes coffee.
I want to go for a walk, but it is raining heavily now.
This mobile phone looks good, but it is very expensive.

1. Hana likes science. She doesn't like art.
Hana likes science, but she doesn't like art.
2. The new road cost a lot of money. It saved much time.

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coffee«.

2. Show how to join them: “I like tea, but Mona likes coffee«.
3. Explain that “but” is used to show a contrast between two ideas.
4. Highlight the sentence structure: [Idea 1], but [Idea 2].
5. Do one example together as a class (e.g., “Hana likes science. She doesn’t like art.”)
6. Write: “Hana likes science, but she doesn’t like art«.
7. Ask students to identify the contrasting ideas in this example.
8. Allow them to work individually to join the sentences using “but«.
9. Encourage them to re-read their sentences to ensure they make sense.
10. Invite students to share their sentences.
11. Write a few examples on the board and discuss any issues.
12. Praise creative or well-written responses and clarify common mistakes.

Answers

1. Hana likes science, but she doesn’t like art.
2. The new road cost a lot of money, but it saved much time.
3. He lost his parents in a car accident, but he lives happily with his grandparents now.
4. Dina wrote a paragraph about solar panels, but it had lots of mistakes.
5. We wanted to go camping, but we couldn’t find a suitable place.

5 Listen and sort the words from the box in the table.

1. Read the Top Tip about the pronunciation of *ch*.
2. In English, the letter combination *ch* can have three different pronunciations:
 - 1/ tʃ/ like church, change, check.
 - 2/ k/ like chemistry, chronicle.
 - 3/ ʃ/ like champagne, charade.

5 Listen and sort the words from the box in the table

Top Tip
The different pronunciations of 'ch'
• /tʃ/ Sound in words like cheese, church, and chocolate
• /k/ Sound in words like school, machine, and stomach
• /ʃ/ Sound in the word like chef and machine

/tʃ/	/k/	/ʃ/
teacher	technology	brochure

Write the three sounds (/tʃ/, /k/, /ʃ/) on the board.

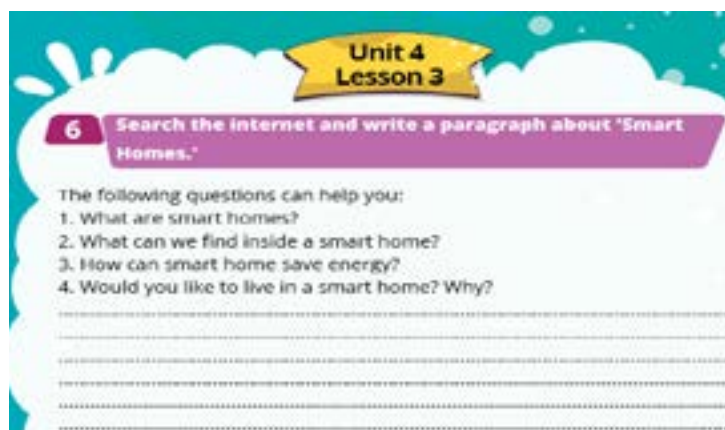
4. Say each sound aloud with examples: cheese, school, and chef.
5. Take one word from the list (e.g., “teacher”) and explain which column it belongs to and why.
- .1 Ask students to sort the remaining words into the correct columns on their worksheets.
- .2 Review the answers as a class, and ask students to explain their choices.

Answers:

/tʃ/	/k/	/ʃ/
teacher	technology	brochure
chat	chaos	chef
children	mechanic	machine
attachment	stomach	
	school	
	orchestra	
	echo	

6. Search the internet and write a paragraph about 'Smart Homes'.

1. Discuss each question with the class to brainstorm ideas. Write key points on the board.
2. Guide students to write a paragraph using the ideas from the discussion.
3. Check for complete sentences and proper grammar.
4. Ask a few students to share their paragraphs with the class. Provide feedback on their writing.



A Suggested Paragraph:

Smart homes use advanced technology to enhance comfort, security, and energy efficiency. In these homes, we can find smart lighting, thermostats, security cameras, and appliances, which can be controlled remotely via smart phones or computers. Smart homes also help conserve energy by allowing users to program devices to operate only when needed, reducing electricity costs and promoting environmental sustainability. I'd like to live in a smart home. Smart homes represent a step toward a future where technology simplifies and improves everyday living.

PRACTICE BOOK ANSWER KEY

2. Read and complete the dialogue.

1. solar panels
2. insulation
3. grids
4. fossil fuels

1. Listen and sort the words.

/tʃ/	/k/	/ʃ/
teacher	technology	brochure
chat	mechanic	chef
children	chaos	machine
attachment	stomach	orchestra
	echo	

2 Read and answer.

1. Technology is helping by using renewable Sources and developing energy efficient devices.
2. Devices like refrigerators, solar panels, and smart grids can help conserve energy.
3. Because they are renewable, affordable, and reduce pollution.
4. c
5. b
6. a

3. Punctuate the following:

If we use technology wisely, we can save energy, money, and reduce pollution.

Lesson 4 Energy and agriculture

SB pages, PB pages.....

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

- discuss the ways in which renewable energy could be used to help farms.
- identify the challenges faced by farmers in growing food and the role of renewable energy in solving these challenges.
- accurately match some words to their correct definitions.
- correctly fill in the gaps in some sentences using the target vocabulary.
- recognize the /dʒ/ sound in words j and g letters.
- complete some sentences with words that have the /dʒ/ sound.

Vocabulary: fertilizers, biofuel, geothermal, greenhouses, judge, projects, technology, journal, geothermal

Phonics:

The sound /dʒ/ comes from:

»j/ (e.g., jump, jungle).

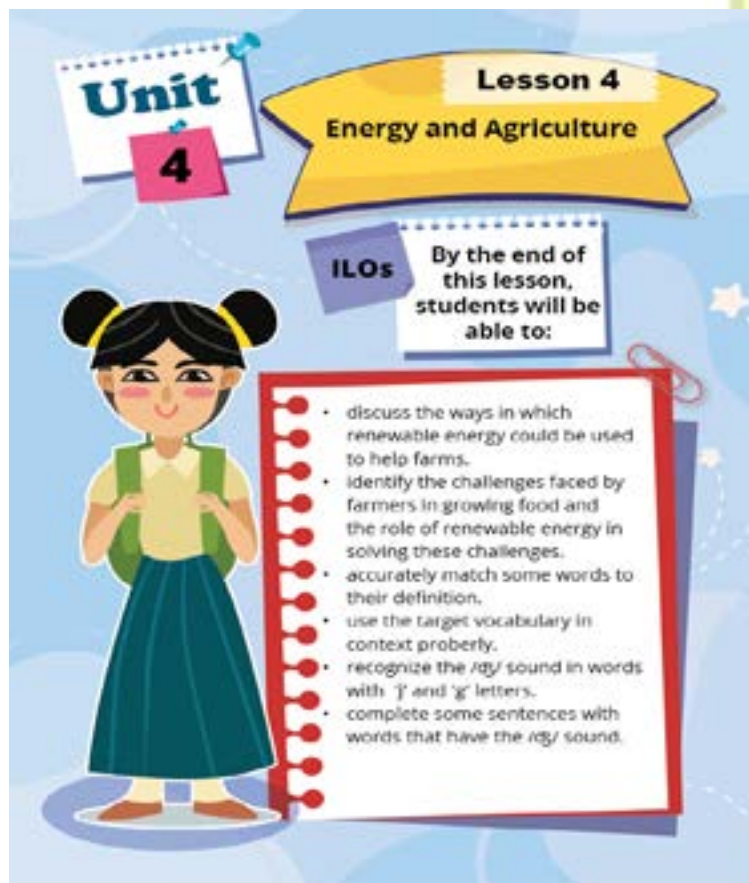
- soft /g/ before “e,” “i,” or “y” (e.g., giant, gym).
- ‘dge’ at the end of words (e.g., judge, edge).
- borrowed words (e.g., jeep, jalapeño)

Values:

- Develop an awareness of the importance of conserving energy to protect the environment and ensure a sustainable future.
- Cultivate appreciation for renewable energy as a means of reducing pollution and addressing environmental issues.
- Foster a sense of responsibility by identifying personal actions that can contribute to energy conservation.

Materials:

Student’s Book



Warm up

1. Draw the students' attention to the title of the lesson 'Energy and Agriculture'.
2. Write the words *Agriculture* and *Energy* on the board, and ask students to share any words or phrases that come to mind when they hear these words.
3. Ask the students, "What do you think connects energy and agriculture?"
4. Allow a few students to share their ideas (e.g., machines, sunlight, fuel) and write their responses on the board.
5. Divide the class into small groups and give each group a set of pictures or flashcards showing items like a tractor, solar panels, irrigation systems, fertilizers, wind turbines, and crops.
6. Instruct the groups to match the cards that show how energy is used in agriculture. For example:

tractor → fuel

crops → sunlight

irrigation → water pumps (electricity)

7. Once the groups finish, discuss their matches as a class
8. Ask follow-up questions like, "Why is energy important for growing food?" and "Can agriculture help produce energy too?"
9. Use their responses to transition into the lesson by explaining how energy powers agriculture and how agriculture can also provide energy (e.g., biofuels)

1. Think and discuss.

1. Show the students the two pictures in the task. Ask them to observe and describe what is happening in each picture.
2. Read the two questions aloud: Why do farmers need to find ways to grow more food? / Imagine that you are a farmer. What are some ways you could use renewable energy to help your farm?
3. Encourage students to think about the first question and discuss their ideas with a partner or in small groups. Then, ask a few volunteers to share their answers with the class.
4. For the second question, ask the stu-

Unit 4
Lesson 4

1 Think and discuss




1. Why do farmers need to find ways to grow more food?
2. Imagine that you are a farmer. What are some ways you could use renewable energy to help your farm?

2 Read and answer

Farmers use a lot of energy to grow food. They use energy to make fertilizers, run tractors, and store food. The world needs more food because there are more people. Farmers need to find ways to grow more food without using too much energy. They can use renewable energy sources like wind and solar power. These sources are good for the environment and can help farmers save money.

Farmers can also grow crops that can be used to make biofuel. Biofuel is a type of fuel that is made from plants. It can be used to power tractors and other farm equipment. Farmers can also use solar panels to grow crops. The solar panels provide shade for the crops and help them grow better. Farmers can also use geothermal energy to grow flowers. Geothermal energy is heat from the earth. It can be used to heat greenhouses and help flowers grow.

Farmers are finding new ways to use renewable energy to help them grow food. Renewable energy is a good way to help the environment and save money. It can also help farmers grow more food to feed the world.

1. Why do farmers need to find ways to grow more food?
a. because they need to make more money
b. because they need to use less energy
c. because there are more people in the world
d. because they need to grow more crops for biofuel

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- dents to brainstorm ways they might use renewable energy, like solar panels, wind power, or biofuels, and explain how it could help a farm
5. Guide the discussion by giving examples or asking follow-up questions to encourage critical thinking, such as “How could solar panels help reduce costs on a farm“?
 - .6 Wrap up by summarizing their ideas and transitioning into a deeper exploration of the topic, such as energy use in agriculture or renewable energy solutions.

Suggested Answers

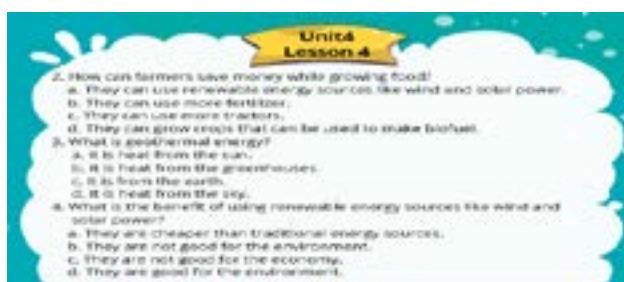
1. Farmers need to find ways to grow more food because people are increasing.
2. I will use renewable energy sources like wind and solar power. I can also grow crops to make biofuel.

2. Read and answer.

1. Explain to the students that they will read a passage about how farmers use energy and renewable resources to grow food.
- .2 Introduce the concept of reading for a purpose. Tell them to look for specific information to answer the multiple-choice questions at the end of the text.
- .3 Use a pre-reading activity by asking students questions like:
”What do you already know about how farmers grow food“?
4. Read the text aloud as a class, with you modelling fluent reading for the first paragraph. Then, invite volunteers to read the following paragraphs one at a time. Encourage students to underline key phrases as they listen or read.
- .5 Pause after each paragraph to check comprehension by asking questions like: “What is biofuel“?
- .6 Pair students and have them read the text again silently or to each other. Instruct them to highlight any unfamiliar words and work together to figure out their meanings using context clues.
- .7 Move to the multiple-choice questions. Read each question aloud and discuss the possible answers with the class. Encourage students to refer back to the text to find evidence for their answers.
- .8 Use guided practice for the first question by showing how to locate the answer in the text. Then, let students answer the remaining questions independently or in pairs.
- .9 Review the answers as a class. Discuss why each answer is correct and clarify any misunderstandings

Answers

1. c
2. a
3. c
4. d



3. Match the words to their definitions.

- .1 Write the words (fertilizers, biofuel, geothermal, greenhouses) on the board and discuss their meanings briefly with the students.
- .2 Read each definition aloud and explain unfamiliar terms, using examples where needed.
- .3 Ask the students to work in pairs or small groups to match the words to their correct definitions on the worksheet.
- .4 Review the answers together as a class. For each answer, ask a volunteer to explain why they made that match.

Answers

1. (c) 2. (d) 3. (b) 4. (a)

3 Match the words to their definitions		
Word		Definition
1. fertilizers	(c)	a. buildings with a roof and sides made of glass, used for growing plants that need warmth and protection
2. biofuel	(d)	b. related to the heat inside the Earth
3. geothermal	(b)	c. substances that are added to soil to help plants grow
4. greenhouses	(a)	d. a type of fuel made from plants

4 Complete the sentences with words from the box.

1. Write the words in the box (fertilizers, biofuel, geothermal, greenhouses) on the board and review their meanings again.
2. Read the sentences aloud to the students and explain any challenging vocabulary.
3. Ask students to work independently or in pairs to fill in the blanks with the correct words from the box.
4. Check the answers as a class. Call on individual students to read each completed sentence and explain why their choice fits the context

Unit 4 Lesson 4

4 Complete the sentences with words from the box

fertilizers biofuel geothermal greenhouses

1. Farmers can grow crops that can be used to make biofuel.
2. Farmers can use solar panels to grow crops, which is called _____ farming.
3. Farmers use _____ to help their crops grow.
4. My uncle is an agriculture engineer. He grows fruits and vegetables in _____.

5 Listen and underline the words with the /dʒ/ sound

Top Tip The letter 'j' is pronounced /dʒ/. The letter 'g' is also pronounced /dʒ/ when the 'g' is followed by 'e, i or y.'

1. My favorite animals are the dog, cat, giraffe and monkey.
2. Farmers use a lot of energy to grow food.
3. I enjoy eating chocolate.
4. There is a jar of green olives on the table.
5. Dad goes to the gym every Friday.
6. Geothermal heat is used to heat greenhouses.

Answers

1. biofuel
2. geothermal
3. fertilizers
4. greenhouses

5 Listen and underline the words with the /dʒ/ sound.

Top Tip

The /dʒ/ sound is found in words where “j” appears (like “jar”) or when “g” is followed by “e,” “i,” or “y” (like “giraffe”). It’s important to listen for this sound to recognize and pronounce these words correctly.

1. Explain the /dʒ/ sound, highlighting that it occurs in words with “j” (e.g., “jar”) or “g” followed by “e,” “i,” or “y” (e.g., “giraffe”)
2. Model the sound clearly and have students repeat words such as “giraffe,” “judge,” and “jar”.
3. Read the sentences aloud twice, slightly emphasizing the /dʒ/ sound in the words.
4. Instruct students to listen carefully and underline the words containing the /dʒ/ sound in each sentence.
5. Go through each sentence again as a class, asking students to share the words they underlined. Confirm the correct answers and provide clarification where needed.

Answers

1. My favorite animals are the dog, cat, giraffe and monkey.
2. Farmers use a lot of energy to grow food.
3. I enjoy eating chocolate.
4. There is a jar of green olives on the table.
5. Dad goes to the gym every Friday.
6. Geothermal heat is used to heat greenhouses.

6 Complete the sentences with words from the box.

1. Introduce the words in the box, providing simple explanations or examples for each word to ensure students understand their meanings.
2. Read the first sentence aloud and model filling in the blank with the correct word from the box, explaining why it fits.
3. Ask students to work individually or in pairs to complete the remaining sentences by selecting the appropriate words from the box.
4. Review the answers together as a class. For each sentence, ask why the chosen word is correct, reinforcing understanding of the context and vocabulary.
5. If time allows, ask students to create their own sentences using some of the new words to practice further.

Answers

1. journal
2. projects
3. technology
4. geothermal
5. jobs
6. judge

6 Complete the sentences with words from the box

judge projects technology jobs journal geothermal

1. My dad likes reading articles in the journal.
2. Egypt will do a lot of to help the people.
3. We can use to save energy.
4. Farmers can also use energy to grow flowers.
5. A lot of projects provide many for the youth.
6. You shouldn't people by their appearance.

Mini-Project

An Energy-Saving Campaign

1. Begin with a discussion about how people use energy in their daily lives.
2. Ask open-ended questions to encourage students to share their thoughts.
3. Explain that they will create posters to teach others how to save energy.
4. Group students and let them brainstorm ideas on their own.
5. Provide materials like paper, markers, and colors for making posters.
6. Encourage students to draw or write their messages without any restrictions.
7. Allow them to present their posters and share their ideas with the class.
8. Conclude with a discussion about what they learned and how they can apply it.

Mini Project

An Energy-Saving Campaign

- This is a whole-class project.
- Make an "Energy-Saving Campaign" and tell other people about how to save energy.
- Make a poster with some tips for people to follow.
- Add suitable pictures, like the given one.



PRACTICE BOOK ANSWER KEY

Fill in the gaps with words from the box.

1. journal
2. projects
3. technology
4. geothermal
5. jobs
6. judge

Listen and underline the words with the /dʒ/ sound.

1. giraffe
2. energy
3. enjoy
4. jar
5. agriculture

Complete the sentences with “and” or “but”.

1. but
2. but
3. and
4. but

4 Punctuate the following.

Renewable energy, like solar power, wind turbines, and biofuel is used in Egypt.

ILOS: To revise the vocabulary and language from units 3 and 4.

Vocabulary: Heteronyms

Words with pronounced and silent 'c'

Warm Up

1. Write the title of the unit, *Pandemics: Dreadful Diseases or More?* in a big circle on the board.
2. Elicit some of the pandemics students have learnt about.

1 Listen to some tips about how to stay healthy when there is a spread of disease or pandemic. Then, complete the sentences.

1. Ask students: How often do you wash your hands? How do you wash them?
2. Read the task title that explains what students are going to do.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing words.

Listening Text

My advice to stay healthy when there is a spread of disease or pandemic is to be careful and do the following:

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

- When you cough or sneeze, cover your mouth and nose with a tissue.

Review 2

Lesson 1

1 Listen to some tips about how to stay healthy when there is a spread of disease or pandemic. Then, complete the sentences

1. You should wash your hands with soap and water, or use an alcohol-based hand cleaner or gel sanitizer.
2. When you or sneeze, cover your and nose with a tissue.
3. Stay or practice distancing if you want to go out.
4. You should wear a face if you have to go out for medical
5. Avoid public, as much as possible.
6. Maybe you have to get someone to care for you if you are

2 Choose the correct meaning for the underlined words

1. I clip my nails every Friday. (part of the fingers / things made of metal that carpenters use)
2. I like to polish my shoes every day. (make it clean and bright / someone from Poland)
3. What is the content of your story? (happy and pleased / the ideas, facts, or images)
4. I always object to any bad words I hear. (something you have / say no)
5. I need to book a ticket to France. (reserve / something you read)

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- Stay home, or practice social distancing if you want to go out.
- You should wear a face mask if you have to go out for medical care.
- Avoid public transportation, as much as possible.
- Maybe you have to get someone to care for you, if you are sick.

Answers

1. soap / cleaner
2. cough / mouth
3. home / social
4. mask / care
5. transportation
6. sick

2 Choose the correct meaning for the underlined words.

1. Say: Please, open the door. / I always please my parents. Then, ask students: Does please have the same meaning in the two sentences? Explain the difference to them,
2. Tell students that some words in English are pronounced and written the same, but they gave different meanings. Go through the first example with them using realia.
3. Now, assign students to minutes to do the task in pairs.
4. Check answers by asking individual students to read the correct choices.

Answers

1. part of the finger
2. make it clean and bright
3. the ideas, facts, or images
4. say no
5. reserve

3 Read and write the correct 'hero' at times of pandemics.

1. Go through the hero in parenthesis with students.
2. Ask a good student to read the model sentence and the chosen hero.
3. Assign students three minutes to do the task individually.
4. Check answers by inviting different students to read the descriptions and the hero.

Answers

1. delivery workers
2. teachers
3. doctors and nurses
4. children

4 Read the sentences. Circle the words in which the *c* is pronounced as /s/ and underline it if the *c* is pronounced as /k/.

1. Write *c* on the board. Remind them that it is pronounced as /k/, but it is followed by *e*, *i* or *y*, it is pronounced as /s/.
2. Check understanding by going through the first sentence.
3. Assign them three minutes to do this task individually.
4. Go round the class to check students' progress.
5. Check answers by asking individual students to say pronounce the words with *c*. Give immediate feedback to students and praise their good pronunciation.

Answers

1. Omar can't ride his bicycle because he has broken his arm.
2. I have never been to the cinema.
3. Alexandria is a big city.
4. I stayed home during COVID-19 pandemic.
5. My uncle has lived in Cairo since 2020.
6. I always go to school on foot.

5 Write the correct proverb under each picture.

1. Go through the first picture and first proverb with students.
2. Ask some simple questions to make sure students understand what each picture is about.
3. Give them two minutes to match each proverb to its correct picture and write it.
4. Check answers by asking individual students to say the answers aloud.

Review 2

Lesson 1

3 Read and write the correct 'hero' at times of pandemics

(teachers doctors and nurses children delivery workers)

1. They bring food, medicine, and other items to families who cannot leave their homes. (delivery workers)
2. They help children online so they can continue learning from home. Some even visit their students to deliver books and offer help. ()
3. They work day and night to care for the sick. They wear masks, gloves, and special suits to stay safe while helping patients in hospitals. ()
4. They stay at home, wash their hands often, and follow the rules that their families say to be safe. ()

4 Circle the words in which the *c* is pronounced as /s/ and underline them if the *c* is pronounced as /k/

1. Omar can't ride his bicycle because he has broken his arm.
2. I have never been to the cinema.
3. Alexandria is a big city.
4. I stayed home during COVID-19 pandemic.
5. My uncle has lived in Cairo since 2020.
6. I always go to school on foot.

Answers

1. Health is not valued till sickness comes.
2. Disease comes on horseback but leaves on foot.
3. An apple a day keeps the doctor away.
4. Early to bed and early to rise makes a man healthy, wealthy and wise.



Lesson 1 Review2 SB pages

ILOS: To revise the vocabulary and language from units 3 and 4.

Vocabulary: Words about energy

Words with *ch* and their pronunciations

Language: The zero conditional 'If'

Warm Up

1. Write, *Energy*, in a big circle on the board.
2. Elicit the different types of energy from students

1 Look at the pictures. Ask and answer about how the things shown are helpful to the environment.

1. Tell students that the pictures represent different types of energy: Elicit their names and ask if they are renewable or non-renewable.
2. Pair the model example with a good student: You ask and they answer.
3. Ask of volunteers to ask and answer about the other pictures.
4. Praise the students' good work and don't interrupt their speaking to correct any pronunciation mistakes, because the aim here is to encourage them to communicate; fluency not accuracy.

Answers

- 1 a. What is this?



It's a solar panel.

b. What does it do?

It collects energy from the sun.

c. Why is it good for the environment?

Because it does not cause pollution

2 a. What is this?

It's a wind turbine.

b. What is it used for?

It produces electricity from the wind.

c. Is it a renewable energy source?

Yes, it is.

3 a. What kind of car is this?

It's an electric car.

b. How is it different from other cars?

It runs on electricity, not glass.

c. Why is it better for the planet?

It reduces air pollution.

2 Read and answer.

1. Tell students that the reading text is about how to save energy. Ask about the actions they do at home to save energy and resources, in general.

2. Tell them that they are going to work in groups; read the text and answer the questions.

3. Assign students five minutes to finish the task.

4. Ask a student to read the model question.

5. Check answers by asking a student from each group to answer a question.

6. If there is time, ask four good students to exchange reading the text.

Answers

1. Because it does not cause pollution

2. LED lights and special refrigerators

3. Because if we take care of the planet now, children in the future will have clean air, fresh water, and a healthy environment.

4. Turning off lights when I leave your house and unplugging chargers



3 Make sentences using *If* and *will*.

1. Write the first example on the board, using colored markers to highlight *If* and *will*.
2. Assign students four minutes to do the task individually.
3. Invite individual students to come to the board and write the joined sentences.
4. After writing the correct sentence, ask the student to read it, then ask the class to clap for them.

Answers

1. If we use too much electricity, we will spend more on energy.
2. If we turn off the lights, we will save energy.
3. If we recycle plastic, we will help the environment.
4. If we plant more trees, we will have cleaner air.
5. If we use public transportation, we will reduce air pollution.



4 Listen and write the correct sound for the underlined words: /tʃ/, /k/ or /ʃ/.

1. On the board, write *ch*, and remind the students of the three possible pronunciations: /tʃ/, /k/ or /ʃ/ by pronouncing and writing them on the board.
2. Go through the first example with them.
3. Play the audio or read the sentences, pausing for ten seconds after each sentence so that the students write the correct pronunciation.
4. Read the sentences once more quickly, asking students to check answers with peers.
5. Go through the answers as a whole class.

Answers

1. /k/ 2. /tʃ/ 3. /k/
4. /ʃ/ 5. /tʃ/ 6. /ʃ/

5 Read and match each idea to the correct picture for 'Promoting Clean Energy and Saving the Environment'.

1. Draw the students' attention to the pictures. Elicit what every picture shows or is about.
2. Read the ideas aloud, then focus on the first picture and the idea *f*.
3. Assign students three minutes to do the task in pairs.
4. Check answers by inviting individual students to read the ideas and their matching pictures.



Answers

- | | | |
|--------|--------|--------|
| 1. (f) | 2. (e) | 3. (a) |
| 4. (c) | 5. (b) | 6. (d) |

Model Tests Answer Key

Model Test (1)

1 Read and complete the dialogue.

1. rights
2. equal
3. justice
4. religion

3 Read and circle the odd one out and replace it with the correct one.

1. vegetables → equity
2. car → clothing
3. local → global
4. table → doctor
5. document → ethnicity

3 Choose the correct answer

- =1. b
- 2. a
- 3. b
- 4. b
- 5. b
- 6. a

4. Read and answer the questions.

- 1. The UN was founded in 1945.
- 2. The UDHR lists freedom, justice, and equality as basic rights.
- 3. Egypt is an important member because it supports global peace and security.
- 4. a
- 5. b
- 6. d

5. Write a short paragraph of six sentences about:

Why Islam promotes justice and equality

Islam promotes justice and equality to ensure fairness for all people. It respects human rights, such as freedom and dignity. Islam is a religion of peace and encourages tolerance among all races and religions. Treating everyone equally is a core value in Islam. This helps create a harmonious and just society.

6. Punctuate the following:

We went on a trip to Alexandria last Friday.

Model Test (2)

1. Read and complete the dialogue.

- 1. sustainable
- 2. reusable
- 3. waste
- 4. environment

2. Read and circle the odd one out, then replace it with a correct one.

- 1. tree → (cottage)
- 2. transportation → (wood)
- 3. sustainable → (running)

- 4. paper →(butter)
- 5. completion →(construct)

3. Choose the correct answer.

- 1. c
- 2. b
- 3. c
- 4. a
- 5. b
- 6. a

4. Read and answer.

- 1. The New Alamein City is located on the North Coast of Egypt.
- 2. The city includes luxury resorts, modern infrastructure, and Al-Fanara Port.
- 3. It is designed as a sustainable city to support business, trade, and tourism.

- 4. b
- 5. a
- 6. b

5. Write a short paragraph of six sentences about:

How to practice Sustainable living

To practice sustainable living, we need to conserve water and reduce waste. We can choose organic food that is grown without harmful chemicals. It's important to reuse items whenever possible, reducing our impact on the environment. Recycling and using reusable products helps to minimize waste in landfills. We should also support sustainable businesses that prioritize eco-friendly practices. By making small changes in our daily life, we can contribute to a cleaner, healthier planet.

6. Punctuate the following:

I went to the market with Ali and bought fruits, vegetables, and milk.

