



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

A-LEVEL

ENGLISH

for Al-Azhar Gen Z

Preparatory One

Student Book

First Draft Edition

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Scope and Sequence

Unit	Reading	Writing	Speaking/Listening	Linguistics
Unit 1 The Engine of the Body	Understand The Main Ideas of a Science Article. Recognize Features of a Biography.	(Practice The Mind Mapping Technique) Understand the Concept of the Mind Mapping Technique. Complete Examples for a Provided Mind Map. Use Examples from a Mind Map to Write a Sentence for a Provided Paragraph.	Identify the Stressed Syllables in New Words. Analyze and Produce Correct Sentence Intonation. Express an Opinion Using Should/n't.	Giving Advice with Should/n't. Whose/Which as Pronouns.
Unit 2 Al-Azhar Mosque	Distinguish Between Relevant and Irrelevant Information. Briefly Summarize the Main Idea in a Passage.	(Practice The Questioning Technique) Understand the Concept of the Questioning Technique in Brainstorming. Given Examples, Write Additional Brainstorm Questions that Relate to a Given Topic. Complete Multiple Parts of a Given Paragraph Frame Using Answers from Previous Questioning Technique Exercise.	Listening for Specific Details in Extended Talk. Identifying Strategies for Conducting Effective Oral Presentations.	Modals of Ability, Obligation. Past Simple Tense and Adverbs of Frequency.

Unit	Reading	Writing	Speaking/Listening	Linguistics
Unit 3 Climate Change	Understand Cause and Effect in a Science Text. Analyze the Details of an Argument.	(Descriptive Paragraph) Given the Topic and Examples for a Mind Map, Provide Categories that Describe them. Understand the Abbreviations for Common Mistakes that Need Revision. Identify and Correct Mistakes in Writing.	Agreeing and Disagreeing with Opinions.	How + Adj and Nonreferential It. Use the Present Continuous Versus the Present Simple for Expressing Future.
Unit 4 Individual and Team Sports	Identify the Author's Point of View. Infer the Meaning of Unknown Words from Context Clues.	(Persuasive Paragraph) Given a Topic, Add Reasons and Examples that Support it Using the Mind Map Technique. Given a Topic Sentence, Complete a Paragraph with Reasons and Examples. Use Abbreviations to Identify a Partner's Mistakes in Paragraph Writing and Revise One's Own Mistakes in an Argument Paragraph.	Deduce Meaning in an Extended Listening Passage. Use Appropriate Vocabulary and Syntax in Partner Talk.	Zero Conditional. Uncountable Nouns Related to Sports, School, and/or Abstract Ideas.

Scope and Sequence

Unit	Reading	Writing	Speaking/Listening	Linguistics
Unit 5 Water Cycle	Distinguish between Facts and Opinions in a Persuasive Text. Use Text Features to Learn Information about the Water Cycle.	(Argument Paragraph) Use Commas to Separate Three or more Descriptive Adjectives in a Sentence. Choose the Best Topic Sentence Giving Reasons and Evidence in an Expository Paragraph on the Importance of Water. Choose the Best Conclusion Sentence for a Paragraph about Water Conservation.	Negotiate Class Tasks. Listen for Main Points in Extended Talk on a Science Topic.	Passive Voice Vs. Past Simple. Equative Construction.
Unit 6 The New Administrative Capital	Identify Persuasive Language and Vocabulary that Convince a Reader of an Argument about New Building Projects. Understand and Connect Main Points across Paragraphs of a Text.	(Advantages/ Disadvantages Paragraph) Memorize the Seven Coordinating Conjunctions of Fanboys that Require a Comma before them in a Sentence. Choose the Appropriate Coordinating Conjunction Word that Best Fits the Sentence. Combine independent Clauses Correctly Using the Appropriate Coordinating Conjunction and a Correctly Placed Comma.	Listen for The Gist. Take Organized Notes. Negotiate for a Point of View. Use Formal Expressions to Complain. Listen for Specific Details in an Argument.	Modals of Present Ability and Possibility. Unaided Reflexive Pronouns.