Model Test (3)

1. Read and complete the dialogue.

1. pandemic
2. continents
3. balance
4. data

2 Read and circle the odd one out, then replace it with a correct one.

1. grocery (treatment)
2. dirty (healthy)
3. continent (infection)
4. eat (Cold)
5. balance (monitor)

3. Choose the correct answer.

1. b
2. a
3. b
4. a
5. a
6. a

4 Read and answer.

1. The Spanish Flu originated in the United States.
2. People infected with the Spanish Flu felt weak and had difficulty breathing.
3. Scientists learned how to fight diseases from the Spanish Flu.
4. b
5. b
6. a

5. Write a short paragraph of six sentences about.

How governments respond to pandemics

Governments respond to pandemics by using data to understand the spread of the disease. They must track how the virus spreads and take actions to protect public health. One of the biggest challenges is to balance the economy with health measures like social distancing and

lockdowns. Governments also work to distribute medicine and medical resources to those in need. They may close schools and limit travel to slow the spread. Overall, governments aim to protect citizens while managing the broader impact of the pandemic.

6 Punctuate the Following:

In 1918, the Spanish Flu was very deadly, but scientists learned a lot.

Model Test (4)

1. Read and complete the dialogue.

1. renewable
2. environment
3. solar
4. wind

2. Read and circle the odd one out, then replace it with a correct one.

1. oil (hydropower)
2. pollution (wind)
3. fossil fuel (renewable)
4. plastic (solar cell)
5. waste (sustainable)

3. Choose the correct answer.

1. b
2. b
3. a
4. a
5. a
6. c

4. Read and answer.

1. Renewable energy sources are better for the environment because they don't produce pollution and don't run out.
2. Wind and solar energy are examples of renewable energy.
3. Farmers can use renewable energy to grow crops and power their equipment.

4. b

5. b

6. b

5. Write a paragraph of six sentences about:

Wind energy

Wind energy is a type of renewable energy that harnesses the power of the wind to generate electricity. Wind turbines are used to capture the energy from the wind and convert it into electricity. This form of energy is clean, as it doesn't produce harmful emissions like fossil fuels. By using wind energy, we can help protect the environment and reduce our dependence on non-renewable resources. Wind energy is sustainable because it will never run out, as long as the wind blows. Many countries are investing in wind energy as a major part of their future energy strategy.

6. Punctuate the following:

Adel went on a trip with Mr. Mahmoud and visited the pyramids.

Unit 5

War and Peace

Grammar

- The present perfect tense:
Active and passive

Phonics

- Homophones

Language Functions

- Asking and answering questions

Critical Thinking

- Do you think war or peace is Man's choice? Why?
- Do you think children could have a role in establishing peace? Why? Why not?

Study Skills

- Making a study plan

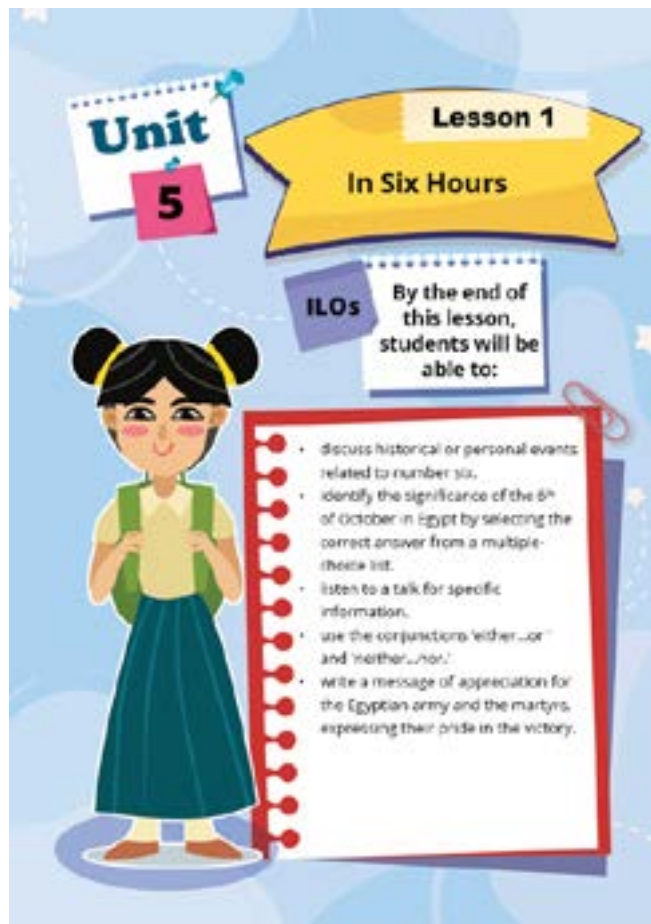


Unit 5 War and Peace

Lesson 1 In six hours SB pages, Practice Book pages.....

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

- engage in a discussion about historical or personal events related to number six.
- identify the significance of the 6th of October in Egypt by selecting the correct answer from a multiple-choice list.
- correctly complete the sentences with the new words from the reading text.
- complete a table about *Operation Badr* based on information in a listening text.
- correctly use the conjunctions ‘either...or and neither...nor’ in sentences.
- Write a message of appreciation for the Egyptian army and the martyrs, expressing their pride in the victory.



Vocabulary: victory, honour, operation, restore, martyrs

Language:

- using eitheror to affirm one of two and neither nor to negate them.
- discussing significant events related to the number six.
- using the Simple Past tense to talk about historical events.
- appreciate the significance of the 6th of October War in Egyptian history.
- honour the bravery and sacrifices of the Egyptian army and martyrs.
- develop a sense of national pride and respect for historical events.

Values:

- promote peace, tolerance, and coexistence.
- emphasize the importance of loyalty, belonging, and national pride.
- highlight the role of moral values in character building through the initiative “I

Am Noble with my Morals.”

Materials:

- Student’s Book
- Practice Book
- Teacher’s Guide
- Audio recording of ‘Operation Badr’ speech

Warm up

1. Draw the students’ attention to the title of the lesson: “In Six Hours”.
2. Introduce the concept of significant historical events related to the number six, particularly focusing on the 6th of October War.
3. Engage students with questions about what they know regarding the 6th of October War.
4. Facilitate a discussion about how such events impact national pride and historical significance.
5. Encourage students to share any personal stories or knowledge they have about the war.

1. Think and discuss.

1. Begin with an open discussion by asking students if they can think of anything important related to the number 6.
2. Encourage students to share their thoughts and write their answers on the board.
3. Show the pictures in the book and ask students to describe what they see.
4. Ask students if they recognize the person in the first image or what they think is happening in the second image.
5. Ask students to brainstorm and share events related to the number 6.
6. Play a short clip or read a quote from President Al-Sadat’s speech where he mentioned “in six hours.”
7. Ask students how the phrase makes them feel and allow them to share their emotions.
8. Ask students if they have ever spoken to a relative about the 6th of October War.

Unit 5
Lesson 1

1 Think and discuss



1. Can you name any big events or special moments that come to your mind related to number 6?
2. Have you heard a speech by the late President Al Sadat in which he said the phrase “in six hours”? How does it make you feel?
3. Has anyone of your relatives participated in the 6th of October War? Have you ever asked them any questions about this war? If yes, like what?

2 Read and answer

Grandpa: Hi there, Yahia! What are we doing?

Yahia: Hi, Grandpa! Our social studies teacher asked us to think of great **events** related to number six.

Grandpa: That’s interesting. What ideas have you come up with so far?

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

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

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

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9. If they haven't, have them imagine what questions they would ask a veteran.
10. Pair students and have them discuss what they would ask a soldier from the war.
11. Have each pair share one question with the class.

Suggested Answers

1. One significant event is the 6th of October War, which is also known as the Yom Kippur War. Another example could be celebrating a 6th birthday.
2. Yes, I have heard President Al-Sadat's speech where he mentioned "in six hours." It fills me with pride and admiration for the strategic genius and bravery of our leaders and soldiers. It evokes a sense of national pride and respect for their achievements.
3. Yes, my grandfather participated in the 6th of October War. I have asked him several questions about his experiences, such as what it was like during the war, how they prepared for the battle, and the challenges they faced. He shared stories of bravery, strategies, and their determination to reclaim our land.

2 Read and answer.

1. Ask students if they have ever spoken to their grandparents about historical events.
2. Discuss why learning from older family members is important.
3. Read the dialogue aloud with expression while students follow along.
4. Assign students' different roles (Yahia, Grandpa) and have them act out the conversation.
5. Ask comprehension questions, such as why Grandpa felt honored and why the war was important.
6. Have students underline key words in the dialogue, such as *events*, *victory*, and *honored*.
7. Divide students into small groups and have them summarize Grandpa's story in three sentences.
8. Have each group present their summary to the class.
9. Ask students to reflect on how historical events shape their national identity.
10. Encourage students to share any personal connections or stories related to national events.

Answers

1. c 2. a 3. c 4. b 5. a

3. Listen to a part of grandpa's talk with Yahia about 'Operation Badr or Plan Badr' and complete the table.

1. Explain to the students that they will listen to a part of Grandpa's talk with Yahia about 'Operation Badr' and complete a table with missing information.
2. Play the recording or read the talk aloud.
3. Ask students to listen carefully and fill in the blanks in the table.
4. Draw a timeline on the board showing key historical events related to the war.

5. Ask students why they think the war was important for Egypt.
6. Write Yahia's question on the board and ask students to rephrase it in their own words.
7. Discuss the meaning of phrases such as "restore occupied land" and "victory."
8. Have students imagine they are interviewing an Egyptian soldier from 1973.
9. Ask them to write three questions they would ask the soldier.
10. Have volunteers share their questions with the class.
11. Ask students how they feel about learning this historical event.
12. Discuss why it is important to remember such moments in history

Answer

1. Plan	Operation Badr
2. Who did it?	The Egyptian army
3. Why?	To restore the occupied land
4. How?	They used strong water jets to make holes in the big sand walls
5. How did the Egyptian people feel?	Proud and victorious

Listening Text

On October 6, 1973, Egypt started an important mission called Operation Badr. This was a big plan to restore the occupied land of Sinai, lost in 1967. The Egyptian soldiers worked very hard and came up with clever ideas to cross the Suez Canal. They used strong water hoses to make holes in the big sand walls. This helped them make bridges across the canal so they could move into Sinai. The success of Operation Badr made the Egyptian people very proud. It showed the world that with courage and smart planning, you can achieve your goals.



4. Read and complete with 'either.....or' or 'neither.... nor'.

1. Explain the use of 'either...or' and 'neither...nor'.
2. Read the sentences aloud and ask students to complete the sentences correctly.
3. Discuss each sentence to ensure understanding.

Top Tip

Eitheror vs. neithernor

1. Either/or is used to affirm one of two possibilities.
2. Neither/nor is used to negate both possibilities.
3. We use either/or to affirm one of two possibilities, and neither/nor to negate them.

•**Example:** 'I want to eat either a fig or an apple' means that you want one of these two fruits, but you don't know which one.

•**Example:** 'I want to eat neither a fig nor an apple' means that you don't want either of these two fruits.

Answers

1. I can neither read nor write French. It's difficult.
2. You can choose either the blue dress or the yellow one.
3. You can have either cheese or eggs for breakfast. Choose only one.
4. I neither want eggs nor cheese. I'm not hungry.
5. Neither my dad nor mom wants me to stay up late. They both want me to go sleep now.
6. I will buy either a dress or a blouse. I only have money for one of them.
7. I bought neither the laptop nor the tablet. They were sold yesterday to a different customer.

5. Think and write.

1. Help students appreciate the significance of the 6th of October victory and the strategic destruction of the Bar-Lev Line.
2. Encourage a sense of national pride and gratitude toward the Egyptian army and martyrs.
3. Begin with a brief overview of the 6th of October War and the importance of the Bar-Lev Line.
4. Highlight the bravery and sacrifices of the Egyptian soldiers.
5. Engage students in a discussion about the impact of the victory on their lives and the country.

Unit 5
Lesson 1

4 Read and complete with 'either...or' or 'neither...nor'.

Top Tip

Either...or vs. Neither...nor

- We use **either/or** to affirm one of two possibilities, and we use **neither/nor** to negate them.
- I want to eat **either** a fig **or** an apple means that you want one of these two fruits, but you don't know which one.
- I want to eat **neither** a fig **nor** an apple means that you don't want either of these two fruits.

1. I can neither read nor write French. It's difficult.
2. You can choose either the blue dress or the yellow one.
3. You can have _____ cheese _____ eggs for breakfast. Choose only one.
4. I _____ want eggs _____ cheese. I'm not hungry.
5. _____ my dad _____ mom wants me to stay up late. They both want me to go to bed early.
6. I will buy _____ a dress _____ a blouse. I only have money for one of them.
7. I bought _____ the laptop _____ the tablet. They were sold yesterday to a different customer.

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Unit 5
Lesson 1

5 Think and write.



- Destroying Bar-Lev Line was one of the most important plans that helped in the 6th of October Victory.
- Write a message of appreciation for the Egyptian army and the soul of all the martyrs, saying how proud you feel due to this great victory.

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6. Encourage them to share their thoughts and feelings about this historical event.
7. Ask students to write a message of appreciation to the Egyptian army and martyrs.
The message should express pride, gratitude, and honour for their sacrifices.
8. Have students read their messages aloud in class.
9. Create a supportive environment for sharing.
10. Collect the messages and consider compiling them into a class booklet or display.
11. Encourage reflection on the importance of remembering and appreciating historical victories.

Answer

To the Egyptian Army and the Honoured Souls of Our Martyrs, we stand with immense pride and gratitude as we remember the historic victory of the 6th of October. The strategic destruction of the Bar-Lev Line was a testament to your courage and brilliance. Your sacrifices have shaped our nation, and we honour and cherish your bravery. Thank you for your extraordinary service and for securing our freedom.

PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

1.regained 2. destroying 3.victory 4.challenge

2 Listen to a text about the “Secret Code” used in 6th of October War and complete the missing words.

One of the tales of the 6th of October War known by some Egyptians is the existence of a “secret code” used by the Egyptian army that Israel was unable to crack.

Two words repeatedly used during the first hours of the October 6th attack were ‘Oshriya’ meaning strike and ‘Sai Awi’ meaning the **second** hour. When the zero hour came, the two words sent along Egyptian **radio** signals and the attack was launched bringing **victory** and liberation to Israeli occupied Sinai.

Ahmad Idriss, the Egyptian man who claimed to be behind the unusual idea said that he came up with the idea to employ the **Nubian** dialect – which existed only in a verbal form. Idriss’ idea reached the Egyptian President Anwar El-Sadat, who summoned the serviceman. In response, Idriss told the president that there must be Nubian **language** speaking servicemen in southern Egypt bordering Sudan. President Sadat approved the idea and Idriss was warned not to reveal this military **secret** to anyone.

3 Look, read and write.

Thank you very much for your creative idea that helped in the victory of 6 October War. We are really proud of you and your bravery.

4 Punctuate the following:

My grandpa participated in the 6 of October War.

Lesson 2 Heroes of war and peace

ILOs: By the end of this lesson, students will be able too:

- hold a discussion to define the characteristics that make someone a hero.
- demonstrate their listening comprehension skills by accurately identifying and completing information in the table.
- formulate clear and concise answers to questions about the heroes using the information provided in the text.
- recognize some homophones in pairs of sentences.
- write a message of pride to a 6th of October war soldier, expressing their gratitude for his contribution to the victory.

Vocabulary: hero, bravery, sacrifice, peace, war, victory, homophones (sight/site, sole/soul, steel/steal)

Language:

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

- sight vs. site
- sole vs. soul
- steel vs. steal

Values:

- promote peace, tolerance, and coexistence.
- emphasize the importance of loyalty, belonging, and national pride.
- highlight the role of moral values in character building through the initiative “I Am Noble with my Morals.”

Materials:

- Student’s Book
- Practice Book
- Teacher’s Guide
- Pictures of Colonel Ibrahim al-Rifa’i and President Anwar ElSadat



- Audio recording about Egyptian heroes

Warm up

1. Ask students: What does the word 'hero' mean to you?
2. Create a mind map on the board with students' ideas about my hero.
3. Ask: Who is your hero? Why?
4. Reflect individually, share with a partner, then a few share with the class.
5. Ask: Who is the best hero: Someone who wins a war or someone who establishes peace? Why?
6. Discuss in groups, then share conclusions with the class.
7. Display pictures of Colonel Ibrahim al-Rifa'i and President Anwar ElSadat.
8. Ask: Have you heard of these heroes? What do you know about them?
9. Explain homophones – words that sound the same but have different meanings. Examples: 'sight' vs. 'site'.
10. Think of more examples and share.
11. Share a brief personal story about a hero you admire.
12. Discuss what makes them a hero.
13. Volunteers role-play a heroic scenario.
14. Discuss how small actions can make someone a hero.

1. Think and discuss.

1. Ask the class: What does the word 'Hero' mean?
2. Write their answers on the board to build a collective definition.
3. Follow-up questions: Can you think of any examples of heroes from history or stories? What makes a person a 'hero'? Can you mention who your hero is?
4. Allow students to share who their hero is and why they admire them. This can be done in pairs or small groups first, then shared with the whole class.
5. Divide the class into small groups to discuss their opinions. Each group can then share their conclusions with the class.

2. Suggested Answers

1. A hero is someone who shows great courage, bravery, and often helps others. They can be someone who fights for a cause or protects people.
2. Heroism involves selflessness, bravery, and a strong sense of justice. Examples:

My hero is my mother because she always takes care of

Unit 5
Lesson 3

1 Think and discuss

1. Do you think morals are important in our life? Why?

2. What are the most important morals from your point of view?

3. Is your institute participating in the initiative 'I Am Noble with my Morals'? If yes, can you mention some of the values you have practiced?

2 Read and Answer

In the light of applying the political leadership's directions about 'confronting moral and behavioral deviations' across all levels, Al-Azhar Al-Sharif announced the launch of the initiative 'I Am Noble with my Morals' in 2022. This initiative aims to instill Islamic values and important Egyptian norms in the hearts of youth, protecting them from the dangers of falling into harmful thoughts. It aims to create a positive impact on the character development of students.

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our family and works very hard.

My hero is Nelson Mandela because he fought for freedom and equality.

3. Some students might say a hero who wins a war shows bravery and protects their country. Examples: A hero who wins a war is brave and saves their people from danger.

4. Others might believe a hero who establishes peace prevents conflict and creates harmony, making the world a better place. Examples: A hero who establishes peace helps to stop fighting and brings people together.

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

1. Play or read aloud the short talks about The Martyr Colonel Ibrahim al-Rifa'i and The Late President Mohamed Anwar El-Sadat.

2. As the students listen, they should fill in the missing information in the table.

Answer

1. Name	The Martyr Colonel Ibrahim al-Rifa'i	The late President Mohamed Anwar El-Sadat
2. Picture	(Insert Picture)	(Insert Picture)
3. Who was he?	He was the leader of a special Navy unit for crossing the Suez Canal.	He was an amazing soldier with a great charisma.
4. What type of a hero is he?	6 October War hero	A hero of war and peace
5. Why is he a hero?	• He defended the City of Ismailia in what's called "the Break Hole" at the area of Dafreswar. • He was killed while standing on the east side of the Suez Canal.	• He worked hard to liberate the Sinai Peninsula from Israel. • He succeeded in getting it back in October 1973 war. • He gave a historic speech at the Knesset. This helped in making a peace treaty between Egypt and Israel.

3 Ask and answer about the two war and peace heroes in Ex. 2.

1. Begin by briefly reviewing the information about the three war and peace heroes: Colonel Ibrahim al-Rifa'i, President Anwar El-Sadat, and the third (if applicable).

2. Role-play an example Q&A with a volunteer or demonstrate both the question and answer yourself.

3. Example:

- Teacher: Who was Colonel Ibrahim al-Rifa'i?
 - Student: He was the leader of a Navy unit that specialized in crossing the Suez Canal.
 - Teacher: Why is he a hero?
 - Student: He defended the City of Ismailia in what's called 'the Break Hole' at the area of Dafreswar and supervised the placement of explosives under the bridge.
4. Divide students into pairs or small groups. Give them a few minutes to prepare by reviewing their notes and the completed tables.
 5. Encourage each pair/group to take turns asking and answering the following questions. Provide the questions on the board or a hand-out if necessary: Who was Colonel Ibrahim al-Rifa'i? Why is he a hero?
 6. Similar questions for the other heroes as discussed in the lesson.
 7. Walk around the classroom, listen to the students' discussions, and provide assistance if needed.
 8. Correct any major mistakes and offer positive feedback to encourage them.

Answers

1. Who was Colonel Ibrahim al-Rifa'i?

He was the leader of a special Navy unit for crossing the Suez Canal.

2. Why is he a hero?

He defended the City of Ismailia in "the Break Hole" at Dafreswar and was killed while standing on the Suez Canal.

1. Who was Anwar El-Sadat?

He was the late President of Egypt and a leader with great charisma.

2. Why is he a hero?

He worked to regain the Sinai Peninsula from Israel, succeeded in October 1973, and gave a historic speech at the Knesset, leading to a peace agreement between Egypt and Israel.

4. Read each pair of sentences and underline the homophones.

1. Explain the use of homophones:
3. Explain that homophones are words that sound the same but have different spellings and meanings.
4. Provide examples such as *sight vs. site*: *sight* refers to vision, while *site* refers to a location.
5. Read each pair of sentences aloud and ask students to underline the homophones in each pair of sentences.
6. Go through each sentence to ensure understanding and correct any mistakes.

Top Tip

Homophones are words that sound the same but have different meanings and spellings. For example:

• **sight vs. site:** *sight* refers to vision, while *site* refers to a location.

• **steel vs. steal:** *steel* is a type of metal, while *steal* means to take something without permission.

Answer:

1. He is an only child so he is the sole heir of all his father's money.

• love my twin sister. She is my soul mate.

2. The view is amazing at this site.

• He lost his sight in a car accident and now he cannot see.

3. Mum bought a stainless steel pan.

• Thieves steal others' money.

4. We should recycle the waste to help clean the environment.

• This dress is too tight at the waist.

5. Your body is so weak. You should eat healthy food.

• There are seven days in a week.

6. On my way to school, I found a wallet.

• use the scales to weigh the rice I cook.

7. There is a hole in the roof.

• I read the whole novel of "War and Peace".

5 Look at the photo of a 6th of October War soldier, who has the best shot of a victory sign, now and then, and write a 'thank you' message showing how proud you are of him.

1. Look at the photo of a soldier from the 6th of October War. This soldier has captured the spirit of victory with his iconic victory sign.

2. Imagine you could send a 'thank you' message to show how proud and grateful you are for his bravery and sacrifice.

3. Write a 'thank you' message. Use the lines below to compose your heartfelt message:

A Suggested Answer

Dear Hero,

Thank you so much for your incredible bravery and sacrifice during the 6th

Unit 5 Lesson 2

4 Read each pair of sentences and underline the homophones

Homophones
+ A homophone is one of two or more words that are pronounced the same but have different spellings.
Examples:
sight vs. site. In most cases, site refers to a location, but sight refers to vision.

Top Tip

1. He is an only child so he is the sole heir of all his father's money.
I love my twin sister. She is my soul mate.
2. The view is amazing at this site.
He lost his sight in a car accident and now he cannot see.
3. Mom bought a stainless steel pan.
Thieves steal others' money.
4. We should recycle the waste to help clean the environment.
This dress is too tight at the waist.
5. Your body is so weak. You should eat healthy food.
There are seven days in a week.
6. On my way to school, I found a wallet.
I use the scales to weigh the rice I cook.
7. There is a hole in the roof.
I read the whole novel of "War and Peace."

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of October War. Your courage and determination have paved the way for our freedom and pride.

You have inspired generations with your unwavering spirit and the iconic victory sign that represents hope and triumph for all of us. Knowing that you risked everything for the future of our nation fills us with deep respect and gratitude.

We are immensely proud of you and your fellow soldiers for all you have achieved. You will always be remembered as a true hero of our nation.

With heartfelt thanks and appreciation,

[Your Name]

Listening Text

1. The Martyr Ibrahim al-Rifa'i was a unique Egyptian military hero. He was the leader of a special Navy unit for crossing the Suez Canal. Al-Rifa'i defended the City of Ismailia in what's called "the Break Hole" at the area of Dafreswar. While standing on the bank of the Canal on October 19 was hit and killed by a fire from an Israeli tank.
2. The late President Mohamed Anwar El-Sadat was an amazing politician with great charisma. He is known as a hero of war and peace. Sadat worked hard to restore the Sinai Peninsula from Israel. He succeeded in getting it back in October 1973 war. Sadat was not only a war hero, but a peace hero as well. On November 20th, 1977, Egyptian President Anwar Sadat gave a historic and courageous speech at the Israeli Knesset. This helped in making a peace agreement between Egypt and Israel.

Unit 5
Lesson 2

5 Look at the photo of a 6th of October War soldier, who has the best shot of a victory sign, now and then, and write a "thank you" message showing how proud you are of him



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PRACTICE BOOK ANSWER KEY

1 Read and answer.

1. a 2.c 3. a 4. d 5.c

2 Read the sentences and fill in the gaps with the words from the text.

1. dedication 2. awarded 3. sacrifice

4. bravery 5. in charge of 6. operation

3 Choose the correct word.

1. There 2. holes 3. soul 4. site 5. Where 6. way

4 Listen and complete.

Amr Tolba was an Egyptian spy who was placed in Israel by the Egyptian Military Service as an Egyptian Jew under the name of Moshe Zaki Ravi. He managed to become one of the front-line soldiers in the Israeli army and helped with exact locations, timings, and plans of the Israeli strategy in regard to the Bar-Lev line. If it wasn't for this hero, the Egyptian military soldiers would not have known the insides of the Israeli plans. He risked his life for his country and placed himself with the enemy and was even martyred dressed up as an Israeli soldier. Egyptian soldiers found his body and took it back, honoring his death for his country.

Lesson 3: I Am Noble with my Morals

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

- discuss the importance of moral values reflecting on their own participation in the “I Am Noble with My Morals” initiative.
- identify aims of the initiative in the reading text by selecting the correct answer from a multiple-choice list.
- correctly fill in the gaps in sentences using the newly learnt vocabulary.
- distinguish between active and passive voice in the present perfect tense.
- correctly change the form of the questions and sentences in the present perfect tense from passive into active.
- visually express a value from the “I Am Noble with My Morals” initiative through drawing.



Vocabulary: loyalty, peace, tolerance, leadership, resilience, customs, confronting, instill

Language:

- using the present perfect tense in active and passive voice.
- discussing the significance of moral values and their role in character building.

Values:

- promote peace, tolerance, and coexistence.
- emphasize the importance of loyalty, belonging, and national pride.
- highlight the role of moral values in character building through the initiative “I Am Noble with my Morals.”

Materials:

- Student’s Book
- Practice Book
- Teacher’s Guide
- Pictures related to “I Am Noble with my Morals”
- Audio recording of a related speech

Warm up

1. Draw students’ attention to the title: “I Am Noble with my Morals”.

2. Introduce the concept of significant values and morals in one's life.
3. Engage students in discussion.

1 Think and discuss.

1. Encourage students to discuss the following questions:
2. Do you think morals are important in our life? Why?
3. What are the most important morals from your point of view?
4. Is your institute participating in the initiative 'I Am Noble with my Morals'? If yes, can you mention some of the values you have practiced?

Suggested Answers

1. Yes, morals are essential as they guide our actions and help us differentiate between right and wrong. They build a respectful and trustworthy society.
2. Honesty and respect are very important. These morals ensure trust and encourage positive interactions among people.
3. Yes, my institute is participating. We focus on respect for others, kindness, and honesty as part of this initiative.

Lesson 3

1 Think and discuss

1. Do you think morals are important in our life? Why?
 2. What are the most important morals from your point of view?
 3. Is your institute participating in the initiative 'I Am Noble with my Morals'? If yes, can you mention some of the values you have practiced?

2 Read and Answer

In the light of applying the political leadership's directions about 'confronting moral and behavioral deviations' across all levels, Al-Azhar Al-Sharif announced the launch of the initiative: 'I Am Noble with my Morals' in 2022. This initiative aims to instill Islamic values and important Egyptian norms in the hearts of youth, protecting them from the dangers of falling into hateful thoughts. It aims to create a positive impact on the character development of students.

2 Read and answer.

1. Show a picture representing the *I Am Noble with my Morals* initiative.
2. Ask students: What does this scene represent?
 Possible answer: It represents a significant moral initiative.
3. Explore: Why do you think this initiative is important?
4. Explain that students will read a text about the *I Am Noble with my Morals* initiative.
5. Ask: What significant events or initiatives do you associate with moral values?
6. Gather a few answers, focusing on moral and ethical events.
7. Pre-teach important vocabulary words: instill, customs, resilience, norms, confronting.
8. Explain meanings in Arabic if necessary to ensure understanding.
9. Have students read the text silently for two minutes to find the main idea.

10. Facilitate a class discussion based on their understanding.

11. Re-read the text and answer specific questions:

What is the primary goal of the *I Am Noble with my Morals* initiative?

Why is the initiative important for character development among students?

12. Divide the class into groups and allow each group to share their answers.

13. Discuss and correct any misunderstandings.

Answers

1. The initiative aims to instill Islamic values and authentic Egyptian norms in youth.

2. The initiative is important because it helps build resilient, morally grounded individuals who can withstand harmful influences and contribute positively to society.

3. d

4. a

5. a

6. b

3 Complete the sentences with words from the box.

1. Explain each vocabulary word with definitions and example sentences.
2. Engage students by asking them to create their own sentences.
3. Distribute printed copies and read sentences aloud.
4. Complete the first sentence together as a class.
5. Allow students to work individually or in pairs to complete the exercise.
6. Review answers together and write them on the board.
7. Have students write a paragraph or discuss how to apply these concepts in daily life.

Answer

1. confronting
2. leadership
3. planting
4. resilience
5. norms
6. instill

**Unit 5
Lesson 3**

The objectives of the Initiative include:

- a. Planting Islamic values, Egyptian customs, and noble ethics in the minds of the children and youth.
- b. Strengthening students' **resilience** against harmful thoughts.
- c. Bringing up Al-Azhar students to be creative citizens.
- d. Deepening the spirit of loyalty and belonging to our beloved country, Egypt, among the students of Al-Azhar Al-Sharif.
- e. Promoting the culture of peace, tolerance, and coexistence within our society.
- f. **Confronting** harmful ideas in the Egyptian society.

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



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

1. Introduce the present perfect tense, highlighting its use for actions that have occurred at an unspecified time up to the present.
2. Use examples to demonstrate:
 - Active: We have designed nice posters.
 - Passive: Nice posters have been designed.
3. Clarify the difference between active and passive voice:
 - Active: The subject performs the action (e.g., Al-Azhar Al-Sharif has announced an important initiative.)
 - Passive: The action is performed on the subject (e.g., An important initiative has been announced by Al-Azhar Al-Sharif.)
4. Provide the following sentences and ask students to read them aloud.
5. Underline the verb in the present perfect tense and then determine if it is active or passive. Write 'Active' or 'Passive' next to each sentence.
5. After students finish, review the answers together.
6. Encourage students to explain why each verb is active or passive.

Top Tip

Present perfect tense: Active and passive

- Active Voice: The subject performs the action.
- Passive Voice: The subject receives the action.
- Example: "Al-Azhar Al-Sharif has announced an important initiative." (active) v "An important initiative has been announced by Al-Azhar Al-Sharif." (passive)

Answers

1. Passive
2. Active
3. Active
4. Passive
5. Active
6. Active
7. Active

5 Change the following sentences and questions into active.

1. Introduce the present perfect tense, highlighting its use for actions that have happened at an unspecified time up to the present.
2. Explain the difference between active and passive voices:
 - Active: The subject performs the action.
 - Passive: The action is performed on the subject.
3. Provide clear examples to illustrate the concept:
 - Passive: "The boy has been awarded a prize by the Grand Imam."
 - Active: "The Grand Imam has awarded the boy a prize."
4. Inform students that they will be changing sentences from the passive voice to the active voice, focusing on maintaining the present perfect tense.

Answers

1. The Grand Imam has awarded the boy a prize.
2. Has the girl found the lost money?
3. My neighbour has fixed the door.
4. Laila and Salwa have finished the assignments.
5. The manager has signed the reports.
6. Have the two woodcutters cut the trees?



PRACTICE BOOK ANSWER KEY

1 Read and answer.

1. b 2. c 3. d 4. b 5. c

2 Find the following words in the word search.

-The answers are left for the student

3 Correct the underlined words.

1. played
2. have
3. been
4. have
5. done

4 Choose the correct answer.

1. a 2. c 3. d 4. a

Lesson 4 Tolstoy's Masterpiece: War and Peace

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

- share their prior knowledge of 'war and peace' as antonyms in a creative way.
- read a text about '*War and Peace*' for specific information.
- accurately match some words to their correct definitions.
- use the newly learnt vocabulary in context correctly.
- correctly fill in the missing words in a listening text about a fiction story.
- design a unique and creative logo that symbolizes peace.

Vocabulary: masterpiece, invasion, literature, emotions, irony

Language:

- discussing and understanding themes of conflict and
- Resolution.
- using newly learnt vocabulary in context.
- reading comprehension to identify specific information.
- listening comprehension to fill in missing words.
- creative expression through the design of a peace logo.

Values:

- promote peace, tolerance, and coexistence.
- emphasize the importance of loyalty, belonging, and national pride.
- highlight the role of moral values in character building through the initiative "I Am Noble with my Morals."

Materials:

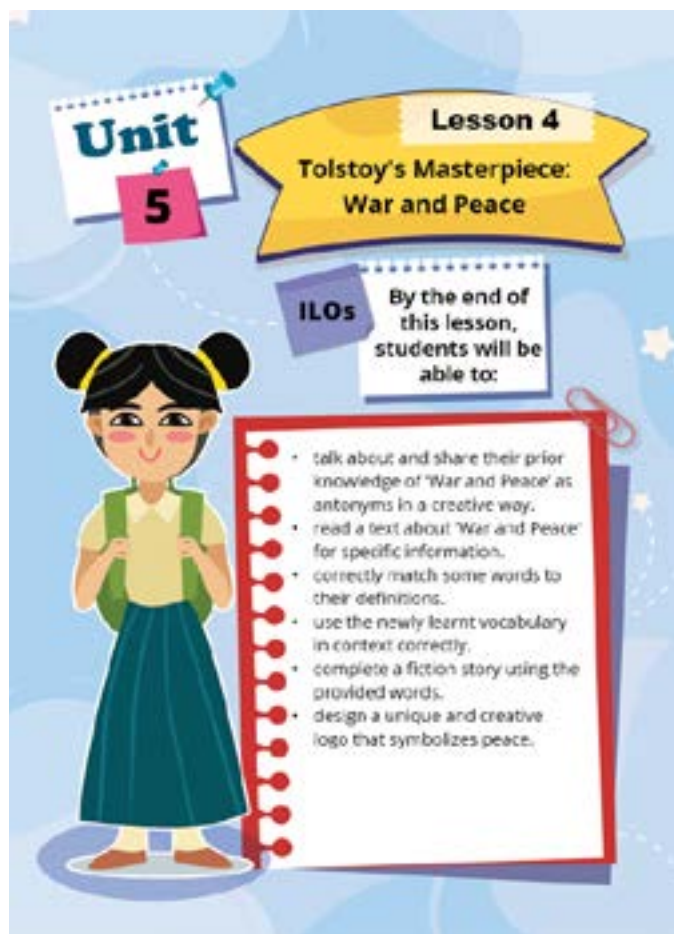
Student's Book

Practice Book

Teacher's Guide

Flashcards with vocabulary

Warm up



1. Draw the students' attention to the title of the lesson:
Tolstoy's Masterpiece: War and Peace.
2. Initiate a discussion on the concepts of war and peace. Ask Them:
 - What do you think of when you hear the words **war** and **peace**?
 - Can you think of any famous books, movies, or historical events about war or peace?
 - Do you know who Leo Tolstoy is? What do you think he is Famous for?
3. Show a picture of Tolstoy and engage them:
 - Do you recognise this person? Was he a writer, scientist, or Politician?
4. Ask them to consider the connection between *War* and *Peace*:
 - Are war and peace synonyms or antonyms? Why?
5. By sparking curiosity with these open-ended questions, students will be actively engaged and ready to delve deeper into the lesson.

1 Think and discuss.

1. Show students the two pictures and ask them what they see.
2. Ask if *War* and *Peace* are opposites or similar words. Let students share their thoughts.
3. Point to the picture of the person and ask if they think he is a writer, scientist, or politician.
4. Give hints about the person, then introduce his name: Leo Tolstoy.
5. Ask if students have heard of the book *War and Peace* and what they think it is about.
6. Explain briefly that the book is about war, Russian families, and history.
7. Ask students what makes a book exciting and what kind of books they enjoy.

Suggested Answers

1. War and Peace: They are antonyms. War represents conflict And violence, while peace signifies harmony and tranquillity.

2. Leo Tolstoy: The person in the picture is Leo Tolstoy. He

Was a famous Russian writer, known for his profound Literary works.

About the Novel: *War and Peace* is a novel that deals with The dramatic impact of the French invasion of Russia on Russian society, exploring themes of love, war, family, and

Unit 5
Lesson 4

1 Think and discuss







1. What is the connection between 'War and Peace'? Do you think they are synonyms or antonyms?
2. Do you know the person in the picture? Can you guess if he was a writer, scientist or politician?
3. Have you ever heard about the novel 'War and Peace'? What do you think it discusses?

2 Read and tick (✓) or (✗)

'War and Peace' is a great adventure written by a famous Russian author named Leo Tolstoy. The novel takes you back in time to a period of history filled with excitement and change. It's a large book, with over 1,200 pages with lots of stories, ideas, and lessons.

First published in 1869, 'War and Peace' is considered Tolstoy's **masterpiece**. It tells the tale of how the French **invasion** of Russia affected many Russian families. Some parts of the book are like deep conversations about life, making it more than just a regular story.

'War and Peace' is a special part of Russian literature. It shows how authors can be creative and innovative with their writings. The book is full of surprises and some amazing stories. It makes you feel a range of **emotions**, from joy to sorrow, especially because Tolstoy uses literary techniques like **imagery** to bring the story to life. Although it's a long book, it's surely worth reading because it's an attractive story that continues to inspire readers today.

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The human spirit.

By discussing these questions, students will be able to connect With the themes of the lesson and understand the significance of “War and Peace” both as concepts and as a literary work.

2 Read and tick (✓) or (×).

1. Read the passage aloud with expression while students follow along.
2. Ask a few students to take turns reading parts of the passage aloud.
3. Explain difficult words like “invasion,” “masterpiece,” “emotions,” and “irony” using simple language or pictures.
4. Read the statements one by one and ask students to decide if they are true or false based on the passage.
5. Discuss the correct answers and explain why each one is true or false.
6. Ask students if they would like to read a long book like this and why or why not.
7. Connect the lesson to real life by discussing whether books can help us understand history.

Answers

1. X
2. ✓
3. X
4. ✓
5. X
6. ✓

3 Read and match.

1. Explain that the activity involves matching vocabulary words with their correct meanings from the text about War and Peace.
2. Engage students with an interesting question or story related to the vocabulary words.
3. Explain how to match each word with its correct definition.
4. Show an example of how to complete the first question.
5. Demonstrate your thought process as you match words and definitions.
6. Allow students to work on the task independently or in pairs.
7. Walk around the classroom to check their

Unit 5 Lesson 4

1. The novel 'War and Peace' was written by an English writer. ()

2. The novel is more than one thousand pages. ()

3. The novel is an ordinary piece of writing for leisure. ()

4. The novel includes important lessons for life. ()

5. The novel only focuses on sad ideas and stories. ()

6. The novel is an interesting one to be read by many people. ()

Critical Thinking Do you think war or peace is Man's choice? Why?

3 Read and match

word	definition
1. Masterpiece ()	a. Strong feelings such as happiness, sadness, anger, fear, etc.
2. Invasion ()	b. An act of entering a place by force with the intention of taking control
3. Literature ()	c. An extremely good painting, novel, film, or other works of art
4. Emotions ()	d. A situation that is strange or funny because things happen in a way that seems the opposite of what was expected
5. Irony ()	e. A collection of written work such as poetry, novels, stories, etc.

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progress and offer assistance.

8. Encourage students to ask questions.

9. Review the matching activity as a class.

10. Offer constructive feedback and highlight areas for improvement.

Answers

1. c
2. b
3. e
4. a
5. d

4 Complete the sentences with words from Ex. 3.

1. Start with a relevant example or story to capture students' attention.
2. Explain how to fill in the blanks with the correct vocabulary words.
3. Show an example of how to complete the first sentence.
4. Demonstrate your thought process as you choose the correct word for each blank.
5. Allow students to work on the task independently or in pairs.
6. Walk around the classroom to check their progress and offer assistance.
7. Encourage students to ask questions.
8. Review the fill-in-the-blank activity as a class.
9. Offer constructive feedback and highlight areas for improvement

Answers

1. masterpieces
2. invasion
3. literature
4. emotions
5. irony

Unit 5
Lesson 4

4 Complete the sentences with words from Ex. 3

1. Al Ayyam is one of Taha Hussein's masterpieces.

2. The country was under attack from a foreign

3. My sister has a degree in English

4. His were clear when he won the championship

5. Be careful! Your speech is full of and you look impolite.

5 Listen to a fiction story entitled 'Land of Cactus Thistles' and complete the missing words with words from the box

weeding / island / roses / suddenly / forest / frightened / killed / peace / conflicts / secretly / injured

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

One day, a girl from the Dark Tribe, called Amal, was playing with her doll near the when she suddenly saw a huge cat. Amal was so and she quickly ran into the forest but her two legs were badly by the cactus thistles. Amal was almost near the Light Tribe, but she fell to the ground and started to cry loudly. A young girl from the Light Tribe, called Noor, heard her and went inside the forest. Noor could help Amal and tied her legs with her scarf. She offered to take her home, so that her mom could help her get better.



5 Listen to a fiction story entitled “Land of Cactus Thistles” and complete the missing words with words from the box..

1. Introduce the title and ask students to predict what the story might be about.
2. Go through the word bank and ensure students understand the meanings of the words using pictures, definitions, and example sentences.
3. Explain that students will listen to a story and need to fill in the missing words using the word bank.
4. Play the audio of the story without any interruptions and ask students to listen for the general idea and main events.
5. Play the audio again, pausing after each sentence or paragraph to allow students to fill in the missing words.
6. Review the answers as a class and discuss why each word fits in its respective blank.
7. Engage students in a discussion about the story and ask questions about the characters, plot, and the resolution of the conflict.
8. Have students work in pairs or small groups to create an alternative ending to the story or to write a continuation of the story.
9. Ask students to reflect on what they learned from the story and how the characters' actions contributed to resolving the conflict.

Answers

1. forest
2. frightened
3. injured
4. peace
5. secretly
6. roses
7. wedding
8. island

Listening Text

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

One day, a girl from the Dark Tribe, called Amal, was playing with her doll near the forest when she suddenly saw a huge cat. Amal was so frightened and she quickly ran into the forest but her two legs were injured badly by the cactus thistles.

Amal was almost near the Light Tribe, but she fell to the ground and started to cry loudly. A young girl from the Light Tribe, called Noor, heard her and went inside the forest. Noor could help Amal and tied her legs with her scarf. She offered to take her home, so that her mom could help her get better.

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

One day, Amal and Noor heard Noor's father talking about a battle between the two tribes tomorrow morning. The girls were so sad, but Amal suddenly said, "I have an idea."

At night, Amal decided to go secretly to the warehouse of her tribe and put rose seeds inside the cannons, and so did Noor. At the day of the battle, the Dark Tribe soldiers fired their cannons at the Light Tribe who did the same. Unexpectedly, the Dark Tribe found roses fall on them not fire, and also the Light tribe found roses fall on them. Both of the tribes felt sorry for what they did and for the years they spent fighting each other.

Immediately, the two tribes started weeding all the cactus thistles.

The two girls came and told their families about their plan. All the people at the two tribes were so proud of them. They decided to live in peace together and call their island "Light of Hope".

Critical Thinking

1. Encourage students to discuss and reflect on the following:
2. Do you think children could have a role in establishing peace?

Why or why not?

3. Encourage students to discuss and reflect with the following discussion points:

- Think about how Amal and Noor's actions brought peace between their tribes.
- Can you think of any real-world examples where children or young people played a role in making peace or solving conflicts?
- Reflect on any personal experiences where you have tried to resolve a conflict or help others live in harmony. What did you do, and how did it work out?

6 Design your own peace logo, and write a catchy title for it.

1. Guide students to design their own peace logo and create a catchy title for it.
2. Explain to the students that they will be designing a peace logo. Discuss the importance of symbols and how they can convey powerful messages of peace and Unity.
3. Encourage students to think about what symbols represent peace to

them. Suggestions could include doves, olive branches, hearts, or any other imagery that signifies harmony.

4. Have the students start sketching their logos on a blank sheet of paper. Provide materials such as pencils, crayons, markers, or coloured pencils. Encourage them to be creative and thoughtful in their designs.

5. Ask the students to think of a catchy title for their logo that encapsulates its meaning. The title should be inspiring and memorable.

6. Once the logos are done, ask students to reflect on their designs. What symbols did they choose and why? How does their title connect with their logo? Encourage students to share their logos and explanations with the class.

Materials needed: paper, pencils, markers, crayons, or coloured pencils.

Reflective questions for students:

- What symbols did you include in your logo, and why?
- How does your title convey the message behind your logo?

7. Make sure to praise the students for their creativity and thoughtfulness.

Mini-Project

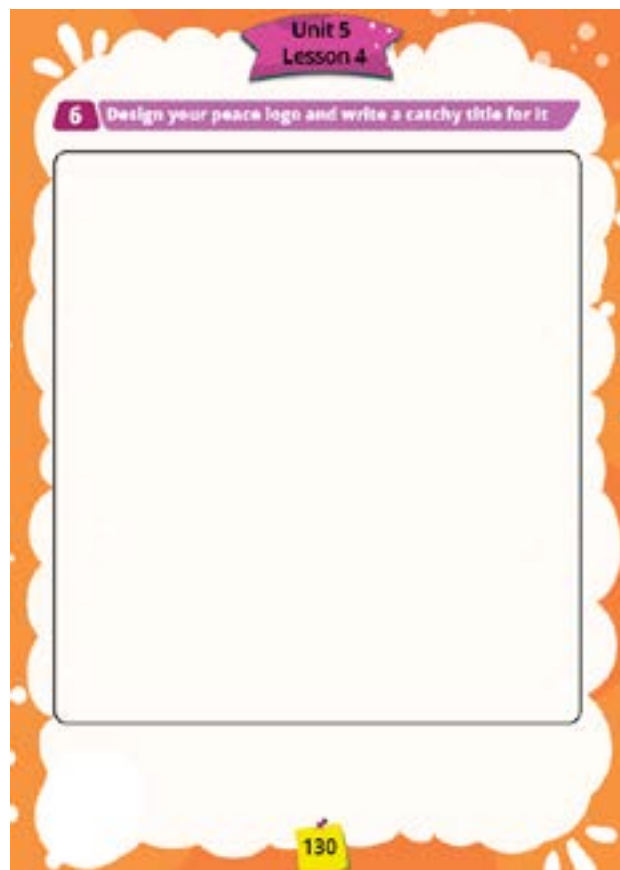
“Working Together for a Peaceful World” Facebook Group

Objective: Help students create a Facebook

Group to promote peace and unity.

Steps:

1. Create a Facebook group named **Working Together for a Peaceful World**.
2. Invite your students to join the group.
3. Encourage students to invite their family, friends, and relatives to join the group.
4. Share the link everywhere to gain more members.



5. Have students come up with ideas, topics, pictures, advice, and stories about living in a peaceful world.
6. Encourage them to post this content in the group.
7. Inspire students to invite people from all over the world to join the group.
8. Ask students to conduct “Call for Peace” interviews with community and school figures.
 - Post these interviews in the group.
 - Let students design or choose suitable profile pictures for the group.
 - Provide a few examples if they need inspiration.
 - Discuss with your students the impact of their posts and group activities.
 - Reflect on how their actions promote peace.

Needed materials:

- Computers or mobile devices with Facebook access.
- Creativity and design tools for making profile pictures.

PRACTICE BOOK ANSWER KEY

1 Sort the words into :War or Peace.

War	Peace
hero	hero
battle	welfare
fight	love
weapons	happiness
conflict	tolerance
invasion	stability
	agreement

2 Read and answer.

1. c 2. c 3. b 4. d

3 Circle the odd one out and replace it with a correct one.

1. story (write) 2. dishonesty (honesty)
 3. invasion (innovative) 4. inspire (creative)

4 Listen to a short fictional story about “The Sword of Peace” and complete the missing parts with the words below.

Once upon a time there was a **precious** sword that belonged to a great King. The King spent all his time in his **palace**, enjoying his shows and parties. One day a great dispute broke out between this King and the King of a **neighbouring** country. It ended with both countries declaring **war**.

The sword was greatly excited at the prospect of taking part in its first real battle. It would show everyone how truly **brave** and special it was. On the way to the front line, the sword imagined itself the **winner** of many battles. However, when they arrived at the battlefield, the sword saw something different. There were no brave **knights** or shiny **weapons**. Instead, there were broken weapons and hungry, thirsty men. At this time, the sword realised it liked neither wars nor **battles**. It decided it preferred to live in peace and spend its time taking part in tournaments and competitions.

Unit 6

Coming of Age

Grammar

- The present perfect tense
- Some root words, prefixes and suffixes, e.g., im-, in, and -ful

Critical Thinking

- Do you think we need to celebrate our
- achievements? Why and How?

Study Skills

- Meditation
- Problem solving



Unit 6 Coming of Age

Lesson 1 Growing pains, growing gains

SB pages, PB pages.....

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

- discuss the concept of “growing up” and how to be responsible and respectful persons as they grow older.
- read a text about ‘embracing change’ to answer different types of comprehension questions.
- correctly match each word to its corresponding definition.
- complete a table with specific information after listening to a fiction story.
- complete a letter to their future self explaining their plans for dealing with future challenges and obstacles.

Vocabulary: embrace, opportunities, experiences, possibilities, change, unlocking

Language:

- Discussing the idea of growing up and embracing change.
- Using the Present Simple tense to describe general truths about growing up.
- Identifying vocabulary related to growth and change.
- Recognising and using vocabulary words in context.
- Asking and answering questions about personal experiences with change.
- Listening for specific information about growth stories.
- Writing advice on how to embrace change positively.
- **Values:**
 - Embrace change and challenges as part of personal growth.
 - Understand the importance of celebrating achievements and learning from biographies.
 - Reflect on the significance of routines and milestones in life.
 - Promote empathy, kindness, and self-belief.

Materials:



- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards with new vocabulary words
- Audio recording of "From Tiny Seed to Mighty Tree"

Warm up

1. Draw the students' attention to the title of the lesson: "Growing Pains, Growing Gains".
2. Introduce the concept of growing up and embracing change, explaining that the lesson will explore how changes in our lives can lead to growth and new opportunities.

1. Think and discuss.

1. Engage students with questions about what they think it means to *grow up*:

- What do you think it means to grow up?
- Can you think of a time when you had to grow up quickly?
- How can you be a responsible and respectful person, as you grow older?

2. Facilitate a discussion about how we can embrace change positively and how it impacts personal growth and new experiences.

3. Encourage students to share any personal stories or experiences they have about significant changes in their lives and how they dealt with those changes.

Suggested Answers

1. Growing up means taking on more responsibilities and making mature decisions.
2. I had to grow up quickly when I started taking care of my younger sibling while my parents were at work.
3. By listening to others, keeping my promises, and respecting everyone's feelings and opinions.

2. Read and answer.

1. Picture discussion: Show a relevant picture (like an image representing change, such as a butterfly emerging from a cocoon).
2. Ask students: What does this scene represent?

Possible answer: It represents change and growth.

3. Explore: Why do you think this change is important?

Unit 6
Lesson 1

1 Think and discuss

1. What do you think it means to grow up?
2. Can you think of a time when you had to grow up quickly?
3. How can you be a responsible and respectful person as you grow older?

2 Read and choose the correct answer

Have you ever had to move to a new school or a different city? That is a life **change**, right? Well, life is full of changes, big and small. Sometimes these changes can be scary, but they can also be exciting!

Moving to a new place or a country especially when you were younger makes you feel scared and lonely at first. But, later you learned that change can be a good thing. It can lead to new experiences and help us grow as people.

When we **embrace** change, we open ourselves up to new **opportunities** and friendships. We can learn new things, try new hobbies, and discover our hidden talents. It's like **unlocking** a treasure chest of **possibilities**!

Think about a time when you had to try something new, like learning to ride a bike or playing a new sport. At first, it might have been tough, but you kept practicing and finally, you got better. That's the power of embracing change!

So, the next time you face a change, remember to stay positive and keep an open mind. Embrace challenge and see it as an opportunity to grow and learn.




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4. Explain that students will read a text about embracing changes in life.
5. Ask: What significant changes have you experienced in your life?
6. Get a few answers, such as moving to a new place, starting a new school, or learning a new skill.
7. Pre-teach important vocabulary words (e.g., embrace, experiences, possibilities).
8. Explain in Arabic if necessary to ensure understanding.
9. Students read the text silently for two minutes to answer:

What is the main message of the text?

10. Check answers orally and facilitate a class discussion based on their understanding.
11. Divide students into small groups.
12. Give them five minutes to read the text again and answer the specific questions.
13. After group discussions, ask a representative from each group to share their answers.
14. Discuss and correct any misunderstandings.
15. Read the text aloud, demonstrating pronunciation and intonation.
16. Engage several students to read paragraphs aloud, one at a time.
17. This helps build confidence and fluency.

Answers

1. c
2. b
3. c
4. b
5. b
6. c

3. Read and match.

1. Explain to the students that they will read a text about embracing change and match each term to its definition.
2. Read the terms and definitions aloud.
3. Ask students to carefully read and match each term to the correct definition.

Answers

1. c
2. e
3. a
4. b
5. f
6. d

4. Listen to a story of growth 'From a Tiny Seed to a Mighty Tree' and complete the table.

4 Listen to a story of growth 'From a Tiny Seed to a Mighty Tree' and complete the table.

1. Begin by asking students questions about plants and how they grow to activate their prior knowledge.
2. Show pictures or real examples of different stages of a tree's growth to help students visualize the process.
3. Introduce important words they will hear in the story, such as seed, sprout, roots, soil, sunlight, nutrients, trunk, branches, and leaves.
4. Write the title of the listening task on the board and ask students to predict what they think the story will be about.
5. Play or read the story once while students listen without writing, focusing on the general meaning.
6. Ask students a simple question about the main idea of the story to check general understanding.
7. Hand out a table with missing details about the growth stages of a tree.
8. Play or read the story a second time while students listen carefully and fill in the missing information in the table.
9. Allow students to compare their answers with a partner or small group to check for accuracy.
10. Discuss the correct answers as a class and clarify any misunderstandings.
11. Ask students follow-up questions about the story to reinforce comprehension.
12. Assign an activity where students draw or write about what they learned, such as illustrating the stages of a tree's growth
13. Ask students to listen carefully and fill in the blanks in the table.

Answer

1. The main character	.A tiny seed
2. The main challenge	.The small seed is struggling to grow into a tree
3. The main theme	.Growth and transformation
4. Plot	The story highlights stages of life cycle from .sprouting to maturity like human life

Unit 6
Lesson 1

3 Read and match

word	definition
1. change ()	a. to accept something warmly and happily
2. experiences ()	b. chances to do something new or different
3. embrace (x)	c. something that becomes different
4. opportunities ()	d. things that might happen in the future
5. unlocking ()	e. things that happen to you, good or bad
6. possibilities ()	f. opening something up to discover what's inside

4 Listen to a story of growth 'From a Tiny Seed to a Mighty Tree' and complete the table

1. The main character	
2. The main challenge	The small seed is struggling to grow into a tree.
3. The main theme	
4. Plot	The story highlights stages of life cycle from sprouting to maturity like human life.

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Listening Text

Once upon a time, there was a tiny seed. It was so small, you could hardly see it! It lay in the soft, dark earth, waiting for its chance to grow.

One day, a gentle rain fell. The seed drank up the water, and it began to change. A tiny shoot pushed its way up through the soil. It was the beginning of a new life!

As the days turned into weeks, the shoot grew taller and stronger. It opened up its first leaves, green and full of life. The sun shone on it, and the wind whispered secrets to it.

The little plant grew and grew. It reached for the sky, its roots digging deeper into the earth. It loved the sunshine and the rain, the birdsong and the buzzing of bees.

Years passed, and the little plant became a mighty tree. Its branches reached out like arms, and its leaves danced in the breeze. It provided shade for travelers, a home for birds, and fruit for hungry creatures.

The tree stood tall and proud, a symbol of growth and strength. It had started as a tiny seed, but it had grown into something magnificent. And it all began with a single, hopeful seed.

5 Complete this letter 'A letter to My Future Self' about how you plan to embrace change in the future.

1. Write a reflective letter to your future self about how you plan to embrace change in the future.
2. Begin by explaining to students that today they will write a letter to their future selves. This letter will help them think about changes they want to make and goals for their future.
3. Explain the definition of the letter according to the **top tip**. A letter is a handwritten or printed message sent to others to convey a certain message. There are two types: formal (to people you don't know) and informal (to friends and family). This letter will be informal.
4. To help structure their letters, ask students to think about and answer the questions.
5. Provide the students with an example letter to use as a guide. Explain that they should be personal and honest, like having a

Unit 6 Lesson 1

5 complete this letter 'A letter to My Future Self' about how you plan to embrace change in the future

Top Tip

A letter

- A letter is a handwritten or printed message that is sent to others for conveying
- a certain message. There are two types: formal (to people you don't know) and informal (to friends and family).

These questions will help you:

1. What are some things you think you will need to change in the future?
2. How do you plan to deal with these changes?
3. What are you looking forward to?
4. What are you worried about?

Dear future me

Hi! It's me, your younger self, writing to you from the year 2025. I hope you're doing well and living your best life. I'm writing this letter to you because I want to remind you of some important things. Remember to always be _____

I can't wait to see what the future holds for you!

Love,

(Your Name)

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conversation with their future self.

A Suggested Answer

Dear future me,

Hi! It's me, your younger self, writing to you from the year 2025. I

hope you're doing well and living your best life. I'm writing this letter to you because I want to remind you of some important things. Remember to always be open to change and embrace it warmly. I think I need to manage stress better. I plan to practice mindfulness and develop a good routine. I'm excited about new experiences, meeting people, and learning new things. I'm a bit worried about facing challenges, but I trust you'll handle them with courage.

Remember to always be kind and positive. Embrace growth and new possibilities.

I can't wait to see what the future holds for you!