Unit	Reading	Writing	Speaking/Listening	Linguistics
Unit 7 Deforestation	Understand the Structure of a Cause/Effect Text. Compare and Contrast FICTION with General Topics.	(Cause-and-Effect Paragraph) Understand and Complete the Parts of a Cause-and-Effect Graphic Organizer on a Given Topic. Memorize the Eight Subordinating Conjunctions in the Acronym a WHITE BUS and How to Use them in a Sentence. Complete a Cause-and-Effect Paragraph Using the Correct Coordinating or Subordinating Conjunction.	Use a Graphic Organizer to Take Notes from an Audio. Organize and Deliver Ideas in an Oral Delivery about a Process.	Reported Speech with <i>Multiple Expressions</i> for Predictions. Relative Pronouns with "<i>that</i>".
Unit 8 A Way to Allah's Contentment	Infer the Theme and Moral of a Fiction Story. Recognize the Attitude of the Author to Impact the Reader with a Lesson.	(Friendly Email) Choose the Appropriate Graphic Organizer to Take Notes on an Informational Text. Use Sentence Frames to Summarize an Informational Text from One's Notes in a Graphic Organizer. Compose an Email on a Given Topic.	Recognize the Opinion or Point of View of a Speaker. Ask Questions to Clarify Meaning, Being Flexible with Unexpected Comments/Information.	Tag Questions with Emphasis on Agreement and Information Intonation.

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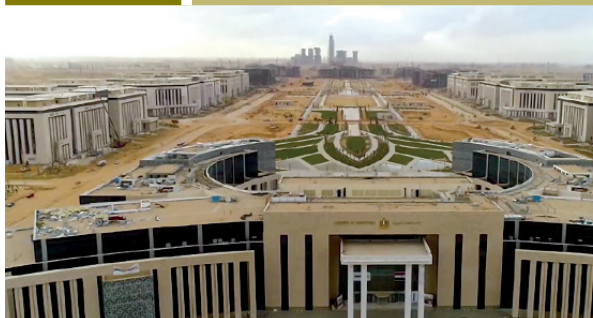
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Unit 1

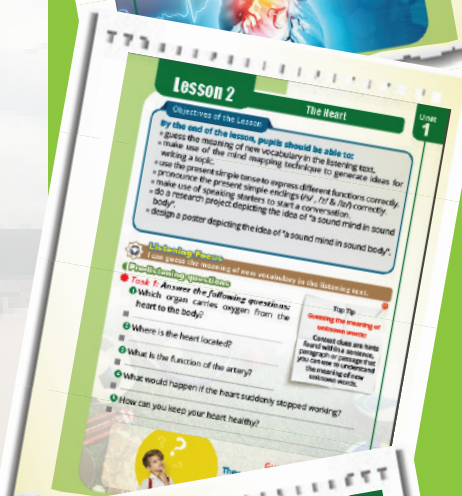
The Engine of the Body

◆ Essential Questions:

1. How does our heart take care of us?
2. How can we keep our bodies healthy?
3. What role do scientists play in maintaining our health?



- ◆ **Reading:** Your body is like a factory
- ◆ **Writing:** Plan writing using a mind map
- ◆ **Listening:** The biography of Dr. Magdy Yacoub
- ◆ **Speaking:** Talk about the body
- ◆ **Language Focus:** Should/shouldn't; whose/ which as relative pronouns
- ◆ **Pronunciation:** Word stress; identifying syllables
- ◆ **Islamic Values Project:** Interpret a Quranic verse addressing the heart



ILOs

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

- ◆ complete definitions and use new words in sentences.
- ◆ identify the main idea of a text and key details.
- ◆ write sentences using "should" and "shouldn't" to give advice.
- ◆ use a mind map to plan and write a clear and organized paragraph.



Target Vocabulary

I can guess the meaning of new vocabulary in a reading text.

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

pump (v.)	Move from one place to another.
	How can you pump water to a high place?
process (n.)	A series of to get something done.
	What is the process for cooking your favorite meal?

vessels (n.)

..... in the body that carry blood or other fluids.

Why are blood vessels important for your body?

loop (n.)

A path or that repeats or goes back to the start.