Love,

Practice Book Answer Key

1 Read and match.

1. b
2. d
3. a
4. C

2 Complete the sentences with words from the box.

1. Failure
2. embrace
3. challenging
4. resilient
5. Confident

3 Listen and complete

Embracing change might have a more significant **impact** on all areas of your life. Here are some of the positive impacts:

1. Embracing change **supports** growth in all areas of your life.
2. Embracing change helps you be adaptable and **flexible**.
3. Embracing change helps you to evaluate your **ideas** and **opinions**.
4. Embracing change lets you learn new **skills**.
5. Embracing change lets you overcome **difficulties** and appreciate success.

Lesson 2 Believe in Yourself SB pages....., PB pages...

ILOs: By the end of this lesson, student will be able to:

- explain one unique quality or talent they possess and describe their desired future self.
- identify the main message of a text about 'believing in yourself' by selecting the correct answer from a multiple-choice list.
- correctly complete some sentences with the newly learnt vocabulary.
- correctly use the present perfect tense in sentences.
- complete a reflective report about their journey of self-belief and growth.

Vocabulary: strengths, weaknesses, believe, unique, passion, empathy, growth, challenge, achieve

Language:

The Present Perfect Tense expresses actions or events that occurred at an unspecified time in the past but have a result in the present.

Examples:

Positive: I have finished my homework.

Negative: We haven't seen him today.

Question: Has she visited Luxor and Aswan?

Values:

- embrace change and challenges as part of personal growth.
- understand the importance of celebrating achievements and learning from biographies.
- reflect on the significance of routines and milestones in life.
- promote empathy, kindness, and self-belief.

Materials:

- Student's Book
- Practice Book



- Teacher's Guide
- Pictures of inspirational quotes and famous resilient individuals
- Audio recording about motivational speeches or stories about overcoming challenges and believing in oneself.

Warm up

1. Draw attention to the lesson title *Believe in Yourself*
2. Introduce the concept of self-belief.
3. Explain that the lesson will explore how believing in oneself can lead to personal growth and achieving goals.

1.Think and discuss.

1. Engage students with questions about self-belief:

. What kind of person do you want to be in 10 years?

. What are your values?

. What makes you special?

2. Discuss how believing in oneself can positively impact personal growth and lead to new opportunities.
3. Ask students to share any personal stories or experiences they have about a time when self-belief helped them achieve something significant.
4. Discuss how they felt and what they learned from those experiences.

Suggested Answers

1. In 10 years, I want to be a compassionate, successful individual who continues to grow and learn.
2. My values are honesty, kindness, and continuous self-improvement.
3. My creativity and ability to connect with others make me special.

2.Read and answer.

1. Show an image of a superhero or something inspiring, like someone achieving a goal.
2. Ask students: What does this scene represent?
Possible answer: "It represents believing in yourself and achieving goals."
3. Explain that students will read a text about self-belief and personal growth.

Unit 6
Lesson 2

1 Think and discuss




1. What kind of person do you want to be in 10 years?
2. What are your values?
3. What makes you special?

2 Read and answer

Everyone has **strengths** and **weaknesses**. What's important is to **believe** in your strengths and use them to your advantage. Maybe you thought you weren't smart enough, strong enough, or creative enough. But guess what? You've got more power than what you think!

Just like a superhero needs to believe in their own powers, you need to **believe** in yourself. That means thinking positive thoughts, trying your best, and never giving up. When you believe in yourself, you can achieve anything you set your mind to.

Remember, everyone is different. There is no one-size-fits-all way to be awesome. You are **unique**, and that's what makes you special. Find what you love to do, and go for it! Whether it is playing sports, drawing, writing stories, or anything else, let your **passion** guide you.




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4. Ask: "Can you share a time when believing in yourself helped you achieve something?"
5. Get a few answers, such as winning a game, improving grades, or learning a new skill.
6. Pre-teach important vocabulary words e.g., strengths weaknesses, perseverance.
7. Explain in Arabic if necessary to ensure understanding.
8. Students read the text silently for two minutes to answer: "What is the main message of the text?"
9. Facilitate a class discussion based on their understanding.
10. Divide students into small groups.
11. Give them five minutes to read the text again and answer the specific questions:

Answers

1. b
2. b
3. c
4. a
5. c

3 Complete the sentences with words from the box.

1. Begin by introducing the importance of believing in oneself and focusing on personal strengths.
2. Briefly discuss the vocabulary words that students will be using: strengths, weaknesses, believe, unique, passion, empathy.
3. Use simple definitions or examples for each word to ensure understanding.
4. Read each sentence aloud to the class, pausing at the blank for students to think about which word fits best.
5. Encourage students to raise their hands to suggest answers.
6. Write the correct answers on the board as they are provided.
7. Have the students complete the sentences independently or in pairs to

**Unit 6
Lesson 2**

3 Complete the sentences with the correct words from the box

strengths weaknesses believe unique passion empathy

1. We believe in the importance of hard work.
2. Her is to become a doctor.
3. Our team's are our teamwork and dedication.
4. His made him a great friend.
5. Public speaking and fear of heights are my
6. Your artwork is very

4 Read and complete the following sentences with have / haven't + pp or has / hasn't + pp

Top Tip

The Present Perfect Tense
The present perfect tense expresses actions or events that occurred at an unspecified time in the past but have a result in the present.

+	Structure: subject + have / has + past participle Examples: I have finished my homework.
-	Structure: subject + haven't / hasn't + past participle Examples: We haven't seen him today.
?	Structure: Have / Has + subject + past participle + ...? Examples: Has she visited Luxor and Aswan?

reinforce their understanding.

8. Circulate around the room to offer support and check understanding.
9. Go Through each sentence together as a class, asking different students to share their answers.
10. Correct any mistakes and provide explanations as needed.

Answers

1. believe
2. passion
3. strengths
4. empathy
5. weaknesses
6. unique

4. Read and complete the following sentences with have / haven't + pp or has / hasn't + pp

1. Begin by explaining the present perfect tense: The present perfect tense is used to talk about actions or events that have happened at some time before now. Provide the structure: has/have + p.p.
2. Distribute a worksheet with incomplete sentences requiring students to fill in the blanks with the correct form of verbs in the present perfect tense.
3. Ask students to carefully read each sentence and complete it with the appropriate verb form.
4. Allow students to work in pairs to discuss and fill in the blanks together. This encourages collaboration and helps students explain their choices to each other.
5. After completing the sentences, invite students to share their answers with the class.
6. Discuss any discrepancies and clarify why each verb form is correct in its respective sentence.
7. Begin by explaining the present perfect tense, highlighting that it describes actions that have happened at an unspecified time in the past but have an effect on the present.

Tip Top

The present perfect tense expresses actions or events that occurred at an unspecified time in the past but have a result in the present.

1. Affirmative structure:
 - Subject + have/has + past participle

Example: I have finished my homework.

2. Negative structure:

Subject + haven't/hasn't + past participle

Example: We haven't seen him today.

3. Interrogative structure:

- Have/Has + subject + past participle + ...?

Example: Has she visited Luxor and Aswan?

4. Provide a list of verbs for reference:

- Present – Past – Past Participle
- do – did – done
- understand – understood – understood
- Water – watered – watered
- make – made – made

Answers

1. They have made new friends in their new school.
2. Ali hasn't **cleaned** his room. It looks very old.
3. **Has** your teacher **explained** the lesson?
4. I **have cleaned** the car. It is very clean.
5. We **have not watered** the plants. They became dry.
6. **Have** you **done** homework?
7. Sara **has won** the race. She is fast runner.
8. **Have** they **solved** the math problem?

5. Complete this report about “My Journey of Self-Belief and Growth”

1. Help students reflect on and articulate their own journeys of self-belief and growth.
2. Start by explaining the importance of self-belief and Personal growth.
3. Share a brief personal story (optional) to make it relatable.
4. Ask students about times they doubted themselves.
5. Encourage them to share any turning points that boosted their self-belief.
6. Provide the outline to help structure their thoughts:
7. Introduction of self-belief and personal growth.
8. Describe early struggles.
3. Share a turning point.
9. Detail growth and achievements.
10. Discuss ongoing journey.
11. Reflect and conclude.

12. Allow students to write a two-paragraph summary about their own journey of self-belief and growth.

13. Encourage students to share their summaries with the class or in small groups.

14. Provide positive feedback and support.

Answer.

I realise that self-belief has been the cornerstone of my personal growth. It's like a compass, guiding me through life's twists and turns. When I believe in myself, I embrace challenges and pursue my dreams. I am good at drawing, and from a young age, this hobby has improved my concentration, patience, and attention to detail. Through my journey, I have learned that I am persistent and creative, and improving my drawing skills has shown me that I can overcome difficulties and grow. When faced with challenges, I approach them by breaking down the problem into smaller, more manageable tasks, and seeking support from friends and family, which has been crucial in staying positive. Comparing my past self to my present self, I now feel significantly more confident and self-assured. In the past, self-doubt often hindered my progress, but now I view challenges as opportunities to grow and learn. As a person, I have grown to be more positive and resilient, understanding my strengths and striving to learn from my weaknesses, while increasing my empathy and compassion towards others. In conclusion, self-belief is a powerful tool that can propel us towards our goals. By identifying our strengths, overcoming self-doubt, and embracing personal growth, we can unlock our full potential and live fulfilling lives.

**Unit 6
Lesson 2**

5 Complete this report about "My Journey of Self-Belief and Growth"

These following questions will help you:

1. What are you good at?
2. What have you learned about yourself?
3. How did you deal with the hard things?
4. How do you feel about yourself now compared to before?
5. How have you changed as a person?

I realize that self-belief has been a cornerstone of my personal growth. It's like a compass, guiding me through life's twists and turns. When I believe in myself, I embrace challenges, and pursue my dreams.

.....

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In conclusion, self belief is a powerful tool that can push us towards our goals. By identifying our strengths, overcoming self-doubt, and embracing personal growth, we can unlock our full abilities and live fulfilling lives.

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PRACTICE BOOK ANSWER KEY

1 Read and answer.

1. Personal growth refers to the process of enhancing various facts of our lives, including skills, knowledge, habits, values, and goals.
2. Personal growth can help us understand ourselves better, our strengths and weaknesses, our passions and values.
3. a
4. b

2 Read the following speech by Dr. Ismail El- Shirbini and comment on it.

I think his words are true. We need to work hard and always obey Allah.

3 Read and choose the correct answer.

1. c
2. b
3. a
4. c
5. c

4 Design a poster to spread awareness of personal growth.

Students' own answers

Lesson 3 Milestone and routines SP pages....., PB pages...

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

- discuss the importance of having a fixed routine explaining how milestones can help when doing a project.
- correctly identify the benefits of having routines for students, as stated in the text.
- accurately match some words to their correct definitions.
- correctly fill in the gaps in sentences using the newly learnt vocabulary.
- complete a table with the correct part of speech adding a prefix or a suffix.
- write a reflective report about their daily routine and specific suggestions for improvement.

Vocabulary: milestones, predictability, structure, confidence, repetition, routines, conflict

Language:

- Identifying and using root words, prefixes, and suffixes appropriately.
- Discussing the importance of routines and milestones in personal and academic life.
- Utilising expressions and tone of voice to engage an audience during presentations.
- Listening to dialogues for specific information and comprehension.
- Writing reports using different genres as models.

Values:

- Embrace change and challenges as part of personal growth.
- Understand the importance of celebrating achievements and learning from biographies.
- Reflect on the significance of routines and milestones in life.
- Promote empathy, kindness, and self-belief.

Materials:

- Student's Book



- Practice Book
- Teacher's Guide
- Pictures related to routines and milestones
- Audio recording of a dialogue about routines and milestones
- Flashcards with vocabulary words and definitions

Warm up

1. Draw students' attention to the title: "Milestone and Routines".
2. Introduce the concept of the importance of establishing routines and recognising milestones in personal and academic life.
3. Engage students in discussion.

1. Think and discuss.

1. Prepare materials and activities that align with your learning objectives.
2. Communicate what students should achieve by the end of the lesson.
3. Begin with a brief activity to engage students and introduce the topic.
4. Use various teaching methods, such as storytelling, visuals, and hands-on activities.
5. Ask open-ended questions and facilitate group discussions.
6. Provide opportunities for students to practice what they've learned through exercises or projects.
7. Offer constructive feedback to help students improve.
8. Summarize key points and review important concepts before ending the lesson.
9. Give relevant homework to reinforce the lesson and encourage independent learning.
10. Reflect on what worked well and what can be improved for future lessons.

Suggested Answers

1. Yes, having a fixed routine is important because it provides a sense of structure and predictability, which can reduce stress and improve time management.
2. The benefits of having a routine include increased productivity, better time management, reduced stress, and a sense of accomplishment.
3. Milestones help in projects by marking important steps and progress points, keeping the team focused, on track, and motivated to achieve the final goal.

Unit 6
Lesson 3

1 Think and discuss




1. Do you think it is important to have a fixed routine? Why?
2. What are the benefits of having a routine?
3. How do milestones help when we are doing a project?

2 Read and answer

Having routines and milestones are important for both students and working people. Routines provide **structure** and **predictability** for toddlers and children. This builds **confidence** and reduces conflicts. Routines allow students to move smoothly through their day, learn from **repetition**, and gain a sense of control.



Similarly, milestones in projects mark the time for important steps and decisions. They help the project teams to stay on track, understand project objectives, and use the time available wisely. By implementing suitable tasks and changing activities to fit family needs, parents can establish routines with their children. Meanwhile, milestones in projects show progress and ensure project success. Finally, routines and milestones play important roles in creating stability, predictability, and achievement.

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2 Read and match.

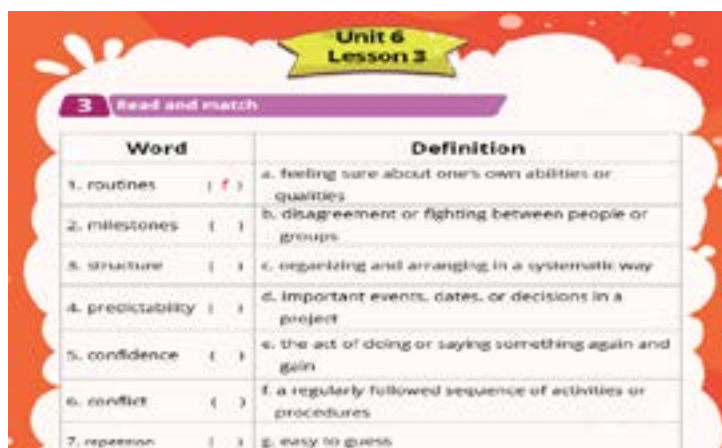
1. Show a picture of students and professionals planning their day with routines and project milestones.
2. Ask students: What do you see in this image?
Why do you think having a routine or milestones is important for these people?
3. Explain that students will read a text about the significance of routines and milestones in both personal and professional contexts.
4. Ask: Can you think of any routines or milestones in your daily life or studies?
5. Gather a few answers, focusing on personal experiences and understanding.
6. Pre-teach important vocabulary words: routines, milestones, structure, predictability, confidence, conflict
7. Explain meanings in Arabic if necessary to ensure understanding.
8. Students read the text silently for two minutes to find the main idea.
9. Facilitate a class discussion based on their understanding.
10. Re-read the text and answer the specific questions.

Answers

1. c
2. d
3. a
4. c
5. b

3 Read and match.

1. Explain each vocabulary word with definitions and example Sentences.
2. Engage students by asking them to create their own sentences.
3. Distribute printed copies and read sentences aloud.
4. Complete the first sentence together as a class.
5. Allow students to work individually or in pairs to complete the exercise.
6. Review answers together and write them on the board.
7. Have students write a paragraph or discuss how to apply these concepts in daily life.



The image shows a worksheet titled 'Unit 6 Lesson 3' with a 'Read and match' section. It contains a table with two columns: 'Word' and 'Definition'. The words are listed in the first column, and the definitions are listed in the second column. The words are: 1. routines, 2. milestones, 3. structure, 4. predictability, 5. confidence, 6. conflict, 7. repetition. The definitions are: a. feeling sure about one's own abilities or qualities, b. disagreement or fighting between people or groups, c. organizing and arranging in a systematic way, d. important events, dates, or decisions in a project, e. the act of doing or saying something again and again, f. a regularly followed sequence of activities or procedures, g. easy to guess.

Word	Definition
1. routines	a. feeling sure about one's own abilities or qualities
2. milestones	b. disagreement or fighting between people or groups
3. structure	c. organizing and arranging in a systematic way
4. predictability	d. important events, dates, or decisions in a project
5. confidence	e. the act of doing or saying something again and again
6. conflict	f. a regularly followed sequence of activities or procedures
7. repetition	g. easy to guess

Answers

1. f
2. d
3. c
4. g
5. a
6. b
7. e

4. Complete the sentences with words from the box.

1. Introduce each vocabulary word with definitions and example sentences.
2. Engage students by asking them to create their own sentences using the new vocabulary words.
3. Distribute printed copies of the exercise for students to work on.
4. Read sentences aloud as a class and complete the first sentence together.
5. Allow students to work individually or in pairs to fill in the gaps.
6. Review answers together by discussing each word and its use.
7. Encourage students to write a paragraph or discuss how these concepts apply in their daily lives.

Answers

1. milestone
2. routine
3. confident
4. structured
5. conflict
6. predictability

5. Complete following table.

1. Prefix: a group of letters added to the beginning of a word to change its meaning e.g., *un-*, *mis-*.
2. Suffix: a group of letters added to the end of a word to change its form e.g., *-able*, *-ly*.
3. Use examples to explain: prefix example: *unachievable*

Suffix example: *successfully*

4. Provide the following table for students to fill in, using the words given.

**Unit 6
Lesson 3**

4 Read and fill in the gaps

conflict confident routine milestone predictability structured

1. The completion of the website design was a milestone in the project.
2. She has a morning _____ that includes brushing her teeth, getting dressed, and eating breakfast.
3. After practicing for weeks, she felt _____ about her performance in the play.
4. The teacher provided a _____ lesson plan for the students.
5. Having pizza every Friday caused a _____ when one family member wanted a different meal.
6. The _____ of the weather made planning the picnic easy.

5 Complete the following table

Word	Part of speech (V, N, ...)	Adding a prefix	Adding a suffix
predict	verb		
achieve			
	noun		effective
facilitate			
understand			
	verb	mismanage	
success			successfully

5. Read each word aloud and identify its part of speech.
6. Discuss how adding different prefixes can change the meaning of the word. For example, adding *un-* or *mis-* often makes the word negative.
7. Discuss how adding a suffix can change the word form, such as making a verb into a noun or an adjective.
8. Encourage students to think of more words with similar prefixes and suffixes.
9. Allow students to work individually or in pairs to fill in the table.
10. Review the answers together and write them on the board.
11. Ask students to use the new words in sentences to practice their understanding.

Answers

Word	Part of speech (v, n ...)	Adding a prefix	Adding a suffix
predict	verb		predictable
achieve	verb		achievable
effect	noun	ineffective	effective
facilitate	verb		facilitated
understand	verb	misunderstand	
manage	verb	mismanage	manageable
success	noun		successful

6. Write a report about your daily routine and what want to change to make it better.

1. Discuss why routines are important for organisation and well-being.
2. Ask students to think about and share their current routines.
3. Write a two-paragraph summary about their routine and possible improvements.
4. Share their summaries with the class or in small groups.
5. Give positive feedback and support.

Answer.

My daily routine and how to improve it

Daily routines provide structure and enhance well-being. Reflecting on my daily routine, I start my day at 7 AM with stretching and breakfast, followed by school work at 8 AM. Afternoons are for homework and study, evenings for family time and relaxing before bed at 10 PM. Stretching and breakfast energise me for the day. However, I feel sluggish after lunch and spend too much time on my phone before bed, affecting my sleep. To improve, I can take a walk after

lunch and reduce screen time before bed. Reflecting on my routine helps me make effective changes to enhance productivity well-being.

PRACTICE BOOK ANSWER KEY

1 Read and answer.

1. b
2. a
3. a
4. b
5. d

2. Add a prefix or a suffix and use the new word in a sentence of your own.

<i>Word</i>	<i>Part of speech (v, ... ,n</i>	<i>Adding a prefix</i>	<i>Adding a suffix</i>
1. complete	verb	incomplete	
2. possible	adjective	impossible	
3. stress	noun		stressful
4. success	noun		successful
5. polite	adjective	impolite	

Unit 6 Lesson 3

6
Write a report about your daily routine and what you want to change to make it better

1. Your homework is incomplete. Please, revise it.
2. Nothing is impossible. You should keep trying.
3. Exams are stressful times for me.
4. My uncle is a successful businessman.
5. He treats old people badly. He is impolite.

3. Listen and complete.

How can we establish routines with our toddlers? Well, every family is different, so it's important to find what works best for you. Here are some suggestions to get started:

- Give your child a **slow** and **easy** wake-up time in the morning so they have enough time to get **ready** without rushing.
- Eat **breakfast** together and let your child help with age-appropriate tasks, like setting the **table**.
- Plan regular times for **play**, quiet time, meals, and **snacks**.
- Make sure to have a consistent **bedtime** routine to help your child transition from playtime to bath time and bedtime.

Lesson 4 Celebrating our journey SB pages..... PB pages...

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

- correctly sequence the stages of the human life cycle discussing the most relaxing and most difficult stages.
- identify the main idea of a text about aging by selecting the correct answer from a multiple-choice list.
- correctly match some words to their corresponding definitions.
- Listen to a text to fill in the gaps in the biography of Dr. Samira Moussa using the provided words.
- correctly match each heading to its corresponding paragraph.
- write a basic autobiography that includes the suggested elements.

Vocabulary: journey, unique, celebrate, victories, aging, autobiography, wisdom

Values:

- embrace change and challenges as part of personal growth.
- understand the importance of celebrating achievements and learning from biographies.
- reflect on the significance of routines and milestones in life.
- promote empathy, kindness, and self-belief.

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards with vocabulary
- Audio file: Biography of Dr Samira Moussa

Warm up

1. Draw the students' attention to the title of the lesson: "Celebrating Our Journey."
2. Initiate a discussion on the concept of life as a journey. Ask them:



- What do you think when you hear the word *journey*?
- How do you think life can be compared to a journey?
- Can you think of any personal experiences that felt like important milestones in your journey?

3. Discuss the life stages. Show a picture of the 'Human Life Cycle' and engage them:

- What do you see in the picture? What are the different
- Stages of life?
- Which stage do you think is the most relaxing? Why?
- Which stage do you think is the most challenging? Why?

4. Ask them to consider the concept of aging and celebrating each stage:

- Why do you think it's important to celebrate each stage of our life journey?
- What are some small victories you've had recently that you feel proud of?
- How can celebrating small achievements help us feel happier and more fulfilled?

1 Think and discuss.

1. Encourage students to discuss the following questions:

In what way do you think life is a journey that has a start and an end?

2. Consider how life begins with birth and ends with death.

3. Ask students: 'What are some important milestones along the way?'

4. Put the following life stages in order:

Infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, old age

5. Discuss and arrange these stages in a chronological sequence.

6. Instruct them to look at the picture of the 'Human Life Cycle' and answer the following question: "What do you think is the most relaxing stage, and which is the most difficult stage?"

7. Reflect on each stage depicted in the human life cycle picture. Which stage seems the most

Unit 6
Lesson 4

1 Think and discuss




1. In what way do you think life is a journey that has a start and an end?

2. Put the following life stages in order:
(early childhood- infancy- middle childhood- adolescence- early adulthood- middle adulthood - old age)

infancy

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

.....

2 Read and answer

Getting older is a special **journey** that we should celebrate. It's important to include people of all ages in our communities. As we grow older, we gain wisdom and have so much to offer to others. Each day is a gift, and we should make the most of it. Sometimes, we can get caught up in comparing ourselves to others. We see their successes on social media and feel like we're not good enough.

But here's the truth: you are **unique** and special in your own way. We all have different experiences, talents, and dreams that make us who we are. When we achieve something, it's important to **celebrate** it, no matter how big or small. Sometimes, we set high expectations for ourselves and forget to see the small victories. But those small **victories** are important, too. As we get older, we learn many things that we can share with others. We've made mistakes and learned from **them**, and we've also learned from the people we've met.

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carefree and why?

Suggested Answers

1. Life as a journey:

Life is like a journey as it starts with birth and ends with death. Important milestones include starting school, graduating, finding a job, starting a family, and retiring.

2. Life stages order:

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

3. Most relaxing and difficult stages:

- Most relaxing stage: early childhood or middle childhood could be seen as the most relaxing stages because children often have fewer responsibilities and more time to play.
- Most difficult stage: Adolescence might be considered the most difficult stage due to the numerous physical, emotional, and social changes.

2. Read and answer

1. Start by showing a picture of individuals from various age groups interacting or contributing in a community setting.
2. Ask students:
 - What do you see in this image?
 - Why do you think it's important to include people of all ages in our communities?
3. Explain that students will read a text about the significance of celebrating aging and the wisdom older individuals can bring to society.
 - Ask "Can you think of any situations where you've learned something important from someone older?"
4. Collect a few personal experiences and discuss them to connect students with the topic.
5. Pre-teach important vocabulary: wisdom, milestones, self-love, autobiography, uniqueness
6. Explain these words in Arabic if necessary to ensure everyone understands.
7. Have students read the text silently for two minutes to identify the main idea.
8. Facilitate a class discussion based on their understanding.
9. Ask: What did you think the main idea of the text was?
10. Divide into small groups and ask each group to re-read the text and

answer specific questions.

Answers

1. c
2. b
3. a
4. d
5. b

3 Read and match

1. Prepare cards with each word and its definition, write them on the board, or distribute a handout.

2. Explain that students will match words with their correct

definitions based on the passage about aging and wisdom.

3. Ensure understanding of: journey, wisdom, unique, celebrate, aging.

3. Hand out or display the word list and definitions.

4. Ask students to match each word with the correct definition. Students can work individually or in pairs.

5. Allow a few minutes for matching.

6. Review answers as a class.

7. Provide clarification and discuss any mistaken matches.

Answers

1. c
2. a
3. e
4. b
5. d

Remember

- A biography is a story that one person writes about the life of another person.
- An autobiography is the biography of oneself narrated by oneself.

**Unit 6
Lesson 4**

5. What is one important aspect of aging mentioned in the passage?

- a. competing with others
- b. gaining wisdom and sharing it
- c. accumulating material possessions
- d. living in isolation

3 Read and match

Word	Definition
1. journey ()	a. the ability to make good judgments using knowledge and experience
2. wisdom ()	b. to honor and show joy for a special event or achievement
3. unique ()	c. a long and often difficult process of personal development or change
4. celebrate ()	d. growing older, marked by changes in the body, mind, and abilities over time
5. aging ()	e. being the only one of its kind; different from all others

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4 Listen and complete the biography of Dr. Samira Moussa, the famous Egyptian atom scientist.

1. Let the students know they will listen to a passage about Dr. Samira Moussa, a famous Egyptian atomic scientist.
2. Explain that they will need to fill in the blanks with the appropriate words from a given list.
3. Review the key terms: university, teaching, energy, scholarship, mystery, obtained, return.
4. Distribute the worksheet with the passage and the list of words.
5. Play the audio or read the passage aloud
6. As students listen, they fill in the blanks with the correct words.
7. Review the answers together.

Answers

1. university
2. scholarship
3. Return
4. energy
5. obtained
6. accident

Listening Text

Dr. Samira Moussa is the first Egyptian atomic scientist. She was born in 1952 AD in a village of the Zefta Center in Gharbia Governorate. She was also a teaching assistant at the Faculty of Science at King Fouad I University. She won a scholarship to study atoms at the University of California in America. Once she was in the United States, the American government offered her American citizenship, but she chose to return to Egypt. She came up with a chemical equation to make atomic energy using materials available to everyone. She also obtained a doctorate in atomic radiation from the United Kingdom. She died in California in 1952 in a car accident.

Unit 6
Lesson 4

4 Listen and complete The biography of Dr. Samira Moussa, the famous Egyptian atom scientist

university teaching energy scholarship
accident obtained return

Dr. Samira Moussa is the first Egyptian atomic scientist. She was born in 1952 in a village of the Zefta Center in Gharbia Governorate. She was also a teaching assistant at the Faculty of Science at King Fouad I She won a to study atoms at the University of California in America. Once she was in the United States, the American government offered her American citizenship, but she chose to to Egypt. She came up with a chemical equation to make atomic using materials available to everyone. She also a doctorate in atomic radiation from the United Kingdom. She died in California in 1952 in a car

Remember

- A biography is a story that one person writes about the life of another person.
- An autobiography is the biography of oneself narrated by oneself.

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5 Read and match the headings to the paragraphs.

1. Prepare a handout with the following paragraphs and list of headings.
2. Explain that students will read each paragraph and match it with the appropriate heading.
3. Students read the paragraphs and write the correct heading next to each one.
4. Review answers together as a class and discuss any confusion.

Answers

1. c
2. b
3. a
4. e
5. d



Unit 6 Lesson 4

5 Read and match the headings to the paragraphs

a. Sharing your success with others.
b. Giving yourself a treat.
c. Reflecting on and writing down your accomplishment
d. Learning something new.
e. Creating something new.

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

1. Reflecting on and writing down your accomplishments. You can make a list of everything you have done that makes you proud. This will help you recognize your strengths and value yourself more.

2. You can reward yourself with something that makes you happy, such as a new book, or a trip to a place you love. You deserve to enjoy the fruits of your hard work.

3. You can tell your friends, family, or colleagues about your achievements. You can also express your gratitude to those who supported you. This will strengthen your relationships.

4. You can use your creativity to make something that reflects your journey, such as a poem, a song, or a collage. You can also share your creation with others or keep it for yourself.

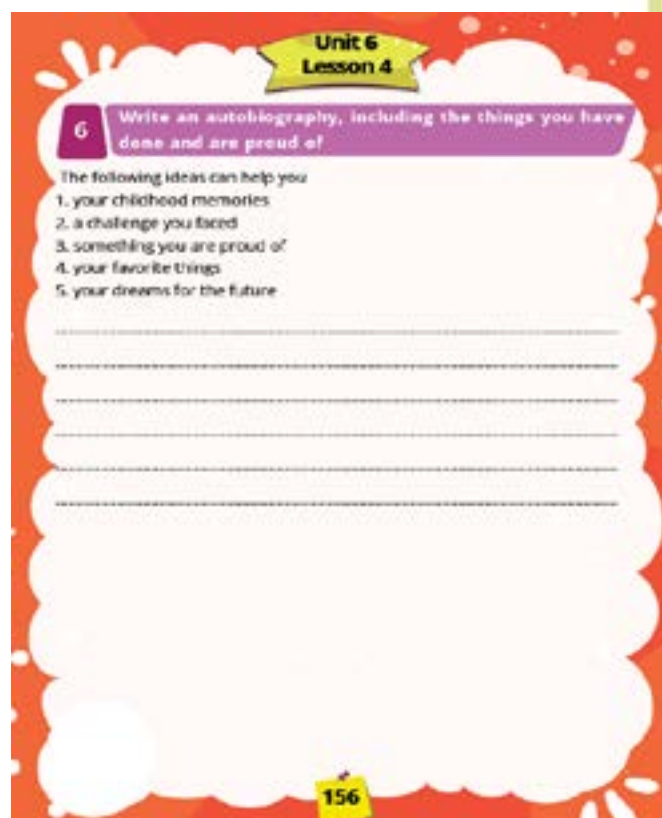
5. You can challenge yourself to learn a new skill that interests you. This will help you grow as a person and discover new possibilities for yourself.

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6. Write an autobiography, including the things you have done and are proud of. In this activity, students will write their autobiographies, reflecting on their lives and achievements. This practice improves their writing skills and enhances self-awareness.

Steps:

1. Introduce the word *autobiography*: Explain what an autobiography is and its importance.
2. Brainstorming: Have students brainstorm key moments in their lives using these prompts:
 - Childhood memories
 - A challenge they faced
 - Something they are proud of
 - Their favourite things
 - Their dreams for the future
3. Guide students to start writing, beginning with an introduction.
4. Encourage detailed paragraphs for each prompt.
5. Allow students to share their autobiographies.



Unit 6 Lesson 4

6 Write an autobiography, including the things you have done and are proud of

The following ideas can help you

1. your childhood memories
2. a challenge you faced
3. something you are proud of
4. your favorite things
5. your dreams for the future

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ographies with the class.

6. Offer constructive feedback and foster peer feedback.

7. End with a reflection session on their experience writing the autobiography

Answer.

My autobiography

Hi there! My name is [Student's Name], and I'd like to share a bit about my life with you.

I grew up in a small town with a loving family, creating fond childhood memories like playing in the park and visiting my grandparents every Sunday.

One of the biggest challenges I faced was moving to a new school mid-year. It was tough, but it taught me to be open and resilient. I'm proud of organizing a charity event at school to raise funds for a local animal shelter, which was incredibly fulfilling. I love watching movies with inspiring stories and exploring new

cafes with friends on weekends. In the future, I dream of a career in education to inspire others and travelling the world to experience different cultures.

Mini-Project

My Commitment Plan

1. Explain the importance of setting goals and creating a commitment plan for personal and academic growth.

2. Divide students into groups of five, encouraging collaboration and peer support.

3. Share a sample commitment plan:

- **Goal:** Feel good about myself, my life, and the people around me.

- **Major life area:** Personal Well-being

- **Support system:** Parents, siblings, friends

- **Steps:** think positively, do enjoyable activities, surround with supportive people.

4. Allow groups to discuss and identify individual areas like education, health, personal growth, social connections, and finances.

Mini Project

My Commitment Plan

In groups of five, make your own commitment plan. Here is an example to guide you:

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

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5. Each student completes their commitment plan.
6. Share and feedback:
Students share plans within their groups and provide constructive feedback.
7. Class Reflection:
Hold a discussion on lessons learned, challenges faced, and the importance of support systems.
8. Display plans:
Optionally, create a “Commitment Board” in the classroom to display plans, serving as motivation. Encourage students to review and update their plans regularly.

PRACTICE BOOK ANSWER KEY

1 Read and write true or false.

1. true
2. false
3. false
4. true
5. false

2 Read and circle the odd one out, then replace it with a correct one.

1. aging (celebrate)
2. engage (difficulties)
3. wisdom (creative)
4. have (had)

3 Punctuate the following:

We all have different experiences, talents, and dreams that make us who we are.

4 Design a poster to persuade grandparents in your area to celebrate age.

Students' own answers

Lesson 1 Review3 SB pages

ILOS: To revise the vocabulary and language from units 5 and 6.

Vocabulary: Words related to war

Language: Present perfect tense

Warm Up

1. Write the title of the unit, *War and Peace: Dreadful Diseases or More?* in a big circle on the board.
2. Ask students: Who are the Egyptian Noble Peace Prize winners?

1 Listen and complete the table

1. Ask students if they know the character in the picture.
2. Tell them that they are going to listen to a text about this six of October War hero and complete the missing information.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing information.

Listening Text

Colonel Baki Zaki Youssef was the clever mind behind the master plan of destroying the Bar Lev line in the 6th of October War in 1973 war. Youssef thought pumping water from the Suez Canal through hoses to destroy the Bar Lev line would be a success. The idea was popular because it was both efficient and safe, so it would not risk the lives of Egyptian soldiers. Colonel Baki Zaki Youssef died in 2018, but history will always remember his military creativity.

Review 3

Lesson 1

1 Listen and complete the table

Name	Colonel Baki Zaki Youssef
Picture	
What type of a hero is he?	6 of October War hero
Why is he a hero?	• He was the clever behind the master plan of destroying Bar Lev Line. • Youssef thought water from the Suez Canal through hoses to destroy the Bar Lev line would be a • The idea was popular because it was efficient and safe, so it would not risk the lives of Egyptian
Date of death	Colonel Baki Zaki Youssef died in
How will history remember him?	He will be remembered for his creativity.

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Answer

Name	Colonel Baki Zaki Youssef
Picture	
?What type of a hero is he	of October War hero 6
?Why is he a hero	- He was the clever mind behind the master plan of destroying Bar Lev .Line - Youssef thought pumping water from the Suez Canal through hoses to destroy the Bar Lev line would be a .success - The idea was popular because it was efficient and safe, so it would not .risk the lives of Egyptian soldiers
Date of death	.Colonel Baki Zaki Youssef died in 2018
History will history re- ?member him	He will be remembered for his military cre- .ativity

2 Ask and answer about Colonel Baki Zaki Youssef

3. Tell students that they are going to ask and answer about Colonel Baki Zaki Youssef.

4. Do the model examples with a student.

5. Now, invite pairs of students to ask and answer.

6. Don't correct students while speaking. Leave correction to the end, and don't forget to praise students' good



work.

Suggested Questions

1. What type of a hero is he?
2. What type of a hero is he?
3. When did he die? / What's his date of death?
4. How will history remember him?

3 Complete the sentences with words from the box

1. Read the words in the box aloud.
2. Go through the first sentence with students.
3. Assign them two minutes to finish this task.
4. Check answers by asking individual students to read the complete sentences.

Answer

1. special 2. amazing
3. historic
4. different 5. peaceful
6. famous



4 Write a peace message to the whole world.

- 1. Draw the students' attention to the picture telling them that the twenty-first of September is the International Peace Day.**

2. Assign them five minutes to write a peace message to the whole world in groups.
3. Check answers by inviting students from all the groups to read their messages.

A Suggested Message

I wish you all a happy peaceful life. Let's work together to spread kindness, understanding, and love to create a world where everyone can live safely.

ILOS: To revise the vocabulary and language from units 5 and 6

Vocabulary: Words related to ambition and good manners

Warm Up

1. Write *Change* in a big circle on the board.
2. Ask students: How do you adapt to any changes that happen to you? Do you think it is important to celebrate success, even small things?

1 Read Dr. Attia Essayed's message to children. Then, tick (✓) the statements mentioned in the text.

1. Ask students if they know the person in the picture. Tell them who he is and what he does.
2. Now, putting them into groups, assign students five minutes to read the text and tick what is mentioned in the text.
3. Check answers by asking students to mention the statements.
4. Do a model reading for students.
5. If there is time, invite two good students to exchange reading the text; each student reads a paragraph.

Answer

1. Children should.....
 - a. work hard (✓)
 - b. be honest (✓)
 - c. go to school early ()
 - d. do sports ()
 - e. watch Allah in all their actions (✓)

2. Children are

- a. the future of their country (✓)

Review 3
Lesson 2

1 Read Dr. Attia Essayed's message to children. Then, tick (✓) the statements mentioned in the text

Dear children, you are the most precious gift that Allah has given us. You are the future of our nation. You have the power to achieve great things and make the world a better place. But to do that, you need to work hard and be honest. You need to remember that Allah is always watching over you and helping you. He wants you to follow his path and the example of his Prophet, peace be upon him.

You are not alone in this journey. We, your parents and teachers, are here to support you and guide you. We love you and we are proud of you. We want you to grow up to be strong, confident, and faithful Muslims. We want you to be happy and successful in this world. May Allah bless you and protect you.

1. Children should.....

a. work hard	(✓)
b. be honest	()
c. go to school early	()
d. do sports	()
e. watch Allah in all their actions	()

2. Children are

a. the future of their country	(✓)
b. alone in this world	()
c. strong men and women	()
d. loved by parents and teachers	()
e. not supported by anyone	()

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- b. alone in this world ()
- c. strong men and women ()
- d. loved by parents and teachers (√)
- e. not supported by anyone ()

2 Write the past participle of the verbs in the box. Then, write them in a sentence in the present perfect tense.

- Orally, say some verbs in the infinitive form and ask students to say the past participle of these verbs.
- Go through the title of the task and the model example with students.
- Assign them five minutes to do the task in pairs.
- To check answers, invite some students to come to the board and write their sentences.
- Praise the students' good work.

Suggested Answers

- changed: I have changed school this year.
- grown: The trees I planted have grown tall.
- achieved: My brother has achieved his dream of becoming a doctor.
- made: Mom has made me a delicious cake.
- given: My uncle has given me a nice present.

Review 3
Lesson 2

2 Write the past participle of the verbs in the box. Then, write them in sentences in the present perfect tense.

change grow achieve celebrate make give

1. changed: I have changed school this year.
2. _____
3. _____
4. _____
5. _____
6. _____

3 Listen to the biography of a famous Egyptian writer. Then, complete the fact file.

1. Name	Naguib Mahfouz
2. Place and date of birth	Cairo, _____
3. Education	He graduated from Cairo _____ with a degree in philosophy.
4. What were his writings about?	They were stories that brought Egyptian _____ to the world.
5. Famous achievement	He was the first Arab writer to win the _____ Prize in Literature.

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3 Listen to the biography of a famous Egyptian writer. Then, complete the fact file.

- Ask students if they have read any novels by Naguib Mahfouz or watched movies or series for his novels. Elicit some novels from them.
- Tell them that they are going to listen to a text about this famous Egyptian writer and novelist and complete the missing information.
- Read the text or play the audio once for students to do this task individually.

4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing information.

Listening Text

Naguib Mahfouz is a famous Egyptian writer. He was born in Cairo in 1911. From a young age, he loved reading stories and learning about the world. He faced challenges growing up, but his determination to learn never stopped. Naguib worked hard at school, and he graduated from Cairo University with a degree in philosophy. He shared his thoughts and experiences through writing stories that brought Egyptian life to the world.

It wasn't an easy journey for Naguib to become very successful. But, he continued to write because he believed in the power of stories to bring people together. In 1988, Naguib Mahfouz became the first Arab writer to win the Nobel Prize in Literature. His life teaches us the importance of perseverance, creativity, and trying hard to achieve our dreams.

Answer

1. Name	<u>Naguib Mahfouz</u>
2. Place and date of birth	Cairo, Egypt
3. Education	He graduated from Cairo University with a degree in philosophy
4. What was his ?writing about	They were stories that brought Egyptian life to the world
5. Famous achievement	He was the first Arab writer to win the Noble .Prize in Literature

4 Having 'Good manners' is one of the values of the initiative 'I am Noble with my Manners'. Write a message to encourage students to follow this value.

1. Ask students: Who can recite a verse from the Holy Quran or mention a Hadeeth about good manners?
2. Read the title of the task with them.
3. Assign students five minutes to write a message to encourage their colleagues and other students to follow this value.
4. Check answers by inviting students from all the groups to read their message.

5. Encourage students to post this message on their Facebook accounts, if they have, or on their parents' accounts.

A suggested Message

Good manners are the key to showing respect, kindness, and understanding to those around us. By using polite words, being considerate, and treating others with dignity, we create a positive and welcoming environment for everyone. Let's shine brightly by being noble with our manners!

Review 3
Lesson 2

4 Having 'Good manners' is one of the values of the initiative 'I am Noble with my Manners.' Write a message to encourage students to follow this value
Draw a picture to express this value.
Here's a model for you:



.....

.....

.....

.....

.....

.....

Draw here.

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Unit 7

The Future of Education

Grammar

- The future with (am / is / are + going to + infinitive) for future plans

Phonics

- The triphongs (eɪə, aɪə, ɔɪə, əʊə, and aʊə)

Critical Thinking

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

Study Skills

- Digital literacy



Unit 7 The Future of Education

Lesson 1 Schools of tomorrow SB page ..., PB Page.....

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

- discuss how ways of technology could change the learning process and the roles of teachers and students.
- identify the main idea about the future of schools presented in the text by selecting the correct answer from a multiple-choice list.
- correctly match each word to its corresponding definition.
- correctly complete the sentences with the newly learnt vocabulary.
- complete a conversation with specific information.
- correctly use the future tense construction 'be going to' in sentences to express future plans and intentions.

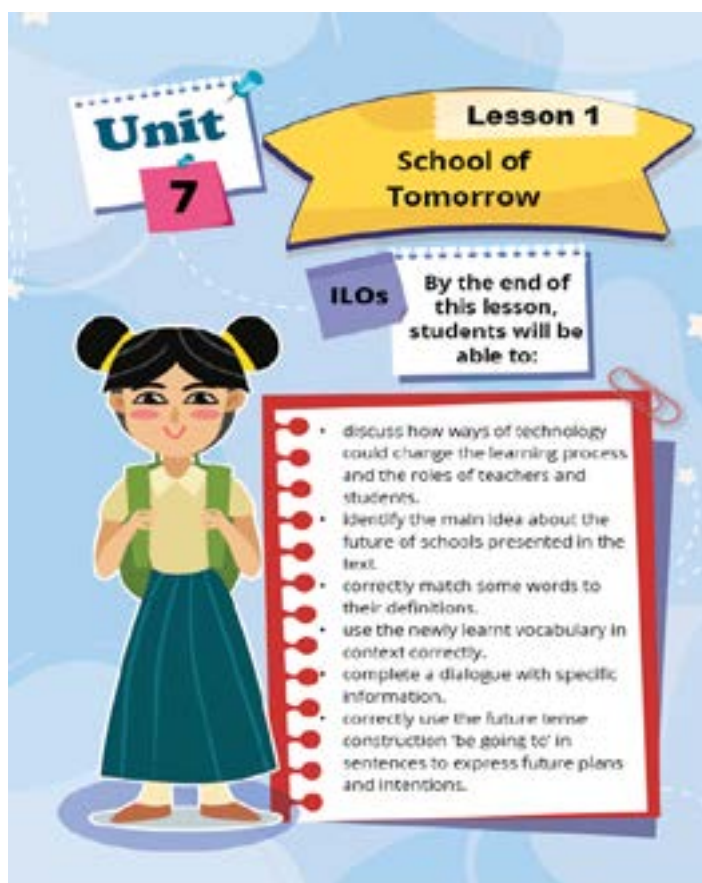
Vocabulary: distracting, hiring, fair, disabilities, potential, school board, digital, adventure

Values:

- understand the importance of inclusivity in education.
- highlight the role of creativity and innovation in teaching.
- emphasize collaboration and adaptability for future learning scenarios.

Materials:

- Student's Book
- Practice Book
- Flashcards: Vocabulary and grammar points
- Audio Clips: Future skills and technology dialogues
- E-dictionary: Vocabulary and parts of speech
- Interactive Activities: Using "going to" and first conditional
- Internet Access: Research and writing tasks



Warm up

1. Ask students to name their favourite activity for relaxing or having fun.
2. Write their answers on the board as they share.
3. Share a short, fun story about someone using relaxing activities to improve their mood, and ask how they feel about it.
4. Present quick scenarios about different relaxing activities (e.g., reading a book, watching a movie) and ask students to respond with thumbs up or down.

1 Think and discuss

1. Show images or videos depicting future classroom technologies (e.g., virtual reality, AI tutors).
2. Use visual aids to show how the roles of teachers and students might change in the future (e.g., teachers as guides, students as active learners).
3. Explain words such as innovative, adaptive, collaboration, and digital literacy with examples.
4. Divide students into groups to discuss the questions related to future learning:
8. How might technology change the way we learn in the future?
9. Do you think that the role of teachers and students will change in the future? How?
10. What skills should schools teach to prepare students for future jobs?
11. Assign three minutes for groups to discuss the questions, encouraging them to include the new vocabulary words introduced above.
12. Ask some pairs to share their answers and thoughts. Assess their understanding of the changes and skills needed for the future.

Suggested answers

1. Technology might make learning more interactive, accessible, and personalized through virtual reality, AI tutors, and online platforms.
2. Yes, teachers might become more like facilitators, and students might take more control over their learning by using technology.
3. Schools should teach critical thinking, problem-solving, teamwork, communication, and digital literacy to prepare students for future jobs.

Unit 7
Lesson 1

1 Think and discuss



1. How might technology change the way we learn in the future?
2. Do you think that the role of teachers and students will change in the future? How?
3. What skills should schools teach to prepare students for future jobs?

2 Read and answer

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

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

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Top Tip

The future of learning is not just about technology, but also about fostering adaptability and lifelong learning skills in students.

2. Read and answer.

- Ask students what they imagine schools will be like in the future. Encourage them to share their thoughts.
- Explain that they will read about different ideas on how schools might change in the future.
- Introduce and explain key vocabulary such as “technology,” “school board,” “inclusive,” and “support” in both English and Arabic.
- Have students read the text silently for two minutes to answer this question: What are some ideas about what schools might be like in the future? Then, check the answers orally.
- Put students into groups and assign them five minutes to read the text again and find answers to the following questions:
 - . What do you think are some challenges of using technology in schools?
 - . Why might giving parents more say in schools be helpful?
 - . How can schools ensure all students have the support they need?
- Go through the class to ensure students are discussing and finding answers, and provide help when necessary.
- Ask a student from each group to share their answers to the questions with the class.
- Read the text aloud for students as a model reading.
- Engage students in shared reading if there is time, having three students each read a paragraph aloud.

Answers

1. a
2. b
3. a
4. c

3 Read and match.

1. Explain to the students that they will match words with their definitions to understand their meanings better.
2. Read each word aloud and ask students if they know or can guess its meaning.
3. Give simple examples and context to explain the meaning of each word.
4. Read the definitions from the right column and discuss what they mean.
5. Encourage students to match the words with their correct definitions individually or in pairs.

18. Go over the answers together as a class, correcting any mistakes and clarifying misunderstandings.

19. Ask students to create sentences using the words to reinforce their understanding.

20. Have students share their sentences with the class or in small groups for feedback.

Answers

1. c
2. f
3. e
4. d
5. b
6. a

**Unit 7
Lesson 1**

4. One challenge of implementing technology in the school of tomorrow is _____.

- a. students finding technology distracting
- b. students with disabilities can't use technology
- c. not all the students can use technology

3 Read and match

Word	definition
1. distracting ()	a. the possibility of something happening or being developed in the future
2. school board ()	b. conditions that make it harder for someone to do certain things
3. hiring ()	c. causing someone to lose focus for attention
4. fair ()	d. the quality of treating everyone equally
5. disabilities ()	e. when a company starts to employ someone
6. potential ()	f. a group of people who make decisions about education in a school district

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4 Complete the sentences with words from the box.

1. Read the sentences aloud to the students and ensure they understand the context.

- Remind students to use the words from exercise 3 to fill in the blanks.
- Ask students to read the first sentence and focus on the missing word. Provide a clue or example to help them guess the correct answer (if necessary).
- Have students work in pairs or groups to complete the remaining sentences.
- Circulate around the room, offering assistance and checking their progress.
- Review the answers together as a class. Call on students to read each sentence with the correct word filled in.
- Clarify any misunderstandings or errors during the review.
- Ask students to write one additional sentence using a word from Exercise 3 to reinforce their understanding.

Answers

1. distracting
2. potential
3. school board
4. Hiring

Lesson 1

4 Read and complete

fair distracting disabilities school board hiring potential

1. The noise is distracting. So, I can't concentrate on my homework.
2. With hard work, she has the _____ to become a great musician.
3. The _____ members have a big impact on education. So, they choose the right people for the job.
4. _____ is an important part of running a company.
5. She claimed that the competition wasn't _____.
6. People with _____ may need extra help.

5 Listen and complete

Ahmed: Hey, Kareem, what's up? Where are you going?
Kareem: Hi, Ahmed! I'm heading to my computer class. It's so cool!
Ahmed: Awesome! Learning about computers is so important. It's like getting ready for a big _____ in the future world!
Kareem: True! It's not just about computers. There's more to it.
Ahmed: Really? Like what?
Kareem: Well, we need to work in _____, solve _____ and communicate well.
Ahmed: Oh, I get it! So, it's important for us to think in new _____ and be open to cool ideas, right?
Kareem: Exactly! I'm also learning how to use the internet in awesome ways. It's like exploring a _____ universe!
Ahmed: Yeah, and that's what makes life an adventure. We're like leaders for exploring new _____.

5. fair

6. disabilities

5 Listen and complete

1. Tell the students they will listen to a conversation and fill in the missing words.
2. Read the conversation out loud clearly.
3. Display the dialogue with blanks for the students to fill in as they listen.

Answers

- computer
- adventure
- teams
- problems
- ways
- digital
- technology

Listening Text

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

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

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

Kareem: True! It's not just about computers. There's more to it.

Ahmed: Really? Like what?

Kareem: Well, we need to work in teams, solve problems and communicate well.

Ahmed: Oh, I get it! So, it's important for us to think in new ways and be open to cool ideas, right?

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

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

6 Read and complete using (am/is/are) + going to.....

1. Use visual aids such as timelines or calendars to illustrate the concept of future plans using "going to". These aids can help students visualise their schedules and understand the application of "going to" in real-life scenarios.
2. Explain that "going to" is used to express plans or intentions for the future.

Example: I am going to visit my friend next weekend.

3. Write the structure on the board: am/is/are + going to + infinitive.
4. Use clear examples such as:
 - I'm going to write my homework tonight.
 - They're going to watch a film this weekend.

5. Explain that “not” is used after am, is, or are to form negative sentences.

Examples:

I’m not going to read that book.

He’s not going to join the club.

6. Show the structure: **am/is/are + going to + infinitive**.

7. Write the sentences on the board and have the students fill in the blanks using the correct form of am/is/are + going to + infinitive.

Unit 7 Lesson 1

6 Read and complete using (am / is / are) + going to

Top Tip

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

We can use going to talk about our future plans, predictions, or intentions (going to + infinitive). (I am going to work.)

I'm going to watch the football match tonight.

They're going to watch a film this weekend.

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

I'm not going to read that book.

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

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

1. I want to study computer science. I am going to study it next year.

2. Martin needs to take a vacation. He is going to take one this summer.

3. We must have a break. We are going to have a short one later.

4. They need volunteers to help with the marathon. We are going to help with the marathon next weekend.

5. Mai wants to do more exercise. She is going to do some swimming next month.

6. I've never tried Chinese food. I am going to try it when I go to China.

Answers

- am going
- is going
- are going to
- are going to
- is going to
- am going to

Top Tip

Enhance learning by using students' own future plans in exercises.

Ask them to write a short paragraph about what they are going to do next weekend, then share with the class. This personal connection makes the exercise more engaging and meaningful.

PRACTICE BOOK ANSWER KEY

1 Read and the complete the dialogue

1. disabilities
2. virtual
3. interactive
4. apps

2 Complete the sentences with am / is / are going to

1. am going to
2. are going to
3. are going to
4. is going to
5. is going to
6. is going to

3 Read and circle the odd one out, then replace it with a correct one

1. digital (activity)
2. going (go)
3. full (task)
4. chance (create)

Lesson 2 Cool tools for learning SB page .. PB Page.....

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

- define virtual learning in their own words.
- read a text about 'cool tools for learning' for specific information.
- correctly match each word to its corresponding definition.
- correctly complete the sentences with the newly learnt vocabulary.
- research and write a summary of the purpose of some apps in their own words.
- write a coherent paragraph about a useful educational app they have used before.

Vocabulary: virtual, learning, interactive, hybrid, collaborative, challenging, risk-taker, opportunities

Language:

Affirmative & Negative sentences using "going to"

Affirmative:

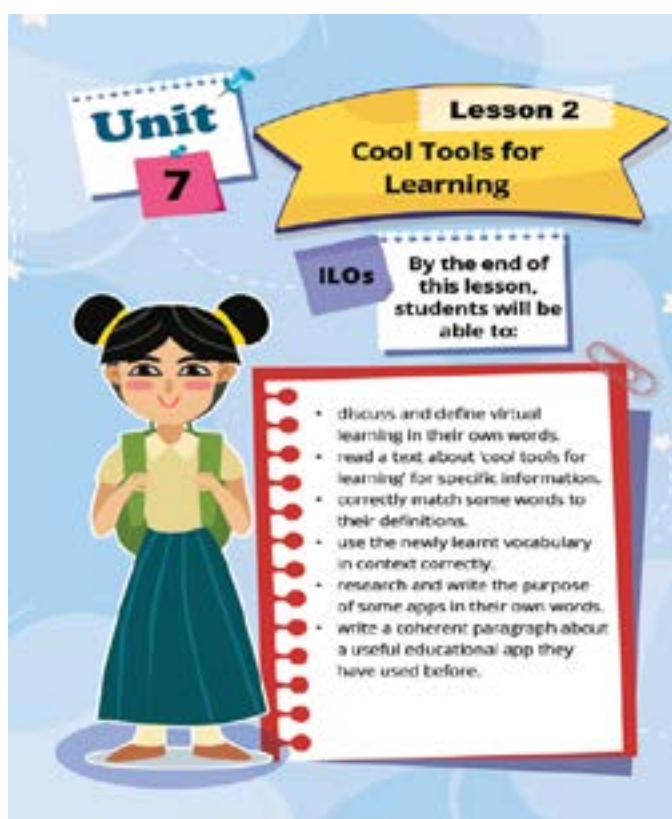
- I am going to study for the exam.
- They are going to join the workshop.

Negative:

She is not going to attend the session.

Questions:

- Are you going to participate in the quiz?
- Is he going to complete the assignment?



Values:

- understand the importance of inclusivity in education.
- highlight the role of creativity and innovation in teaching.
- emphasize collaboration and adaptability for future learning scenarios.

Materials:

Materials

Student's Book

Practice Book

Printed worksheets for activities: vocabulary matching, sentence construction, and app research template

Warm up

1. Write on the board: "What digital tools have you used for learning recently?"
2. Invite students to share their experiences and examples of tools like Kahoot, Flipgrid, or any other educational apps they've found helpful.

1. Think and discuss

- Read the two questions aloud to the class and explain that they will think about and discuss these questions.
- What do you think virtual learning is?
- How can you use virtual learning to make new friends and learn about different cultures around the world?
- Explain the concepts briefly.
- . Talk about virtual learning, emphasising online classes, digital tools, and remote education.
- Discuss ways to make new friends through online group projects, forums, and cultural exchange programs. Mention the benefits of learning about different cultures through virtual classroom interactions.
- Divide students into small groups, give them time to discuss both questions, and write down their answers.
- Have each group share their thoughts

Unit 7 Lesson 2

1 Think and discuss



1. What do you think virtual learning is?

2. How can you use virtual learning to make new friends and learn about different cultures around the world?

2 Read and answer

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

Next, let's explore some virtual learning tools. These tools are perfect for online or **hybrid** classes. One tool is Ozobot, which allows students to learn core subjects in a hands-on and **collaborative** way. Bakpax is an AI (Artificial Intelligence) tool that can grade student work, saving teacher's time. And with Pear Deck, teachers can make their lessons interactive so that every student can participate.

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with the class, and then summarise their responses by highlighting key points about the advantages of virtual learning, making connections, and cultural exchange.