Can you think of something in nature that works in a loop?

veins (n.)

Blood vessels that carry blood back to the

How do veins help blood travel through your body?

circulatory system (n.)

The system in the body that moves blood

What is the job of the circulatory system in your body?

muscles (n.)

Tissues in the body that help you

How do your muscles help you play sports or do activities?



Reading comprehension

A- Pre-Reading Questions:

1 Name three things that use an engine.



.....

2 Name parts inside your body.

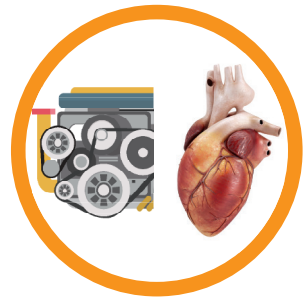
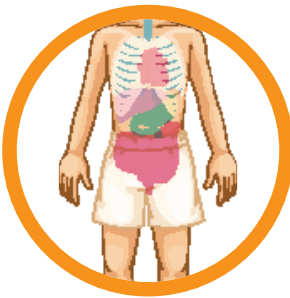


.....

3 Which body part can work like an engine?



.....



B- While-Reading Task:

Read the text and check your ideas.

The Engine's Job

The heart is like a car engine which keeps our bodies working. The heart pumps blood everywhere. This journey of blood keeps us alive and healthy.

The heart's function is similar to an engine. Both work on the same principle. They both move things in a loop to a destination.

A special part is the pulmonary system. It helps the heart move blood to the lungs. Blood leaves the heart and goes to the lungs. In the lungs, blood gets oxygen and loses carbon dioxide. Then, the blood goes back to the heart. It is ready to be sent around the body.

The heart and blood vessels connect the body. Arteries carry blood with oxygen away from the heart. Veins bring blood without oxygen back to the heart. This helps blood circulate well. It brings important things to tissues and organs.

Blood vessels act like roads. They guide blood to the right place. They give oxygen to muscles during exercise. They send hormones to different parts of the body. The circulatory system keeps us healthy.

In short, the heart is the engine of the body, whose function is to make sure blood reaches every part of us. The heart, blood vessels, and the pulmonary system keep our bodies running smoothly. The heart is the source of life and plays a key role in this process.



C- Post-Reading Discussion

- 1 Underline the sentence that states the function of blood vessels.
 - In your own words, describe the main function of blood vessels.
 - Blood vessels and
- 2 How is the function of the veins different from that of the arteries?
 - Veins, while the arteries
- 3 What is the heart compared to in the text?
 - ☐ A A car engine ☐ B A bicycle
 - ☐ C A computer ☐ D A telephone
- 4 Why do you think blood vessels are compared to roads in the text?
 - ☐ A Because they help blood reach the right places.
 - ☐ B Because they are made of concrete.
 - ☐ C Because they are straight and long.
 - ☐ D Because they have traffic lights.
- 5 The main idea of the text is

Top Tip

The main idea is the most important information in a reading text.

To get the main idea:

Focus on the first sentence of each paragraph to find the main idea.

Look at the pictures and repeated words.

Read the First Sentence of each paragraph.

Think about how the rest of the paragraph supports or explains this idea.

Put together the main points from each topic sentence to understand the overall idea

 Vocabulary Practice**★ Task A: Fill in the gaps with one of the words in the list**

(loop - process - circulatory system - pump - muscles - veins - hormone - vessels)

- 1 The heart works like a to move blood around the body.
- 2 Cooking a meal is a step-by-step
- 3 Blood travels through to reach all parts of the body.
- 4 The roller coaster goes in a big
- 5 carry blood back to the heart after it's been used by the body.
- 6 The heart and blood vessels make up the
- 7 We use to move our arms and legs.
- 8 A is a chemical that helps control body functions.

★ Task B: Syllable division and stress identification

- 1 Divide each word into syllables by clapping or tapping for each part of the word.
- 2 Listen carefully to the word as it is pronounced.
- 3 Circle the syllable that sounds the strongest (the stressed syllable).

■ Examples

Word: 'muscles'

Syllables: mus - cles

Stressed syllable: "mus" (The first part of the word is stressed.)