Suggested Answers

1. Virtual learning refers to using online tools and platforms to learn, allowing students to access educational materials and interact with teachers and classmates remotely.
2. By joining global online classes, participating in collaborative projects, or using language exchange apps, students can interact with peers worldwide and learn about their cultures.

2 Read and answer

1. Start by asking, “Are you ready to discover some cool tools for learning? These tools can make your learning experience more fun and exciting!”
2. Read the provided text about online teaching tools and virtual learning tools aloud to the class.
3. Highlight different tools like ISpring Free, Kahoot, Edpuzzle, Ozobot, Bakpax, and Pear Deck, explaining how they enhance learning and teaching.
4. Introduce the four questions and guide students on how to think critically about the text to find the answers.
5. Divide students into small groups. Each group will answer the questions based on the text.

Answers

1. c
2. d
3. b
4. a

3 Read and match

1. Start with a brief introduction about the importance of understanding new vocabulary, especially when learning about virtual tools and education.
2. Read the list of terms and their definitions aloud to the class. Make sure to clarify any difficult words.
3. Ask students to share their initial thoughts on what each word might mean based on the definitions provided.
4. Divide the students into small groups and ask them to match the vocabulary words with their correct definitions.
5. Provide each group with a copy of the matching exercise.
6. Distribute the matching exercise and let students work on it individually or in pairs.
7. Go over the answers together as a class and discuss why certain answers are correct.

8. Highlight the importance of each term in the context of virtual learning and collaboration.

Answers

1. e
2. f
3. c
4. a
5. b
6. d

4. Complete the sentences with words from the box

1. Begin with a brief introduction about enhancing vocabulary related to virtual learning and important educational concepts.

2. Read the incomplete sentences aloud to the class. Ensure clarity and understanding of each sentence's context.

3. Address any challenging vocabulary words. Explain their meanings and how they fit into the context of the sentences.

4. Encourage students to share their thoughts on which words might fit best in the blanks.

5. Divide the students into small groups and ask them to discuss the sentences and determine the correct words to fill in the blanks.

6. Hand out the exercises and let students work on filling in the blanks, either individually or in pairs.

7. Go over the answers together as a class and discuss why certain words were chosen.

Answers

1. risk-taker
2. opportunities
3. challenging
4. Collaborative
5. Interactive
6. Hybrid learning

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

1. Provide students with a list of educational apps to research:

Cake, Dollingo, Google Classroom, Remind, Brain POP, and Solo Learn.

2. Instruct them to search the internet to find and document the primary purpose of each app.

3. Encourage using reliable sources such as the app's official website.

Unit 7
Lesson 2

3 Read and match

Word	Definition
1. interactive (d)	a. difficult and tests your abilities
2. hybrid ()	b. to try new things and take chances
3. collaborative ()	c. two or more people working together to achieve a common goal
4. challenging ()	d. to participate or to be involved
5. risk-taker ()	e. to participate or to be involved
6. opportunities ()	f. to learn through a mix of in-person and online activities

4 Complete the sentences with words from the box

opportunities challenging interactive risk-taker
Hybrid Collaborative

1. She is a risk-taker and always tries new activities.
2. The government offers many job _____ for the disabled.
3. The project is a _____ activity for students to do.
4. _____ learning makes students work together as a team.
5. _____ websites make the learning environment enjoyable to students.
6. _____ learning can be used during the pandemic.

4. Have students write their findings clearly next to each app name.

5. Allow students to share their results with the class and discuss how each app can be used educationally.

Answers

1. Cake is app that teaches English and encourage you to learn new words and expressions

2. A language-learning app that helps users learn new languages through interactive lessons and games.

3. A tool for teachers to manage assignments, grades, and communication with students.

4. A communication app for teachers to send reminders and updates to students and parents.

Unit 7
Lesson 2

5 Search the Internet and write the purpose of the following apps

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

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6 Write a paragraph about a useful educational app you have used before.

1. Begin by discussing the importance of educational apps in modern learning.

2. Mention how they make learning more engaging and interactive.

3. Read the following questions aloud to help students structure their paragraphs:

1. What is your favourite app?

2. How can you Use it?

3. What is the purpose of the app?

4. What have you learned from this app?

4. Share an example paragraph to guide the students. This helps them understand

stand how to structure their writing.

5. Ask students to think about

Unit 7
Lesson 2

6 Write a paragraph about a useful educational app you have used before

The following questions can help you:

1. What is your favorite app?
2. How can you use it?
3. What is the purpose of the app?
4. What have you learned from this app?

an educational app they have used before and write a paragraph using the guiding questions.

6. Have students share their paragraphs in small groups or with the class.

7. Encourage them to discuss their experiences and what they have learned from the app.

Answer

One useful educational app I have used before is Duolingo. I use it to practice English vocabulary, grammar, and pronunciation. The purpose of the app is to teach languages in an engaging and interactive way. From this app, I have learned new words, improved my grammar, and enhanced my listening skills through short lessons and fun exercises. It's a great tool for anyone looking to learn a new language.

PRACTICE BOOK ANSWER KEY

1 Read and answer

1. Google Classroom
2. They can help you find the best ones for your needs.
3. a
4. b

2 Read and choose the correct word/s from the box.

1. virtual learning
2. quizzes
3. give up
4. risk Taker
5. opportunities

3 Punctuate the following:

1. Let's explore some virtual learning tools.
2. What have you learnt from this app, Dina?

Lesson 3 Artificial Intelligence (AI) and education

SB page, PB Page.....

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

- hold a discussion about some ways that Artificial Intelligence (AI) can be used in education.
- identify the main benefits of using AI in education as discussed in the conversation.
- correctly match each word to its corresponding definition.
- correctly complete the sentences with the newly learnt vocabulary.
- research and complete the table about the importance of some AI tools in their own words.

Vocabulary: artificial, administrative, personalized, reducing, concentrate, blind

Language:

Language: AI in Education

- AI grades exams, saving teachers' time.
- AI creates personalized lessons for each student.
- AI makes websites interactive and engaging.
- AI reduces paperwork for teachers.
- AI supports students with disabilities and helps blind students by reading content aloud.

Values:

- understand the importance of inclusivity in education.
- highlight the role of creativity and innovation in teaching.
- emphasize collaboration and adaptability for future learning scenarios.

Materials:

- Student's Book
- Practice Book
- Audio recording of dialogues about AI



- Fact file template

Warm up

1. Display an image of a futuristic classroom using AI tools.
2. Start with a simple question to engage students about what “Artificial Intelligence” means to them.
3. Share a brief, relatable story about how AI helped a teacher manage time better or helped a student with special needs.
4. Ask students to reflect on the story and discuss the benefits and potential concerns of using AI in education.
5. Divide students into groups and give them different AI tools to explore (e.g., Google Bard, ChatGPT). Ask them to find out how these tools can be beneficial in education.
6. After the group activity, bring the class together to share their findings and discuss how AI can be integrated effectively into their own learning experiences.

1 Think and discuss.

1. Show a picture of a classroom using AI tools, such as a teacher using an AI-powered interactive whiteboard.
2. Facilitate a guided discussion.
3. Split the students into small groups of 3-5 members to discuss their observations together.
4. Tell the students to carefully observe the picture for a few minutes. Ask them to focus on the technology being used, the students’ interactions, and the environment.
5. Give the groups some questions to answer.
6. Allow each group time to discuss their answers. Set a timer for about 5-7 minutes to keep the task focused.
7. After the discussion, ask each group to share their answers with the class.
8. As they share, encourage other groups to add or refine their answers.
9. Conclude the activity by confirming the observations and summarizing how AI can enhance the learning experience.

Unit 7
Lesson 3

1 Think and discuss




1. What are some uses of AI in education?
2. How does AI save teachers' time in education?
3. Do you think AI could make learning more fun for you? If yes, how?

1 Read and answer

Ahmed: Have you heard about the importance of Artificial Intelligence in education?

Nadia: Yes. AI is used to help teachers with their **administrative** tasks, like grading exams, and it can create **personalized** lessons and activities for each student. Also, AI can help by **reducing** the amount of paperwork that teachers have to do.

Ahmed: Really? Then teachers will have enough time to focus on teaching and supporting their students.

Nadia: Yes. It would be useful for teachers, but we have to be careful because some information is private and shouldn't be shared.

Ahmed: I understand. I've also heard it can be useful for students with disabilities.

Nadia: Of course. AI can help teachers make special plans for students with disabilities.

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

Nadia: Not exactly. AI can give teachers ideas for the plans and teachers can make adjustments. AI can even provide students with interactive websites.

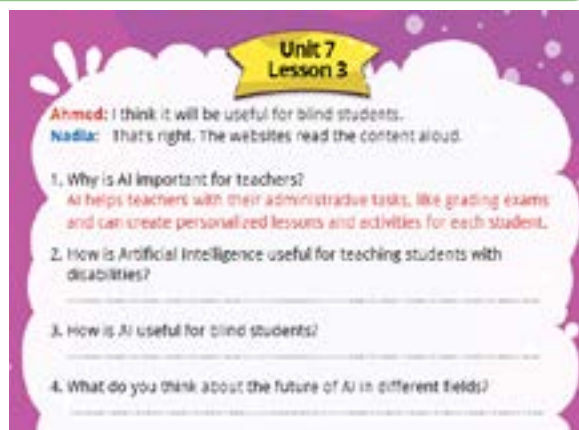
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Suggested Answers

1. AI helps teachers with tasks like grading and creating personalized lesson plans. It also supports students with disabilities through interactive tools.
2. By automating administrative tasks such as grading and paperwork, AI gives teachers more time to focus on teaching.
3. Yes, because AI can provide interactive and engaging resources like games, videos, and adaptive learning tools.

2 Read and answer.

1. Provide students with the dialogue between Ahmed and Nadia about the importance of artificial intelligence in education.
2. Ask students to look at the picture related to the text (e.g., a classroom using AI tools). Ask simple questions about it:
5. Who are the characters in the dialogue?
6. What are they discussing?
3. Tell students that they are going to read a text about AI in education. Explain the key concepts: How AI can assist teachers and students.



4. What are some benefits of AI in education? Elicit some answers from at least two students.
5. Pre-teach the new vocabulary from task text (e.g., administrative tasks, personalized lessons) using Arabic.
6. Ask students to read the text silently for two minutes to answer the initial question: Why is AI important for teachers? Then, check the answers orally.
7. Divide students into groups and assign them five minutes to read the text and find answers to all questions.
8. Go through the class to ensure that students are on task, providing help when necessary.
9. Check answers with the whole class by asking a student from each group to answer a question.
10. Read the text aloud for students as a model reading.
11. If there is time, engage students in shared reading; assign paragraphs to three students to read aloud.

Answers

1. It helps with administrative tasks, grading, and creating personalized lessons.
2. AI can create personalized plans and interactive tools tailored to their needs.
3. AI-powered websites can read content aloud, making it accessible for

blind students.

4. AI has the potential to revolutionize various fields by improving efficiency, personalization, and accessibility.

3. Read and match.

1. Provide students with a matching activity where they need to match the terms related to AI with their definitions.

2. Explain to students how to match the terms with their correct definitions. Encourage them to think about the meaning of each term in the context of AI.

3. Before starting, engage students in a quick “Think-Pair-Share” activity to discuss what they think each term means. This will help activate prior knowledge and promote collaborative learning.

3 Read and match

Word	Definition
1. artificial intelligence ()	a. to make something less in size or amount
2. administrative ()	b. to meet individual needs or preferences
3. personalized ()	c. a branch of computer science that deals with machines that perform tasks without human intervention
4. reducing ()	d. relating to the management and organization of tasks
5. concentrate ()	e. to make something more focused

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Let students complete the matching activity individually or in pairs.

Answers

1. c
2. d
3. b
4. a
5. e

4. Complete the sentences with words from the box.

1. Provide students with a fill-in-the-blank exercise using the given word bank. This will help them understand and apply the vocabulary related to AI.

2. Let students complete the sentences individually or in pairs.

3. Review the completed sentences as a class to ensure accuracy.

4. Discuss each sentence and how the vocabulary fits.

5. Encourage students to use the new words in their own

Unit 7 Lesson 3

4 Complete the sentences with words from the box

blind concentrate reducing administrative
artificial intelligence personalized

1. Computer scientists study artificial intelligence.
2. Teachers have a lot of work to do.
3. I can't concentrate on my work when I'm hungry.
4. The government helps us to improve our sites and deliver more efficient service.
5. She went blind at the age of 10.
6. The discussion focused on reducing waste.

5 Search about the importance of some AI tools complete the table

Google Bard	It can have conversations with people
ChatGPT	It can generate <u>text</u>
Dropbox	<u>It can store files in the cloud</u>
Outlook	<u>It can manage emails</u>
Conker AI	<u>It can play games</u>

Answers

- artificial
- administrative
- concentrate
- personalized
- blind
- reducing

6. Search about the importance of some AI tools and complete the table.

1. Ask students to research the importance of various AI tools and then complete the provided table. This activity encourages exploration and critical thinking.
2. Let students work individually or in pairs to find information about each AI tool.
3. Review the completed table as a class to ensure accuracy.
4. Discuss the importance of each tool and how they can be used in different scenarios, particularly in education.
5. Encourage students to reflect on how these AI tools could help in their own learning or future careers.

Answers

Google Bard	It can have conversations with people.
ChatGPT	It can generate human-like text and assist with various writing tasks.
Dropbox	A cloud storage platform for saving and sharing files.
Chatbots	Automated tools that simulate human conversations to provide support or answers.
Conker AI	An AI tool for creating and analyzing personalized learning resources.

PRACTICE BOOK ANSWER KEY

1 Read and choose the correct answer

1. d
2. b
3. c
4. b
5. a

2 Listen and complete

AI can help reduce the amount of **paperwork** that teachers have to do. Teachers will have enough time to **concentrate** on teaching and assisting their students. Another way AI can help is helping teachers write Individualized Education Programs. These are special plans for students with **disabilities**. AI can give teachers ideas for what to put in the plans. AI can even help students **interact** with websites by reading the **content** out loud. This can be helpful for students who find the websites too hard to look at. It will be useful for **blind** students, too.

3 Search the internet and write about the advantages of Artificial Intelligence in business

1. AI can answer customer questions, organize information, and even help people shop online. This saves a lot of time.
2. AI can look at lots of information and help businesses understand what people like.
3. Many businesses use AI to chat with customers online.
4. AI can do some jobs that would take many people a long time. This helps businesses save money and work more easily.
5. In some businesses, AI checks for mistakes or dangerous problems.

Lesson 4 A better education system SB p.PB p. ...

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

- engage in a discussion about future changes of education, schools and classrooms.
- read a text about education in the future for details.
- correctly match each word to its corresponding definition.
- recognize the words with triphthongs in the given sentences.
- Sort words according to their correct triphthong.

Vocabulary: tech-savvy, consumers, sustainability, financial literacy, coding, society

Values:

- understand the importance of inclusivity in education.
- highlight the role of creativity and innovation in teaching.
- emphasize collaboration and adaptability for future learning scenarios.

Phonics.

Triphthongs: /eɪə/, /aɪə/, /ɔɪə/, /əʊə/, and /aʊə/

Materials

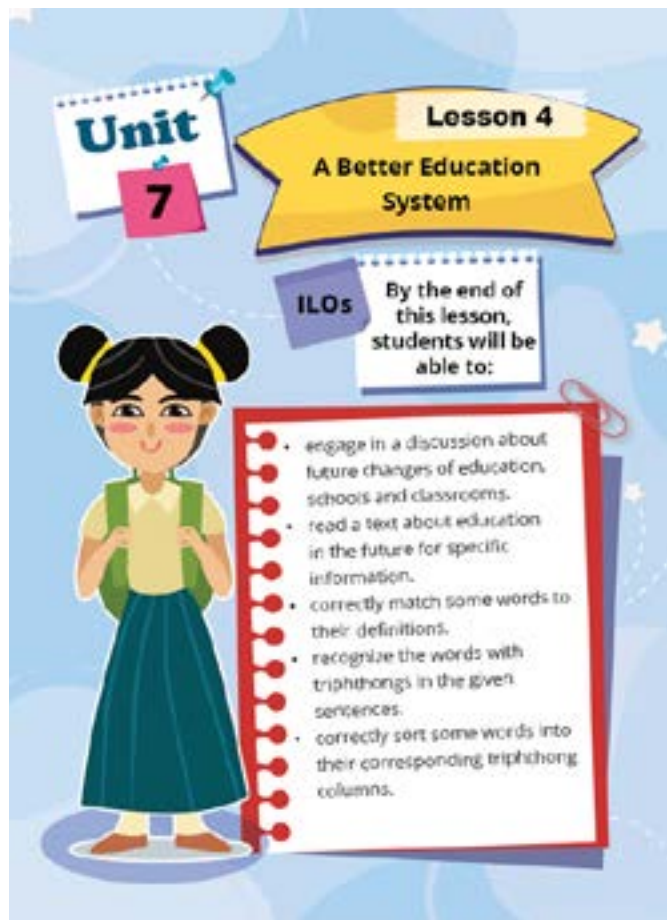
- Student's Book
- Practice Book
- Flashcards with key vocabulary
- Discussion prompts
- Questionnaire for students' opinions
- Mini-project instructions

Warm up

• Engage students in imagining and discussing their ideas about the future of education, creating a sense of excitement and curiosity about learning.

- Begin with a question:

What do you think schools will look like 20 years from now?



- Encourage students to openly share their ideas and imaginations.
- Prompt the students to consider:
 - How will classrooms be designed differently?
 - What new subjects or skills do you think will be taught?
 - How do you imagine teachers will conduct lessons?
- Pair up the students and have them discuss:
 - What technology do you think will be used in future classrooms?
 - How will students collaborate and work together in the future?
 - What kind of learning environment do you think will be most effective?
- Invite several pairs to share the highlights from their discussions with the class.

1. Think and discuss

1. Show a relevant picture of a futuristic classroom, such as one with advanced technology, flexible seating, and a creative design.
2. Start a guided discussion about the image to engage students and set the context.
3. Divide students into small groups of 3-5 members to discuss their observations of the image.
4. Have students observe the image carefully and focus on details like technology, classroom design, and the environment.
5. Pose the following questions to the students:
 1. How will classrooms be designed in the future?
 2. What skills will teachers need to have in the future?
 3. What changes do you think might happen in education in the future?

Suggested Answers

- Classrooms will be designed to encourage creativity and innovation, with flexible, interactive, and tech-friendly environments.
- Teachers will need creativity, adaptability, and technological skills to engage students and personalize learning.
- Education might focus on personalization, flexible learning methods, tech integration, and innovative spaces.

2. Read and answer

1. Display a picture or infographic representing future classrooms with technology, flexible seating, and interactive learning spaces.
2. Read a passage about the future of education, highlighting changes such as person-

**Unit 7
Lesson 4**

1 Think and discuss




1. How will classrooms be designed in the future?
2. What skills will teachers need to have in the future?
3. What changes do you think might happen in education in the future?

2 Read and answer

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

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

Another change that might happen is that schools will need to create innovative learning spaces and environments. This means that classrooms will need to be designed in a way that encourages creativity and innovation. The future of education looks exciting and

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alized learning, tech-savvy students, and innovative classrooms.

3. Ask students to consider the main idea and significant changes mentioned in the passage.

4. Divide students into small groups to discuss their observations and thoughts.

5. Discuss the questions in groups.

6. Give each group enough time to discuss and share their thoughts.

7. Each group will then share their answers with the class, encouraging others to add or refine the ideas.

Answers

1. c

2. d

3. d

4. a

3. Read and match

1. Introduce the new words by explaining each word with simple definitions and examples.

2. Use visuals to show pictures related to the words to make their meanings clearer.

3. Ask students to read the words aloud and correct their pronunciation.

4. Read the definitions together, pausing to explain any difficult terms.

5. Let students work individually or in pairs to match the words with their definitions.

6. Go through the answers as a class and discuss why each word matches its definition.

Answers

1. b

2. a

3. e

4. c

5. f

6. d

Unit 7
Lesson 4

3 Read and match.

Word	Definition
1. tech-savvy (b)	a. people who buy things
2. consumers ()	b. able to use modern technology, especially computers.
3. customization ()	c. the subjects students study in a school or college
4. curricula ()	d. the ability to understand and manage money effectively
5. coding ()	e. adjusting something to meet someone's needs
6. financial literacy ()	f. the process of creating instructions for computers to follow

4 Read and circle the words with triphthongs

Top Tip

Triphthongs

- A triphthong is a glide from one vowel to another and to a third, all produced rapidly and without interruption.
- Triphthongs: 5 closing diphthongs with 'i' added at the end.
 - ai + i = aie, as in layer
 - ai + o = aio, as in free
 - oi + i = oie, as in royal
 - eu + i = eui, as in lower
 - ou + i = oui, as in power

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4. Read and circle the words with triphthongs.

Top Tip

A **triphthong** is when your voice slides smoothly through three vowel sounds in one go, all done very quickly without stopping.

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

1. eɪ + ə = eɪə, as in layer
2. aɪ + ə = aɪə, as fire
3. ɔɪ + ə = ɔɪə, as in loyal
4. əʊ + ə = əʊə, as in lower
5. aʊ + ə = aʊə, as in power

1. Students will identify and circle words containing triphthongs in given sentences.
2. Provide copies of the sentences to students.
3. Ensure they have notebooks or worksheets ready.
4. Explain that a triphthong is a combination of three vowel sounds within the same syllable. Examples: layer, fire, loyal, power, lower.
4. Provide the sentences to students and ask them to circle words with triphthongs.

Answer

- 1.slower 2.power 3.employer 4. lower 5.loyal 6.fire
7.hour 8.Our 9. player 10.shower

5 Read and sort.

1. Students will read and sort words containing triphthongs into the appropriate categories based on their sounds.
2. Provide students with the word list.
3. Ensure students have a worksheet or sorting chart.
4. Instruct students to sort the words into specific triphthong categories.
5. Allow students to read the words and place them under the correct triphthong category on their sheets.
6. Review the sorted words as a class and discuss the correct categories.
7. Remind students that making mistakes is part of learning.
8. Highlight the importance of effort and practice.

5 Read and sort				
hour, fire, loyal, player, our, lower, employer, higher, power, slower, mower, royal, shower.				
eɪə	aɪə	ɔɪə	əʊə	aʊə
layer	fire	loyal	lower	power

Answers

eIə	aIə	ɔIə	əʊə	aʊə
Layer	Fire	Loyal	Lower	Power
Player	Higher		Shower	Slower

Mini-Project

Al-Azhar Pupils E- Magazine

1. Begin with a class discussion about the purpose and benefits of an e-magazine.
2. Ask open-ended questions to encourage students to share their ideas for content.
3. Explain that the class will collectively create an e-magazine using a web platform or app.
4. Identify and discuss the goals of the e-magazine with the class.
5. Choose the best free web platform (e.g., Wix.com) with students' input.
6. Create a plan for the types of content to include (videos, audios, articles, etc.)
7. Let students choose design elements like themes, colours, and layouts.
8. Divide the class into groups, assigning each a different section or task.
9. Allow groups to create their content, supporting them as needed.
10. Set up the platform and upload the content with students' help.
11. Have each group present their sections to the class.
12. Conclude with a discussion on what was learned and future applications.

Mini Project

Al-Azhar Students E- Magazine

- This is a whole-class project.
- With the help of your teacher, create a web platform or an app.
- You can set your content on a free web platform like Wix.com.
- You can upload what you want like videos, audios, files.....etc to create your own e-magazine.
- Remember to:
 1. Identify the goals of your e-magazine
 2. Identify the best platform
 3. Create the content plan
 4. Choose design elements

PRACTICE BOOK ANSWER KEY

1. Read and answer.

1. It means being really good at using technology, especially computers.
2. It's an important skill to have in today's world because technology is everywhere!
3. a
4. c
5. d

2. Listen and complete.

There are many ideas and predictions about the future holds for schools and learning. The students will have more **control** over how they learn and what they learn. They might be able to choose subjects that **interest** them and learn at their own pace. Technology will play a big role in this, with students using computers and other **devices** to access information and complete assignments. The students will be encouraged to take an **active** role in their education. The Students now work on projects and choose topics that they are passionate about. With advancements in technology and a focus on **personalized** learning, students will have more power and **opportunities** to explore their interests and learn in a way that works best for them. In the future, our schools will need to rethink their classrooms and learning environments.

3. Write words with the same triphthong.

- | | |
|-------------|--------|
| 1. flour | hour |
| 2. inspire | fire |
| 3. player | layer |
| 4. mower | slower |
| 5. employer | lawyer |

Unit 8 Energy and Environment

Lesson 1 Alfred Nobel's noble idea SB pages, PB Pages.....

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

1. engage in a discussion to identify Alfred Nobel as the founder of the Nobel Prize.
2. read a text about the founding of the Nobel Prize by Alfred Nobel for details.
3. correctly match each word to its corresponding definition.
4. correctly change some present simple verbs into the past simple tense in the given sentences.
5. write a coherent blog post about Alfred Nobel, explaining his life, and his establishment of the Nobel Prize.

Vocabulary: inventor, explosive, substance, legacy, remarkable, passion, harmony, economic, sciences, Nobel Prize, nitro-glycerine, dynamite

Language:

The Past Simple Tense

1. To express an action that happened in the past, use the second form of the verb (affirmative).
2. To create a negative sentence, use "did not" followed by the base form of the verb.

Examples:

- **Affirmative:** The scientist invented a new medicine for cancer.
- **Negative:** He did not receive a prize last year.

Values:

1. appreciate the importance of peace and harmony in human society.
2. reflect on the legacy of Alfred Nobel and other Nobel Laureates.
3. discuss the role of renewable energy in shaping a sustainable future.
4. promote noble goals like helping the environment and fostering international cooperation.



Materials:

Student's Book

Practice Book

Flashcards of key vocabulary

Writing prompt: blog post about Alfred Nobel

Audio clip: short biography of Alfred Nobel

Warm up

1. Engage students' interest and activate prior knowledge about Nobel Prizes.
2. Begin by asking students: What does it mean to leave a lasting legacy? How do you think one person's idea can change the world?
3. Encourage students to share their thoughts and write their answers on the board as they share.
4. Ask students: Who are some famous inventors or philanthropists you know? What contributions or inventions are they known for?
5. Write down popular answers on the board to start a quick class discussion.
6. Share a brief story about Alfred Nobel, summarising how he invented dynamite, became wealthy, and decided to establish the Nobel Prize to benefit humanity. Keep it concise to maintain engagement.
7. Present a few quick scenarios about different accomplishments and ask students to respond with thumbs up if they believe it's a remarkable contribution or thumbs down if they think it's not significant.
8. Explain that Alfred Nobel wanted to make sure people who make significant contributions get recognised and remembered. Tell them that today, they will learn more about Alfred Nobel, his life, and how his idea led to the creation of the Nobel Prizes.

1 Think and discuss

1. Ask students to look at the picture and guess Nobel's job.
2. Make sure they know that he was a scientist.
3. Assign them two minutes to think of the other two questions.
4. Check answers as a whole class.

2 Read this text about the founding of the Nobel Prize and answer the questions

1. Show a picture of Alfred Nobel and ask students: Who do you think this is and what do you know about him?
2. Explain that they will read about Alfred Nobel and the Nobel Prize.

Unit 8
Lesson 1

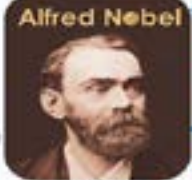
1 Think and discuss

1. The person in the picture is called Alfred Nobel. What do you think he was: a scientist, doctor or teacher?

2. Alfred Nobel created the Nobel Prize. Why do you think he did this?

3. Can you name the categories of the Nobel Prize?

2 Read this text about the founding of the Nobel Prize and answer the questions



Alfred Nobel was a great inventor in the 19th century. With his father, he worked on a powerful, but dangerous, **explosive** called nitroglycerine. Their goal was to make it safer. However, this invention resulted in Alfred's younger brother's death.

Alfred continued his work, and he created a safer **substance** that was easy to use. He called it 'dynamite'. The invention of dynamite led to the development of many industries around the world. As a result, Alfred Nobel became very rich.

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3. Discuss the question: Why do you think someone would create a prize to honour others?
3. Introduce key terms: inventor, legacy, categories, harmony, and substance.
4. Instruct students to read the provided text silently for two minutes to answer: What did Alfred Nobel invent?
5. Check answers orally with the class.
6. Divide students into small groups.
7. Give them five minutes to re-read the text and find answers to the given questions.
6. Walk around to ensure students are engaged and provide help where needed.
7. Discuss the answers with the whole class, asking one student from each group to share their group's responses.
8. Read the text aloud to the students to model good reading practice.
9. If time permits, have three different students each read a paragraph from the text.

Answers

- He was a famous inventor.
- It led to the creation of a safer substance called dynamite, but it also caused the death of his younger brother.
- He wanted to leave a lasting legacy to benefit humanity.
- Six categories.
- Because he had a passion for poetry.
- I think Alfred Nobel was a brilliant and visionary man who wanted to make a positive impact on the world. (Students' personal opinions).

3 Read and match.

1. Introduce the task's goal: matching words with their meanings.
2. Read each word aloud: explosive, substance, legacy, remarkable, passion, harmony.
3. Ask students if they know or can guess each word's meaning.