Word	Syllables	Stressed Syllable
vessels		
process		
system		
circulatory		
hormones		

**Grammar**

I can use "should" and "shouldn't" to give advice about staying healthy.

Top Tip:**★ "Should" and "Should not = shouldn't":**

Use "should" to give advice or recommend a positive action, and "shouldn't" to suggest avoiding a negative action.

■ Examples

- 1 You should go to the dentist when you have a toothache.
- 2 He shouldn't eat junk food if he wants to lose weight.
- 3 Where should we park our car?
- 4 I shouldn't stay up late to get up early.

★ Task: Use the following phrases to write sentences about how to keep our body healthy.

(eat healthy food - play sports - have fast food - get enough sleep - skip breakfast - text while driving)

◆ **Model Sentence :**

e.g. She should wear sunscreen when going outside because it protects her skin.

- ① should because it
- ② should because it
- ③ shouldn't because it
- ④ shouldn't because it
- ⑤ should because it
- ⑥ shouldn't because it

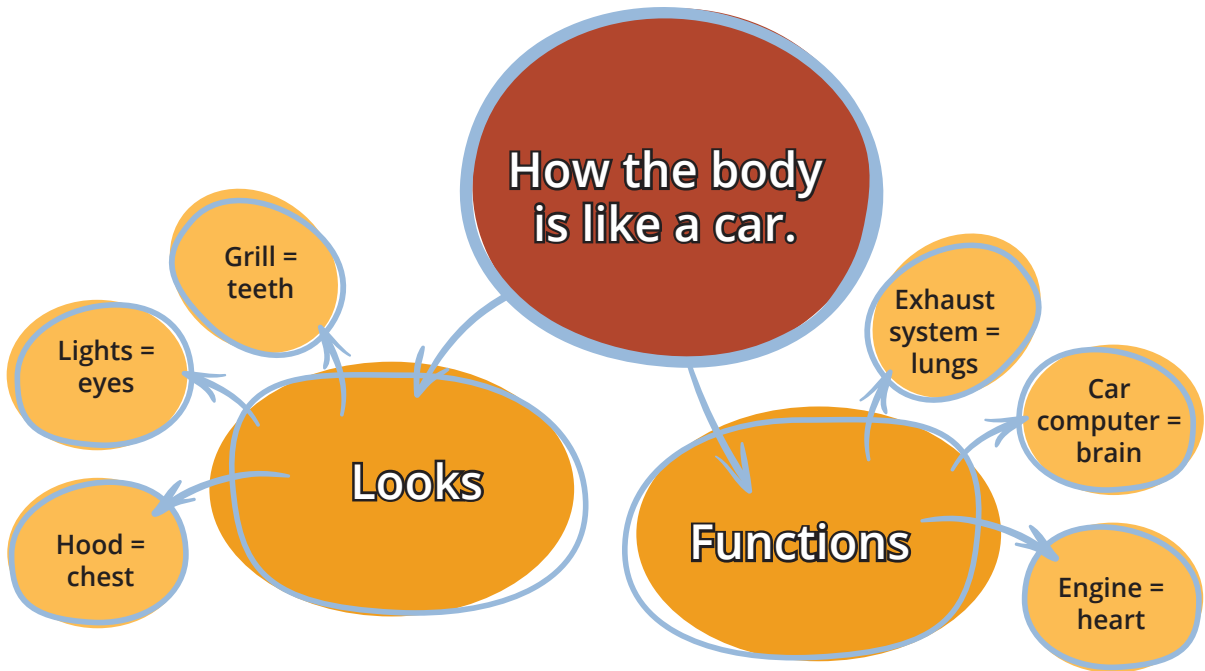
**Writing**

A mind map is a way to organize your ideas before you write. It shows the parts of an idea, called “categories”, and the examples of those categories. To make a mind map, write your topic in the center of your page and circle it. Next, think of categories related to this topic. Categories should be general and not specific. Write each category outside of the circled topic, circle the category, and draw a line back to the circled topic. Finally, think of examples for each category. Just like you did before, write the example outside the category, circle the example, and draw a line back to the circled category it is about.