3. Explain the meaning of each word using simple example and context.

4. Read the definitions from the right column.

5. Discuss their meanings in context.

6. Encourage students to match the words with their correct definitions individually or in pairs.

- Review the answers as a class, correcting any mistakes. Ask students to create sentences using the words to reinforce their understanding.

**Unit 8
Lesson 1**

1. Who was Alfred Nobel?
He was a famous inventor.
2. What was the result of Alfred's invention of nitroglycerine?
3. Why did Alfred Nobel create the Nobel Prize?
4. How many categories does the Nobel Prize include today?
5. Why did Alfred Nobel add the literature category to the Nobel Prize?
6. What do you think of Alfred Nobel?

3 Read and match

Word	Definition
1. explosive ()	a. a very powerful feeling
2. substance ()	b. unusual or special
3. legacy ()	c. a substance that causes a sudden release of energy or heat
4. remarkable ()	d. a situation in which people are peaceful and agree with each other.
5. passion ()	e. money or property that you receive from someone after they die
6. harmony ()	f. a material of a particular kind

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- Have students share their sentences with the class or in small groups for feedback.

Answers

1. c
2. f
3. e
4. b
5. a
6. d

Top Tip

4 The Past Simple Tense

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

Examples:

1. The scientist invented a new medicine cancer.
2. He did not receive a prize last year.

5 Change the underlined present simple verbs into past simple

1. Explain the goal: changing sentences from present simple to past simple.
2. Read each sentence and underline the present simple verbs together.
3. Describe how to form the past simple tense:
 - Affirmative: use the second conjugation of the verb.
 - Negative: use “did not” + the infinitive verb.

4. Have students change the underlined present simple verbs in each sentence to past simple.
5. Walk around to assist and ensure students are working on the task.
6. Ask students to read their past simple sentences aloud and review them as a class.
7. Provide feedback and correct any errors.
8. Encourage students to create and share their own past simple sentences.

Answers

1. Alfred Nobel was interested in science.

Unit 8
Lesson 1

4 Complete the sentences with words from Ex. 3

1. Sugar is a sweet substance we put in tea.
2. Charles Dickens was a writer.
3. Dynamite was an invention.
4. I have a for reading short stories.
5. I wish all the world's countries could live in
6. The scientist left his sons a of one million pounds.

5 Change the underlined present simple verbs into past simple

Top Tip

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

Examples:
The scientist invented a new medicine cancer.
He did not receive a prize last year.

1. Alfred Nobel is interested in science.
Alfred Nobel was interested in science.
2. Alfred Nobel becomes very successful and wealthy.
3. Alfred and his brothers receive great education.
4. He does not keep the money for himself.
5. I do not have a car.
6. My father travels to Europe a lot.

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2. Alfred Nobel became very successful and wealthy.
3. Alfred and his brothers received great education.
4. He did not keep the money for himself.
5. I did not have a car.
6. My father travelled to Europe a lot.

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

1. Write a blog post about Alfred Nobel and share your opinion on his contributions.

2. Briefly introduce Alfred Nobel.

3. Discuss his life, inventions, and the Nobel Prize.

4. Share your personal opinion and reflections.

5. Brainstorm ideas: Who was Alfred Nobel?

What did he invent?

Why did he create the Nobel Prize?

What are the different Nobel Prize categories?

6. Students draft their blog posts with examples and clear points.

7. Provide help and feedback as students write.

8. Students review each other's drafts and give feedback.

9. Share posts with the class, discuss, and make final revisions.



Answer

Alfred Nobel: A Lasting Impact

Hey everyone! Today, let's talk about ALfred Nobel, the brilliant mind behind the Nobel Prize. Alfred Nobel, the inventor of dynamite, recognised the potential misuse of his invention. To leave a positive legacy, he created the Nobel Prize, which honours remarkable contributions in fields like peace and science. For instance, Malala Yousafzai's Nobel Peace Prize in 2014 for advocating girls' education truly embodies Nobel's vision.

In my view, Alfred Nobel's creation of the Nobel Prize reflects his noble intentions. This prestigious award inspires innovation and global peace, marking his incredible legacy.

PRACTICE BOOK ANSWER KEY

1 Use the past form of the verbs below in sentences of your own.

1. I made a delicious cake yesterday.
2. We were at school last Tuesday.
3. I won a gold prize for my project about recycling.
4. I got nice presents for my birthday.
5. I went to the hospital yesterday because I had a stomachache.
6. My friend gave me his bike yesterday.

2 Listen and complete the missing words

Alfred Nobel was the fourth son of Immanuel and Caroline Nobel. Immanuel was an **inventor** and engineer who had married Caroline in 1827. The couple had eight children, only Alfred and three brothers reached adulthood. Alfred was always ill as a child, but he enjoyed a close **relationship** with his mother. He also showed an intellectual curiosity from an early age. He was interested in **explosives**, and he learned the **basics** of engineering from his father. The Nobel family left Stockholm in 1842 to join the father in St. Petersburg. Alfred's newly rich parents were now able to send him to private tutors, and he was an eager pupil. He was a competent **chemist** by age 16 and was fluent in **English**, French, German, and Russian as well as Swedish.

3 Search for the best translation for this verse, then answer the question below.

A suggested translation

Allah raises in rank those of you who believe and those who have been given knowledge, by degrees.

How does Allah award people who have knowledge?

Lesson 2 Egyptian Nobel Laureates SB page ..., Pb Page.....

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

1. hold a discussion to identify Egyptian Nobel Prize Laureates and their significance.
2. identify the achievements of each Egyptian Nobel Laureate mentioned in the text.
3. correctly complete the sentences with the newly learnt vocabulary.
4. correctly use the second conditional 'If' in sentences.
5. complete a table about the late Palestinian president, Yasser Arafat, with specific information.
6. ask and answer about the late Palestinian president, Yasser Arafat, using the information provided in the table.

Vocabulary:

prestigious, achievements, talented, negotiating, reactions, innovative

Language:

Grammar Focus: Second Conditional

- The second conditional is used to imagine hypothetical present or future situations that are unlikely or impossible to happen in reality.

. Structure:

If + subject + past simple, subject + would + base verb.

. Examples:

- If I had enough money, I would buy a car.
- . If he were taller, he would play basketball.
- . If we had a garden, we could have a dog.

Values:

7. appreciate the importance of peace and harmony in human society.
8. reflect on the legacy of Alfred Nobel and other Nobel Laureates.
9. discuss the role of renewable energy in shaping a sustainable cooperation.
10. promote noble goals like helping the environment and fostering international cooperation.

Materials:



- Student's Book
- Practice Book
- Printed worksheets for activities
- Board and markers

Warm up

1. Write on the board: What are the different categories of the Nobel Prize?
2. Invite students to share their thoughts and provide examples of Nobel Prize categories.
3. Use gaming to get them more engaged. Explain the game: Each group will act out one Nobel Prize category from their card without speaking.
4. Divide the class into small groups (3-4 students).
5. Give each group a card with a Nobel Prize category (Peace, Literature, Chemistry, Medicine, Physics, Economics).
6. Act out the categories: Each group acts out their category using gestures, while the other groups guess.
7. Discuss the significance of each category and ask students to provide examples of famous Nobel Prize winners.

1. Think and discuss.

1. Draw the students' attention to the pictures.
2. Assign students three minutes to think of the questions in groups.
3. Ask different pairs from the groups to answer the questions.

Answers

1. Yes. Naguib Mahfouz, the Grand Imam, Dr. Ahmed El-Tayyeb, Dr. Ahmed Zewail, the Late president, Anwar Al-Sadat, Mohamed El Baradei and Professor Magdy Yacoub
2. Naguib Mahfouz, Dr. Ahmed Zewail, the Late president, Anwar Al-Sadat, Mohamed El Baradei and Professor

Unit 8 Lesson 2

1 Think and discuss







1. Do you know the Egyptian public figures in the pictures? Name the ones you know.
2. Can you guess the Nobel Prize winners among those public figures?
3. Who is the Egyptian that you wish to be a Nobel Prize winner?

2 Read and answer

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

President Anwar El-Sadat was the first Egyptian Nobel Prize winner. Anwar El-Sadat was the President of Egypt from 1970 to 1981, and he won the Nobel Peace Prize in 1978. He played an important role in **negotiating** a peace treaty between Egypt and Israel. This treaty helped bring peace to the region and led to the recovery of the Sinai Peninsula.

Naguib Mahfouz won the Nobel Prize in Literature in 1988. He was a **talented** writer who wrote over 30 novels and 350 short stories. His stories often explored important questions about life, society, and love. Mahfouz's works were relevant to people from all over the world!




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3. the Grand Imam, and Professor Magdy Yacoub

2 Read and answer.

1. Introduce the lesson topic and talk about the significance of the Nobel Prize and the Egyptian Nobel Laureates.

2. Use relatable examples highlighting achievements briefly:

Anwar El-Sadat (Peace), Naguib Mahfouz (Literature), Ahmed Zewail (Chemistry), Mohamed ElBaradei (Peace).

Read the passage aloud and present the text about the Nobel

Laureates.

4. Students read different sections to make it more engaging.

5. Highlight their contributions and why they won the Nobel Prize.

6. Students share their thoughts on these achievements.

7. Provide worksheets with the text and questions.

8. Students work together to read and answer the questions.

9. Review the answers and elaborate on any interesting points.

10. Discuss how these achievements have impacted Egypt and the world.

Answers

1. For their important achievements.

2. He wrote over 30 novels and 350 short stories, which were appreciated worldwide.

3. b

4. b

5. peace

3 Complete the sentences with words from the box.

1. Discuss key vocabulary related to the achievements of Egyptian Nobel Laureates.

2. Highlight quick facts about Anwar El-Sadat, Naguib Mahfouz, Ahmed Zewail, and Mohamed ElBaradei.

3. Present the sentences needing completion.

4. Students read different sentences aloud.

5. Discuss the meanings of the words in the box.

6. Ask students to relate the terms to the achievements discussed.

7. Provide the exercise on a work-sheet.
8. Students complete the sentences together.
9. Review answers and confirm understanding.
10. Discuss how these terms tie into Nobel Laureates' achievements.

Answers

1. negotiating
2. talented
3. achievements
4. reactions
5. prestigious
6. innovative

Top Tip

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

If + subject + past simple tense, subject + would / 'd / wouldn't + infinitive **Examples:** If we had a garden, we could have a dog.

I'd buy a big house if I had a lot of money.

If you were late, you would not be in time for the party.

4 Read and put the verbs in parentheses in the correct form

1. Discuss the second conditional and its use for imagining present or future situations that are unlikely or impossible.

2. Explain the structure:

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

3. Provide examples:

If we had a garden, we could have a dog.

I'd buy a big house if I had a lot of money.

If you were late, you would not be in time for the party.

4. Students need to put the verbs in the correct form.

5. Have students read different sentences aloud.

**Unit 8
Lesson 2**

3 Complete the sentences with words from the box

prestigious achievements talented reactions
 innovative negotiating

1. The two girls were negotiating which game to play next.
2. Gamal is a _____ writer. He writes exciting stories.
3. Winning the race was one of her greatest _____.
4. His _____ after winning the gold medal were surprising. He cried and left the stadium.
5. The scientist won a _____ award for her amazing work.
6. The manager was happy with the engineer's _____ design for the new stadium.

4 Read and put the verbs between brackets in the correct form

Top
Tip

second conditional 'if'

• The second conditional 'if' is used to imagine present or future situations that are impossible or unlikely in reality.
 if + subject + past simple tense, subject + would / 'd / wouldn't + infinitive

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

1. If I had (have) enough money, I would buy (buy) a car.
2. If the weather wasn't (not be) so bad, we would go (go) to the park.
3. If she _____ (be) taller, she _____ (buy) this dress.
4. If you _____ (go) to bed earlier you _____ (not be) so tired.
5. He _____ (be) happy if he _____ (win) the Nobel Prize.
6. He _____ (travel) more if he _____ (be) younger.
7. If she _____ (come) late, she _____ (not attend) the ceremony.

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6. Ask students to explain why they chose their verb forms.
7. Provide the sentences for practice.
8. Students work together to complete the verbs.
9. Review and discuss the answers together.
10. Discuss the importance of understanding and using the correct conditional forms.

Answer

1. had / would buy
2. wasn't / would go
3. was / would buy
4. went / would not be
5. would be / won
6. would travel / were
7. came / would not attend

5 Listen and complete the table

1. Explain the task. The objective is to listen carefully and complete the missing information in the table.
2. Briefly introduce Yasser Arafat and his significance.
3. Present the table with the necessary details to fill in.
4. Ensure students listen attentively to gather information.
5. Some students read the partially completed table aloud.
6. Discuss what students heard and how they filled in the blanks.
7. Provide the table for practice.
8. Students work together to fill in the missing details.
9. Review the answers together ensuring accuracy.
10. Discuss the importance of active listening and attention to detail.

Answer

1. Yasser Arafat

Unit 2
Lesson 2

5 Listen and complete the table



1. Name	Yasser Arafat
2. Nationality	
3. When and where was he born?	He was born in August, 1920 in Cairo, Egypt
4. What was his job?	Arafat was the Chairman of the Palestine Liberation Organization and the of the Palestinian National Authority.
5. When was he awarded the Nobel Prize?	in.....
6. Why was he awarded the Nobel Prize?	for his efforts to create in the Middle East

2. Palestinian

3. He was born in August, 1920, in Cairo, Egypt.

4. Chairman of the Palestine Liberation Organization and President of the Palestinian National Authority.

5. in 1994.

6. For his efforts to create peace in the Middle East

Listening Text

Yasser Arafat was a Palestinian leader who worked for peace in the Middle East. He was born in Cairo, Egypt in August 1929. Arafat was the Chairman of the Palestine Liberation Organization (PLO) from 1969 to 2004 and the President of the Palestinian National Authority from 1994 to 2004. Arafat studied at the University of King Fuad I and became a civil engineer. In 1994, Yasser Arafat was awarded the Nobel Peace Prize for his efforts to create peace in the Middle East

6 Ask and answer

1. Introduce the task: The goal is to practise forming and answering questions about Yasser Arafat based on the provided information.

2. Briefly discuss who Yasser Arafat is and his significance.

3. Show how to form questions and responses.

4. Have students pair up and take turns asking and answering questions.

5. Ask students to share their answers with the class.

6. Discuss how this exercise helps improve their questioning and answering skills.

Questions and model answers:

Questions

1. What nationality was Yasser Arafat?

2. When and where was he born?

3. What was his job?

4. When was he awarded the Nobel Prize?

5. Why was he awarded the Nobel Prize?



Model Answers

1. He was Palestinian.
2. He was born in August 1920, in Cairo, Egypt.
3. He was the Chairman of the Palestine Liberation Organization and the President of the Palestinian National Authority.
4. He was awarded the Nobel Prize in 1994.
5. He was awarded the Nobel Prize for his efforts to create peace in the Middle East.

PRACTICE BOOK ANSWER KEY

1 Read and match

1. (b) 2. (a) 3. (d) 4. (e) 5. (c)

2 Read and put the verbs between brackets in the correct form

1. If he had enough money, he would that house.
2. If I won the Nobel Prize, I would be happy.
3. If she knew about the competition, she would join it.
4. If I heard her screaming, I would save her.
5. If it wasn't cold, we would go camping.

3 Read and circle the odd one out, then replace it with a correct one

1. achievement (creative) 2. Win (won)
3. studied (study) 4. prize (engineer)

4 Punctuate the following:

In 1896, Alfred Nobel died.

Lesson 3 Nobel Peace Laureates SB page, PB Page.....

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

1. discuss why peace is an important need for all humans identifying who can be a Nobel Peace Prize winner.
2. identify the key details about the Nobel Peace Prize to fill in the blanks with the correct information.
3. use the second conditional 'if' to ask and answer about hypothetical situations.
4. write clear and concise answers to the questions posed about some quotes.
5. use the newly learnt vocabulary in context correctly.

6. Write a persuasive peace message to the world, expressing their vision for a peaceful future.

Vocabulary: defence, removal, perish, precious, enemy, peaceful

Language:

Second conditional

If+ Past simple, would + base form of the verb

Examples:

1. If I won the Nobel Peace Prize, I would donate half of the money to my country.
2. If I were a Nobel Peace Laureate, I would advocate for global peace initiatives.
3. If I met the Grand Imam, I would ask him about his efforts in promoting peace.

Values:

11. appreciate the importance of peace and harmony in human society.
12. reflect on the legacy of Alfred Nobel and other Nobel Laureates.
13. discuss the role of renewable energy in shaping a sustainable future.
14. promote noble goals like helping the environment and fostering international cooperation.

Materials:

Student's Book pages

Practice Book pages

Audio recording or biography text: Nobel Peace Prize

Posters for Nobel Peace Prize Laureates

Short documentary video about the Nobel Peace Prize

Role-play cards

Warm up

1. Display an image of Nobel Peace Prize winners such as Malala Yousafzai, Nelson Mandela, and Mother Teresa.
2. Start with a simple question to engage students: What do you think it means to be a peacemaker?
3. Share a brief, relatable story about how Nelson Mandela's efforts in ending apartheid in South Africa earned him the Nobel Peace Prize.



4. Asking students to reflect on the story and discuss why Nelson Divide students into groups and give them a scenario where they have to discuss potential ways to resolve a conflict in their community peacefully

5. After the group activity, bring the class together to share their ideas and discuss how these ideas can relate to the work done by Nobel Peace Prize winners.

1 Think and discuss

1. Display a picture of Nobel Peace Prize ceremonies featuring winners like Malala Yousafzai and Nelson Mandela.
2. Facilitate a discussion about the picture.
3. Divide students into small groups of 3-5 members.
4. Have students observe the picture, focusing on details such as the individuals, their attire, and actions.
5. Provide two questions: Who are in the picture? What are they doing?
6. Allow groups 5-7 minutes to discuss their answers.
7. Groups share their answers with the class.
8. Encourage other groups to add or refine answers.
9. Conclude by summarising the photo context and discussion points.

Suggested Answers

1. Yes, peace is essential to all humans because it ensures safety, development, and happiness. Without peace, conflict and violence can cause immense suffering and prevent progress.
2. The winners receive a medal, a diploma, and a monetary prize.
3. Both men and women can be Nobel Peace Prize winners.

Top Tip for Life

- Highlight the importance of peace: peace means living without violence and conflict.
- Emphasize kindness and cooperation as key to promoting Peace.

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

Unit 8
Lesson 3

1 Think and discuss

1. Do you think peace is an important need to all humans? Why? Why not?

2. What do you think the winners of the Nobel Peace Prize receive as a prize?

3. Who can be a Nobel Peace Prize winner: men, women, or both?

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

1. The Nobel Peace Prize is a special award given to people who have done great work to promote peace between nations.

2. It was established in by Alfred Nobel.

3. The prize is given out every by the Norwegian Nobel Committee.

4. The winner receives a medal, a diploma, and a prize.

5. The award is usually given to individuals, but sometimes it is given to

6. The Nobel Peace Prize has been awarded times to 141 Nobel Prize Laureates.

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1. Briefly explain to students that they will listen to a text about the Nobel Peace Prize and will need to fill in missing information on their worksheet.
2. Hand out worksheets with sentences that have blanks for students to fill in as they listen.

3. Ask students preview questions to focus their attention such as:

- Who established the Nobel Peace Prize?
 - When is the prize given out?
4. Play an audio recording of the text or read the text aloud.
 5. Instruct students to listen carefully and fill in the blanks on their worksheets.
 6. After the first listen, have students compare their answers with a partner or in small groups to discuss and refine their responses.
 7. Optionally, play the text a second time to allow students to catch any details they might have missed.
 8. Go over the sentences as a class, confirm the correct answers, and provide any necessary explanations.

Answers

1. nations.
2. 1901
3. year
4. monetary
5. organizations
6. 100

Listening Text

The Nobel Peace Prize is a special award given to people who have done great work to promote peace between nations and reduce the number of armies. It was established in 1895 by Alfred Nobel, who wanted to encourage people to work together and make the world a better place. The prize is given out every year by the Norwegian Nobel Committee, and the winner receives a medal, a diploma, and a money prize. The award is usually given to individuals, but sometimes it is given to organizations that have done important work for peace, like the International Committee of the Red Cross.

The Nobel Peace Prize has been awarded 104 times to 141 Nobel Prize laureates be-



tween 1901 and 2023.

3 Ask and answer

1. Explain to students that they will practise asking and answering questions related to winning the Nobel Peace Prize.
2. Discuss and clarify the key phrases given in the activity.
3. Put students in pairs and have them ask and answer questions using the provided phrases. Encourage them to be creative and genuine in their responses.

- **Example:**

Student A: What would you do if you attended the Nobel Prize ceremony?

Student B: I would network with other laureates and learn from their experiences.

5. Bring the class back together and invite a few pairs to share their questions and answers with the group.

6. Ask students to reflect on what they learned from their peers' answers and how they can apply this understanding to real-world scenarios.

Example questions and answers:

1. Question: What would you do if you won the Nobel Peace Prize?

Answer: I would donate half of the money to my country.

2. Question: What would you do if you met the Grand Imam?

Answer: I would discuss how to promote peace and understanding between different communities.

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

1. Inform students that they will read quotes from Nobel Peace Prize winners and reflect on their meanings.
2. Provide quotes from notable Nobel Peace Prize winners focusing on themes like peace, unity, love, human rights, and cooperation.
3. Allow students to answer the given questions individually.
4. Discuss answers in pairs or small groups to explore different perspectives.
5. Share insights and thoughts with the entire class for a broader discussion.

Answers

1. Mental power is better because addressing the root causes of conflict leads to lasting peace.
2. Yes, unity and cooperation are essential for a peaceful society.
3. Yes, love fosters compassion and understanding, which are vital for peace.



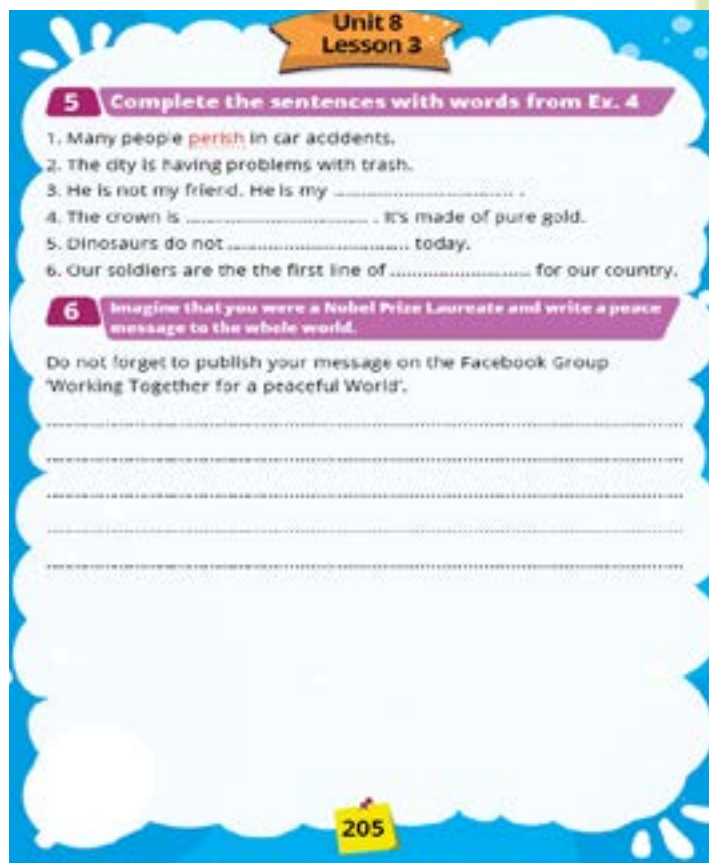
4. This idea highlights that true peace is more valuable than territorial gains.
5. It is often hard due to mistrust, but essential for true reconciliation.

5 Complete the sentences with words from Ex 4.

1. Write the words (perish, trash, enemy, precious, exist, defence) on the board and briefly explain their meanings.
2. Read the first sentence together and guide students to choose the correct word.
3. Have students complete the remaining sentences individually or in pairs.
4. Review answers as a class, explaining the reasoning behind each choice.

Answers

1. perish
2. trash
3. enemy
4. precious
5. exist
6. defence



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

1. Encourage students to write an inspiring peace message and share it on the Facebook Group: Working Together for a Peaceful World.
2. Explain what the Nobel Peace Prize is and why it is awarded.
3. Discuss the importance of promoting messages of unity and peace.
4. Ask students to brainstorm qualities and actions that contribute to peace (e.g., kindness, empathy, justice). Write their ideas on the board.
5. Provide sentence starters on the board to help students begin their messages:
 - Dear World, ...
 - In our pursuit of peace, ...
 - Let us remember that ...
 - Together, we can ...
6. Have students write their peace messages individually.
7. Invite a few volunteers to read their messages aloud to the class.
8. Discuss the meaning and impact of their messages.

9. Guide students on how to share their messages on the Facebook group :Working Together for a Peaceful world.

10. Discuss how such messages can foster global unity and understanding.

Answer

Peace Message by [Student's Name]

Dear World,

In our pursuit of peace, let us remember that unity, compassion, and understanding are the cornerstones of a harmonious society. We all have the power to make a difference. By extending kindness to one another and working together, we can create a world where love triumphs over hate and justice prevails over inequality. Let us celebrate our diversity, embrace our shared humanity, and strive for a future where every individual can live with dignity and peace.

Remember, peace begins with a smile, a helping hand, and an open heart. Together, we can build a world where every person feels valued and heard.

Join me in spreading this message of hope and love. Let's work together for a peaceful world.

With all my heart, [Student's Name] (Nobel Prize Laureate)

PRACTICE BOOK ANSWER KEY

1. Listen and tick (✓) or (×). Correct the false ones.

1. (×) The Norwegian Nobel Committee is a group of five people chosen by the Parliament of Norway.
2. (✓)
3. (×) The Nobel Peace Prize Laureate receives a medal, a diploma, and a money award.
4. (×) The International Committee of the Red Cross has received the prize three times
5. (✓)

2. Read and match.

1. (c) 2. (d) 3. (e) 4. (a) 5. (b)

3. Read and answer.

1. c 2. b 3. b 4. d 5. a

4. Write a message.

Dear the Higher Committee of the Nobel Peace Prize,
Peace be upon you.

We wish to nominate the Grand Imam, Dr. Ahmed Al-Tayeb for the Nobel Peace Prize. He is one of the most prestigious religious men in the Islamic World. He has signed the 'Human Fraternity Document with Pope Francis to establish peace and good manners worldwide.

Thank you.

Lesson 4 Shall we work towards Nobel or nobility? B p.PB p.

ILOs:

15. express their opinions about whether they think change is easy or difficult, providing reasons to support their viewpoints.
16. identify the meaning of having a noble goal to answer some comprehension questions about a text.
17. use the newly learnt vocabulary in context correctly.
18. correctly sort some goals into noble or Nobel.
19. appropriately use the indefinite pronouns in context.
20. write an informative Facebook post about a person or public figure who has inspired them.

Vocabulary: noble, goals, inspire, peace, environment, nominate, difference, impact, awards, society, nominate, nominees, submit

Language:

Indefinite pronouns

Indefinite pronouns do not refer to a specific person, place, or thing.

Values:

21. appreciate the importance of peace and harmony in human society.
22. reflect on the legacy of Alfred Nobel and other Nobel Laureates.
23. discuss the role of renewable energy in shaping a sustainable future.
24. promote noble goals like helping the environment and fostering international cooperation.

Materials:

- Student's Book
- Practice Book
- Flashcards with vocabulary
- Facebook group
- Worksheets



- Whiteboard and markers

Warm up

1. Greet students warmly and create a positive atmosphere.
2. Ask students what they think the word “Nobel” means and discuss their responses.
3. Ask students what they think “Nobility” means and discuss their responses.
4. Write both words on the board and guide students toward their meanings.
5. Pose a thought-provoking question about which is more important—achievements or good character.
6. Have students think silently, then discuss their thoughts with a partner.
7. Invite a few pairs to share their ideas with the class.
8. Write a meaningful quote on the board about achievements and character.
9. Ask students whether they agree or disagree and why.
10. Encourage a short discussion based on their opinions.

1 Think and discuss.

1. Write the quote “Be the change you wish to see in the world.” on the board.
2. Ask students to read the quote and share their thoughts on its meaning.
3. Discuss what “change” means and give examples of positive changes people can make.
4. Explain key words like noble and goal with examples.
5. Read each discussion question aloud.
6. Have students think about their answers individually.
7. Pair students up to discuss their answers.
8. Invite pairs to share their ideas with the class.
9. Guide the discussion by asking follow-up questions and encouraging different viewpoints.
10. Ask students to write a short paragraph about something they would like to change in the world and how they would do it.
11. Have students share their ideas with the class or in small groups.
12. Organize a role-playing activity where students act out a scenario showing someone making a positive change.

Suggested Answers

- I. I would like to promote kindness, reduce inequality, and work on protecting the environment.

Unit 8
Lesson 4

1 Think and discuss



YOU MUST BE THE CHANGE YOU WISH TO SEE IN THE WORLD.
GANDHI

1. There is a saying for Mahatma Gandhi. “Be the change you wish to see in the world.” What would you like to change in this world?
2. Do you think change is easy or difficult? Why?
3. Shall we work to get awards only? What else should we work for?
4. What is meant by the word ‘noble’? What does it mean in Arabic?

2 Read this text about ‘Noble or Nobel’, then answer the questions

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



2. Change is difficult because it requires effort, consistency, and overcoming resistance from people who are used to the status quo.
3. No, we should work for the betterment of humanity, personal satisfaction, and to leave a positive impact on the world.
4. “Noble” means having or showing high moral qualities or ideals. In Arabic, it translates to «نبيل» (Nabeel)

2 Read this text about ‘Noble or Nobel’. Then, answer the questions.

1. Ask students to look at the title and predict what the text might be about.
2. Show pictures of the Nobel Prize and discuss what they think it represents.

3. Introduce key words: noble, goal, mission, nominate, nominee, Nobel Prize and explain their meanings.

4. Read the text aloud while students follow along.
5. Pause at key points to ask comprehension questions.
6. Divide the text into smaller sections.
7. After each section, have students summarize in pairs.
8. Ask students to explain in their own words what a noble goal is.
9. Use the multiple-choice question at the end as a class quiz.
10. Have students write about a noble goal they would like to achieve.
11. Ask students to create a small drawing or poster to illustrate their goal.
12. Organize a **Class Nobel Prize** activity where students nominate a classmate for an award based on their positive actions.

**Unit 8
Lesson 4**

4. Who can nominate someone for the Nobel Peace Prize?

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

5. What does the underlined pronoun ‘someone’ refer to?

- a. a Nobel Prize Committee member
- b. a Nobel Prize nominee
- c. a governmental official
- d. a university professor

3 Complete the sentences with words from the text in Ex. 2

1. The names of this global award nominees are kept secret till the day of ceremony.
2. Her is to provide clean water to communities in need.
3. I will my plan to the manager tomorrow.
4. All the members of the agreed on your project.
5. As a Nobel Prize committee member, I have the right to anyone to win the peace prize.

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Answers

1. a
2. c
3. b
4. d
5. b

3 Complete the sentences with words from Ex. 2.

1. Recap the key vocabulary from the previous text: noble, goal, nominate, committee, nominee.
2. Prompt students to recall the meanings and use each word in a sentence.
3. Explain to students that they will complete sentences using the vocabulary words.
4. Write or project the given sentences on the board.
5. Have students compare their answers with a partner.
6. Go over each sentence as a class. Call on students to provide their answers and discuss why they chose word.
7. Reveal the correct answers to the sentences for the whole class.
8. Go through each sentence and explain why the chosen word is correct.
9. Ask students to write a new sentence for each vocabulary word that connects to making a difference in the world.
10. Invite a few students to read their sentences aloud and explain their thoughts.
11. Encourage students to come to the board to fill in the blanks.
12. Relate the activity to students' personal experiences and aspirations for greater engagement.

Answers

1. nominees
2. goal
3. nominate
4. committee
5. nominate

4 Read the following goals and sort them into working for noble goals or working for Nobel.

1. Read the list of activities aloud as a class to ensure everyone understands.
2. Write the key activities on the board in mixed order.
3. Have students work in groups to sort activities into two categories:
Working for Noble Goals and Working for Nobel.
4. Each group shares their sorted list with the class.
5. Discuss and confirm the correct sorting.

Answers

Unit 8 Lesson 4

4 Read the following goals and sort them

working for noble goals or working for Nobel:

1. Finding a medicine for a disease to get an international award
2. Working hard for establishing love and peace among students in my institute
3. Creating a Facebook group for all people worldwide to spread respect and accepting diversity
4. Working on important discovery to earn a lot of money and be famous worldwide
5. Taking part in recycling projects to help save the environment
6. Participating in competitions to win prizes
7. Joining a charity for helping the deaf
8. Helping the elderly deal with technology

Working for Noble Goals	Working for Nobel
working hard love and peace among students in my institute	Finding a medicine for a disease get an international award

Working for Noble Goals:

- Working hard for establishing love and peace among students in my institute.
- Creating a Facebook group for all people worldwide to spread respect.
- Taking part in recycling projects to help save the environment.
- Joining a charity for helping the deaf.
- Helping the elderly deal with technology.

Working for Nobel:

- Finding a medicine for a disease to get an international award.
- Working on an important discovery to earn a lot of money and be famous worldwide.
- Participating in competitions to win prizes.

5 Choose the correct indefinite pronoun.

1. Teach students that indefinite pronouns don't refer to specific people, places, or things.

Examples: **People:** everyone, someone, anyone, no one

Places: everywhere, somewhere, anywhere, nowhere

Things: everything, something, anything, nothing

2. Display sentences with mixed options for indefinite pronouns.

3. Students select the correct pronoun for each blank.

4. Students discuss their answers with a partner.

5. Review and confirm answers together.

Answers

1. everyone
2. somewhere
3. anyone
4. Someone
5. everywhere

Unit 8
Lesson 4

5 Choose the correct indefinite pronoun

Top Tip

Indefinite Pronouns
Indefinite pronouns do not refer to a specific person, place, or thing.

	Person	Place	Thing
All	everyone everybody	everywhere	everything
Part (positive)	someone somebody	somewhere	something
Part (negative)	anyone anybody	anywhere	anything
None	no one nobody	nowhere	nothing

1. **Everyone** (Everyone / No one) was happy because all of them got rewards.
2. I would like to go **somewhere** (somewhere / something) nice this summer.
3. I won't tell your secret to (anyone / anything).
4. (Someone / Something) gave me this letter for you.
5. I looked for my watch (everywhere / anywhere), but I could not find it.
6. (Anybody / Somebody) stole my bag.
7. (Nobody / Nothing) can hear me. I'm so scared.
8. The committee have certain criteria for who can nominate (no one / someone) for the prize.

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6. Somebody
7. Nobody
8. someone

6. Write a Facebook post about someone or a public figure who has inspired you because he/ she made a difference in the world.

1. Discuss the purpose of writing about inspiring individuals and the impact they have on society.

2. Describe the person and their contributions.

3. Relate their story to the concept of the Nobel Prize.

4. Mention if they have won the Nobel Prize or any other awards.

5. Students write their posts individually using the structured points.

6. Students share their posts with the class or in small groups.

7. Post the completed work in the: ***Working Together for a Peaceful World*** group.

Answers

Inspiration Post by [Your Name]

I want to share with you all someone who has truly inspired me ,Malala Yousafzai. Malala is a human rights activist who has fought for the education of girls worldwide. At just 17, she became the youngest-ever recipient of the Nobel Peace Prize. Her dedication to promoting education despite facing life threatening challenges is a testament to her courage and resilience. Malala's story embodies the essence of the Nobel Prize, highlighting how one person's efforts can bring significant change to society. Malala's work has not only earned her international recognition but also sparked global movement for girls' education. Her journey inspires us to strive for a world where everyone has access to education and equal opportunities.

Let's continue working together for a peaceful world, inspired by leaders like Malala!

Mini-Project

A New Nobel Prize Category

1. Develop a new Nobel Prize category, promoting collaboration, creativity, and communication skills.
2. Encourage students to work together and improve their collaboration and communication skills.
3. Understand the significance of Nobel Prize categories and the criteria for selecting winners.
3. Detailed instructions can be found in the Student's Book, including steps for brainstorming and developing the project.
4. Assign students one week to complete and submit their project.
5. Use a rubric to assess creativity, reasoning, design, and collaboration.
6. Provide constructive feedback to all groups, highlighting strengths and areas for improvement.
7. Acknowledge their efforts publicly, for example, in a morning assembly.
8. Display the final projects in a prominent place in the institute to celebrate students' accomplishments.

Project components:

1. Category selection:

- Choose and propose a new Nobel Prize category.

2. Convincing reasons:

Write compelling reasons for why this category should be added.

3. Logo design:

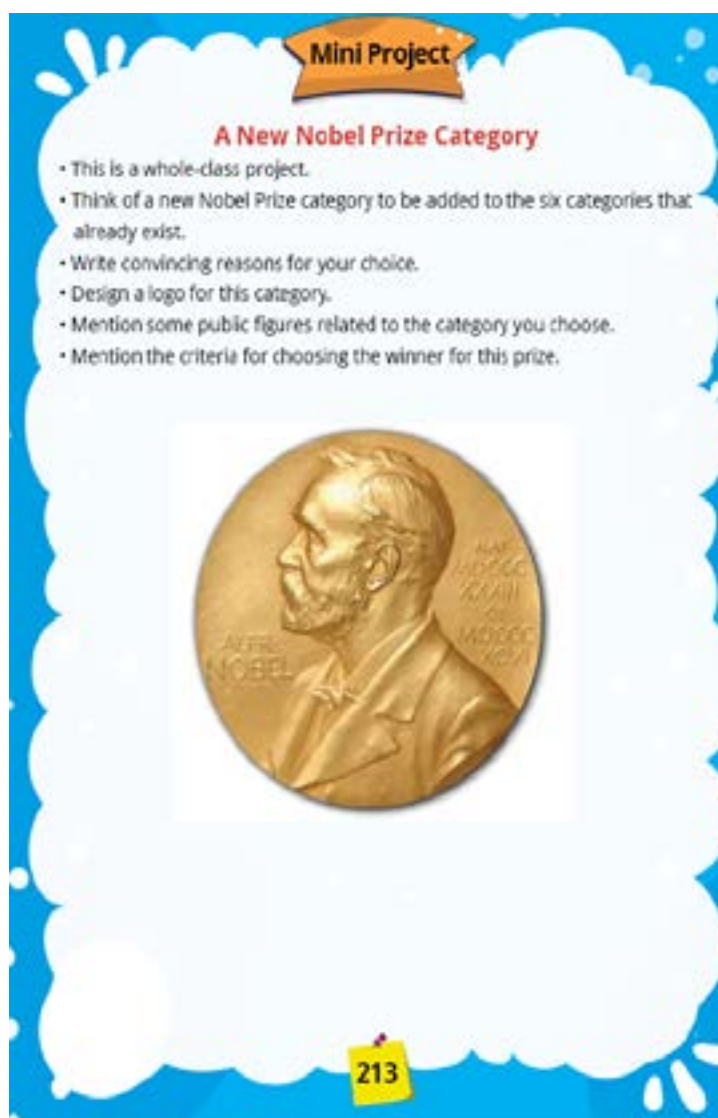
Design a unique logo representing the new category.

4. Public figures:

Mention some public figures related to the chosen category.

5. Criteria for choosing winner:

Define clear criteria for how the winner will be selected for this



prize.

Example components:

- Category: Nobel Prize for environmental sustainability
- Reasons:
 - Encourage innovation and actions that protect the environment.
 - Recognise individuals, organisations, and initiatives making significant impacts in sustainability.
- Logo design: A green globe with a tree growing from it, symbolising global environmental care.
- Public figures: Greta Thunberg, Wangari Maathai

Criteria:

- Demonstrated significant positive impact on the environment.
- Innovative solutions to environmental problems.
- Long-term sustainability and community involvement.

PRACTICE BOOK ANSWER KEY

1 Read and complete the dialogue.

literature scientist explosions noble

2 Read the following goals and put a tick (✓) under the smiling face if the goal is noble or the sad face if the goal is not noble.

Goal		
win a ten thousand dollars by luck .1		✓
volunteer in a charity when I grow up .2	✓	
be a peace activist .3	✓	
build a hospital to help people with cancer .4	✓	
buy lots of clothes, shoes and accessories .5		✓
build homes for the homeless .6	✓	

3 Choose the correct indefinite pronoun.

1. everywhere 2. no one

3. something 4. everybody

5. somewhere 6. anybody

4 Read and write.

Pupils; own answers

Suggested answers

I wish to plant more trees to help the environment.

I wish to have make friends with pupils all over the world.

I wish to join international conferences for peace.

ILOS: To revise the vocabulary and language from units 7 and 8.

Vocabulary: Words with Triphthongs (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, and /aʊə/)

Language: Present perfect tense

Warm up

1. Write *Educational Apps* in a big circle on the board.
2. Ask students: What are the apps you use? Write their answers on the board.

1 Read and tick (✓) or (×).

1. Tell students that they are going to read a text about ChatGPT.
2. Before reading, make sure students know it. For those who don't, show them using your mobile
3. Assign students five minutes to do this task in pairs.
4. Check answers by inviting individual students to read the sentences and say whether they are true or false.
5. If there is time, invite a pair to stand up and exchange reading the text.

Answers

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (×)

Review 2

Lesson 1

1 Read and tick (✓) or (×)

ChatGPT is a smart computer program that can talk to people and answer their questions. It is like a helpful friend that knows a lot about many topics. Students can use ChatGPT to learn new things, get help with homework, or even improve their writing skills. For example, if a student does not understand a math problem or needs ideas for a school project, ChatGPT can provide explanations and examples.

One of the best things about ChatGPT is that it works anytime, so students can ask questions whenever they need help. However, it is important to remember that ChatGPT is not perfect and sometimes may make mistakes. Students should always check their work and think carefully about the answers they receive. Using ChatGPT wisely can make learning easier and more fun!

1. ChatGPT is a useful tool for students. (✓)
2. ChatGPT can cook healthy meals for students. ()
3. ChatGPT is smart and knows a lot about many things. ()
4. ChatGPT can explain a topic providing examples. ()
5. ChatGPT can never make mistakes. ()

2 Put the verb in brackets in the present perfect

1. Our team has won all the matches. (win)
2. Dad the house light blue. (paint)
3. I my homework because I helped mom do the housework. (not / do)
4. The trees I planted very tall. (grow)
5. She the lesson, so she can't answer the questions. (not / understand)

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2. Complete the sentences with the correct form of the present perfect tense.

1. On the board write: has / have + p.p.
2. Elicit a couple of sentences from students using the present perfect tense.
3. Now, go through the model sentence with students.
4. Ask for volunteers to do the same with the other sentences.
5. For each correct answer, say “Well done!” For the incorrect ask the students to try again or ask peers to help.

Answers

1. has known 2. Has painted
3. haven't done 4. Have grown
5. hasn't understood

3. Read and match the words with the same triphthong.

1. Read the title of the task and go through the first two words.
2. Ask for volunteers to do the matching: one to read the word on the left and the other to read its matching word on the right.
3. Make sure students pronounce the words correctly. Correct any mispronunciation, accuracy over fluency.

Answers

1. (b) 2. (d) 3. (a) 4. (e) 5. (c)

4. Listen to a part of the speech from youngest ‘Nobel Prize Peace’ winner, Malala Yousafzai. Then, complete the missing words.

1. Ask students: Do you know the person in the picture? Can you guess what nationality she is?
2. Tell them that they are going to listen to a text about Malala Yousafzai, the youngest ‘Nobel Prize Peace’ winner and complete the missing words.

Review 2
Lesson 1

3 Read and match the words with the same triphthongs

1. power (b)	a. layer
2. lower (.)	b. hour
3. player (.)	c. higher
4. loyal (.)	d. slower
5. fire (.)	e. royal

4 Listen to a 'Nobel Prize Peace' Winner, Malala Yousafzai. Then, complete the missing words

In the name of God, the most merciful, the most beneficent, Your Majesties, Your Royal Highnesses, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers, today is a day of great happiness for me, I am humbled that the Nobel Committee has selected me for this precious

Thank you to everyone for your continued and love, thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthen and me.

Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth—which we strongly believe is the true of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave. I am very proud to be the first Pakistani, and the person to receive this award.

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3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing words.
6. If there is time, ask for three volunteer students to exchange reading the text. You can ask students about their opinion of Malala's words.

Listening Text

In the name of God, the most merciful, the most beneficent. Your Majesties, Your Royal Highnesses, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthen and inspire me. I would like to thank my parents for their unconditional love.

Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth—which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave. I am proud, well in fact, I am very proud to be the first Pakistani, and the youngest person to receive this award.

Answers

Committee / precious / support / inspire / message / youngest

ILOS: To revise the vocabulary and language from units 7 and 8.

Vocabulary: Words related to technology

Language: The future tense with am / is / are + going to

The second conditional 'If'

Warm up

1. Write *Noble Goals* in a big circle on the board.
2. Encourage students to mention some noble goals they want to achieve.

1. Read and complete the sentences with your own ideas using am / is / are + going to.

1. On the board, write am / is / are + going to + infinitive.
2. Remind students of when this structure is used and elicit a couple of sentences from them.
3. Go through the first sentence with them.
4. Assign them two minutes to complete this task in pairs.
5. Check answers by inviting students to say their ideas. Accept more than one idea for each sentence.

Suggested Answers

1. I am going to help her.
2. I am going to watch TV.
3. We are going to help him plant some seeds.
4. is going to punish them
5. She is going to ask her brother for help.

Review 2
Lesson 2

1 Read and complete the sentences with your own ideas using am / is / are + going to

1. Mom has a lot of housework, so I am going to help her.
2. I have some free time today. I
3. We are visiting our uncle's farm tomorrow. We
4. The students broke the window with the ball. The teacher
5. Dina has difficult homework. She

2 Use the words in the box in meaningful sentences

tech-savvy personalized task consumers collaborative intelligence

1. Most children today are tech-savvy. They know a lot about technology.
2.
3.
4.
5.
6.

3 Correct the underlined words

1. If I am you, I would see a doctor. were
2. I would go to the club but I had some free time.
3. She would gave you a present if you were first in math.
4. If I win the Nobel Prize, I would be very happy.
5. If your parents are here, they would support you.

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2 Use the words in the box in meaningful sentences.

1. Read the words in the box and check that students understand their meanings.

2. Go through the model example with them.
3. Ask them to work in groups and put these words in meaningful sentences.
4. Check answers by inviting some students to read their sentences. If there is time, invite volunteer students to come to the board and write the sentences.

Suggested Answers

1. Most children today are tech-savvy. They know a lot about technology.
2. These apps helped to make learning more personalized.
3. This is an easy task. I can do it myself.
4. Many people are technology consumers.
5. Collaborative learning helps students build good relationships.
6. Artificial Intelligence is everywhere today.

3 Correct the underlined word or words.

1. On the board, write: I were tall, I would join the basketball team.
2. Remind students of the use of second conditional If; for hypothetical situations.
3. Assign students three minutes to do this task in pairs.
4. Check answers with the whole class.

Answers

1. were 2. if 3. would give 4. won 5. were

4 Read and answer the questions.

1. Ask students why they think peace is important.
2. Tell students that they are going to work in groups; read the text about *peace* and answer the questions.
3. Assign students five minutes to finish the task.
4. Ask a student to read the model question.
5. Check answers by asking a student from each group to answer a question.
6. If there is time, ask two good students to exchange reading the text.

Answers

1. They can focus on developing their countries; building schools, hospitals, and homes instead of fighting.

Review 2
Lesson 2

4 Read and answer the questions

Peace is one of the most precious gifts we can have in our world. When countries and people live in peace, they can focus on developing their countries: building schools, hospitals, and homes instead of fighting. Peace allows children to go to school safely, families to live happily, and communities to grow stronger. It also helps people from different backgrounds to work together and share ideas, creating a better future for everyone.

To encourage peace, the Nobel Peace Prize is awarded each year to people or organizations that work hard to bring peace to the world. This prize shows us how important it is to solve problems without violence. Without peace, life becomes very hard for everyone. Wars destroy homes, schools, and families, and they make it difficult for people to feel safe. Peace teaches us to solve problems with kindness and understanding instead of anger and disagreement. When we respect others and work together, we can build a world full of love, fairness, and happiness. Peace starts with each one of us by treating others the way we want to be treated.

1. What happens when people live in peace?
They can focus on developing their countries: building schools, hospitals, and homes instead of fighting.
2. Why is the Nobel Peace Prize given?
3. What does peace allow countries to focus on?
4. Who receives the Nobel Peace Prize?
5. What is one way we can bring peace to the world?

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2. To encourage peace
3. They can focus on developing their countries; building schools, hospitals, and homes.
4. People or organizations that work hard to bring peace to the world
5. By treating others the way we want to be treated

5 Imagine that you were a Nobel Peace Prize winner and write your own Nobel speech.

1. Ask students: What would you do if you won the Nobel Peace Prize.
2. Now, tell them that are going to imagine that they were a Nobel Peace Prize winner and write their own Nobel speech as a home assignment.
3. For correction, focus more on the ideas and don't correct every spelling or grammatical mistake.

A Suggested Answer

Distinguished members of the Nobel Committee, esteemed guests, and citizens of the world, I am deeply grateful for this extraordinary honor. This prize is not mine alone; it belongs to everyone who supports peace, justice, and equality. It assures the belief that even the smallest actions can result into a great change.

Let us not view peace as a distant dream but as a shared responsibility that we must nurture with courage and compassion. The challenges we face are vast, but so too is our capacity for resilience and kindness.

Together, we can create a world where harmony triumphs over hatred, and hope flourishes in the hearts of all people. Let us continue this journey together, hand in hand, for the sake of generations yet to come.

Thank you.

Review 4



Lesson 1

SB pages

ILOS: To revise the vocabulary and language from units 7 and 8.

Vocabulary: Words with Triphthongs (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, and /aʊə/)

Language: Present perfect tense

Warm up

3. Write *Educational Apps* in a big circle on the board.
4. Ask students: What are the apps you use? Write their answers on the board.

1 Read and tick (✓) or (×).

1. Tell students that they are going to read a text about ChatGPT.
2. Before reading, make sure students know it. For those who don't, show them using your mobile
3. Assign students five minutes to do this task in pairs.
4. Check answers by inviting individual students to read the sentences and say whether they are true or false.
5. If there is time, invite a pair to stand up and exchange reading the text.

Answers

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (×)

2 Put the verbs in parentheses in the present perfect tense.

1. On the board write: has / have + p.p.
2. Elicit a couple of sentences from students using the present perfect tense.

3. Now, go through the model sentence with students.
4. Ask for volunteers to do the same with the other sentences.
5. For each correct answer, say “Well done!” For the incorrect ask the students to try again or ask peers to help.

Answers

1. has known 2. Has painted
3. haven't done 4. Have grown
5. hasn't understood

3 Read and match the words with the same triphthong.

1. Read the title of the task and go through the first two words.
2. Ask for volunteers to do the matching: one to read the word on the left and the other to read its matching word on the right.
3. Make sure students pronounce the words correctly. Correct any mispronunciation, accuracy over fluency.

Answers

1. (b) 2. (d) 3. (a) 4. (e) 5. (c)

4 Listen to a part of the speech from youngest ‘Nobel Prize Peace’ winner, Malala Yousafzai. Then, complete the missing words.

1. Ask students: Do you know the person in the picture? Can you guess what nationality she is?
2. Tell them that they are going to listen to a text about Malala Yousafzai, the youngest ‘Nobel Prize Peace’ winner and complete the missing words.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing words.
6. If there is time, ask for three volunteer students to exchange reading the text. You can ask students about their opinion of Malala's words.

Listening Text

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Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth—which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave. I am proud. I am very proud to be the first Pakistani, and the youngest person to receive this award.

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7. I am going to watch TV.
8. We are going to help him plant some seeds.
9. is going to punish them
10. She is going to ask her brother for help.

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invite volunteer students to come to the board and write the sentences.

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1. Most children today are tech-savvy. They know a lot about technology.
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3. This is an easy task. I can do it myself.
4. Many people are technology consumers.
5. Collaborative learning helps students build good relationships.
6. Artificial Intelligence is everywhere today.

3 Correct the underlined words.

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Answers

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4. Ask a student to read the model question.
5. Check answers by asking a student from each group to answer a question.
6. If there is time, ask two good students to exchange reading the text.

Answers

1. They can focus on developing their countries; building schools, hospitals, and homes instead of fighting.
2. To encourage peace
3. They can focus on developing their countries; building schools, hospitals, and homes.
4. People or organizations that work hard to bring peace to the world
5. By treating others the way we want to be treated

5 Imagine that you were a Nobel Peace Prize winner and write your own Nobel speech.

1. Ask students: What would you do if you won the Nobel Peace Prize.
2. Now, tell them that are going to imagine that they were a Nobel Peace Prize winner and write their own Nobel speech as a home assignment.
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Let us not view peace as a distant dream but as a shared responsibility that we must nurture with courage and compassion. The challenges we face are vast, but so too is our capacity for resilience and kindness.

Together, we can create a world where harmony triumphs over hatred, and hope flourishes in the hearts of all people. Let us continue this journey together, hand in hand, for the sake of generations yet to come.

Thank you.

Model Tests Answer Key

Model Test (5)

1 Read and complete the dialogue.

victory peace sadness peaceful

2 Read and circle the odd one out, then replace it with a correct one.

- | | |
|----------------------------|----------------------|
| 1. invasion (important) | 2. write (tale) |
| 3. achieve (achieved) | 4. noble (belonging) |

3 Choose the correct answer.

- | | | |
|------|------|------|
| 1. d | 2. a | 3. b |
| 4. c | 5. d | 6. a |

4 Read and answer the questions.

1. Ibrahim El-Rifai was one of the most courageous heroes of the 6th October War.

He was the commander of the 39th Special Operations Group in the Egyptian army.

2. They specialized in crossing enemy lines and destroying critical targets, such as the enemy's radar stations.

3. Destroying the Bar Lev Line

4. b 5. d 6. c

5 Write a short paragraph of six sentences about:

“The importance of peace in the world”

Peace is very important for a better world where people can live in harmony and work together for progress. It fosters peaceful coexistence among nations, ensuring everyone feels safe and respected. A true hero is someone who works hard to create an environment of understanding and compassion. Thanks to peace, communities flourish, and individuals enjoy fulfilling lives. Without peace, the world becomes a place of conflict and fear. Therefore, promoting peace should be a shared responsibility for all, as it paves the way for global stability and prosperity.

6 Punctuate the following:

The Egyptian president Al Sadat was a war and peace hero.

Model Test (6)

1 Read and complete the dialogue.

believe challenges success motivated

2 Read and circle the odd one out, then replace it with a correct one.

- | | |
|------------------------------|--------------------|
| 6. experience (useful) | 2. she (adverb) |
| 3. build (built) | 4. share (war) |

3 Choose the correct answer.

- | | | |
|------|------|------|
| 1. b | 2. c | 3. d |
| 4. c | 5. d | 6. a |

4 Read and answer the questions.

1. Routines are simple habits that make your days feel organized and predictable.

2. Milestones are the little goals you set for yourself. Examples: finishing a book, solving a math problem, making new friends

3. Parents, teachers, or friends

4. a 5. d 6. c

5 Write a short paragraph of six sentences about:

‘The importance of accepting change and celebrating milestones’

Accepting change is essential for personal growth and overcoming life’s challenges. Change helps us adapt and discover new opportunities that shape who we are. As we grow, we face milestones that mark our progress and achievements. These moments remind us of the hard work and resilience we’ve shown along the way. It’s important to celebrate these milestones, no matter how big or small, and feel proud of how far we’ve come. Embracing change and recognizing success inspire us to keep moving forward with confidence and hope.

6 Punctuate the following:

You have got the power to do it, Ahmed.

Model Test (7)

1 Read and complete the dialogue.

computers questions guide special

2 Read and circle the odd one out, then replace it with a correct one.

- | | |
|---------------------------|--------------------|
| 1. coding (creative) | 2. going (go) |
| 3. full (task / activity) | 4. Kahoot (mobile) |

3 Choose the correct answer.

- | | | |
|------|------|------|
| 1. c | 2. b | 3. c |
| 4. a | 5. b | 6. d |

4 Read and answer the questions.

1. AI tools can help make lessons more fun and interactive by using games, videos, and quizzes.
2. AI can give extra practice problems or explain the lesson in a new way.
3. Yes, I do. Teachers will always be important to support and guide students and help them succeed.
4. a 5. b 6. d

5 Write a short paragraph of six sentences about:

AI is changing the future of schools by making learning more personalized and interactive. Smart tools and robots are being integrated into classrooms to support

teachers in delivering engaging lessons. These technologies can help plan lessons according to each student's needs, to make sure no student is left behind. Teachers can use AI to focus on creativity and critical thinking, while repetitive tasks are handled efficiently. With AI's support, students can access innovative ways to learn and grow in a dynamic environment. Together, teachers and AI create a powerful team, preparing students for a rapidly changing world.

6 Punctuate the following:

Get ready for a future where education is personalized, creative, and full of opportunities.

Model Test (8)

1 Read and complete the dialogue.

efforts Literature talented creativity

2 Read and circle the odd one out, then replace it with a correct one.

- | | |
|--------------------------|---------------------|
| 1. music (medicine) | 2. built (played) |
| 3. winner (win) | 4. prize (creative) |

3 Choose the correct answer.

- | | | |
|------|------|------|
| 1. c | 2. b | 3. c |
| 4. a | 5. d | 6. a |

4 Read and answer the questions.

1. in 1901
2. It is given to individuals or organizations who work to promote peace and solve conflicts.
3. Martin Luther King Jr., Malala Yousafzai, and the Egyptian President Anwar Sadat
4. b 5. c 6. a

5 Write a short paragraph of six sentences about:

‘The noble idea of Alfred Nobel’s Prize’

The Alfred Nobel Prize is a prestigious award that honors individuals who make outstanding contributions to the world. It recognizes achievements in fields like science, literature, and efforts to promote peace. Nobel believed in celebrating those

whose work benefits humanity and inspires progress. The prize encourages scientists, writers, and peacemakers to continue striving for excellence. By highlighting these achievements, it reminds us of the power of knowledge and creativity to shape a better future. Alfred Nobel's noble idea continues to unite and inspire people across the globe.

6 Punctuate the following:

two egyptians won the nobel peace prize