The more categories you include about a topic, the more information you can write about it. Try to have at least two categories for each topic, and at least two examples for each category, in each mind map you make. Add more to complete the task you must write about.

When it is time to write about the ideas in your mind map, start from the center by introducing your topic. Then, present the categories about the topic.

Finally, expand each category by writing about the examples for each topic.



★ **Task:** *With your partner, review the above information.*

Partner A, describe the steps for how to make a mind map.

Partner B, explain how to use the mind map to write about the topic.

Partner A: To make a mind map, first Next, Then,

.....

Partner B: To use the mind map and write about a topic, there are three steps. One, Two, Three,

ILOs

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

- ◆ identify key emotions and answer questions about the text.
- ◆ apply "whose" and "which" correctly as relative pronouns in sentences.
- ◆ use the mind mapping technique to generate ideas and complete comparative sentences about the body and a car.
- ◆ describe the heart's function and health in a conversation.



Target Vocabulary

I can guess the meaning of new vocabulary in a reading text.

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

wisdom (n.)	Good and knowledge from experience.
	How can we gain wisdom as we grow older?
affect (v.)	To or make a difference to something.
	How does the weather affect your mood?

power (n.)

The to do something or make things happen.

What is a way to use power in a good way?

spread (v.)

To move or cover a area.

How can kindness spread from one person to another?

laughter (n.)

The sound you make when something is

What makes you burst into laughter?

fade (v.)

To disappear or become less strong.

Why do some memories fade over time?



Reading comprehension

A- Pre-Reading Questions:

- ① What do you think makes a place joyful and happy?
.....
- ② How does someone's mood affect others around them?
.....
- ③ Happiness brings happiness, sadness brings more sadness.
Comment.
.....

B- While-Reading Task:

- As you read the story, highlight or underline words and phrases in the text that describe Mona's emotions and their impact on the land.

"The Magic of Mona's Heart: Spreading Joy in the Land"

In a magical land, Mona's heart, which was special, spread joy when she was happy. But when sadness filled her heart, the land, which was usually vibrant, grew gloomy.

One day, Mona noticed the land, whose joy had faded, was sad. The sun hid, and laughter was rare. A wise owl, whose wisdom was renowned, said, "Mona, your heart affects others. You can bring back happiness."

Mona closed her eyes and thought of happy time-playing with friends, sharing stories, and helping others. Her heart, which glowed warmly, slowly made the clouds disappear.

Mona's smile brought laughter and joy back. People, whose spirits were lifted, thanked her for bringing happiness.

From then on, Mona knew the power of her heart, which she kept full of kindness and love, and spread happiness throughout the magical land.



C- Post-Reading Task:

1 How did Mona's feelings affect the magical land?



.....



.....

2 What did Mona do to bring happiness back to the land?



.....



.....

3 What happened to the land when Mona was sad?

A It became even more vibrant.

B It grew gloomy and the sun hid.

C It stayed the same.

D It filled with laughter and joy.

4 How did Mona bring back happiness to the land?

A By casting a magical spell.

B By thinking of happy times and spreading joy.

C By asking the wise owl to fix everything.

D By leaving the land.

5 What would you do if you were Mona?



.....

6 What lesson did Mona learn about the power of her heart by the end of the story?



.....

7 What is the main idea of the text?

The text highlights how

Vocabulary Practice



Match the following terms in column (A) with their definitions in column (B):

(A)

- 1 Laughter
- 2 Wisdom
- 3 Fade
- 4 Affect
- 5 Spread
- 5 Power

(B)

- A The ability to do something or make things happen.
- B To slowly disappear or become less strong.
- C To move or cover a larger area.
- D A series of steps to get something done.
- E To change or make a difference to something
- F The sound you make when something is funny.
- g Good judgement and knowledge from experience



Speaking Task: Talking about the Heart

- ◆ **Instructions:**
- ◆ Work with a partner. Take turns speaking about the heart using the points below. Make sure to complete each sentence with your own ideas. Remember to speak clearly and listen carefully to your partner's answers.
- ◆ **Place:**
The heart is located in
- ◆ **Functions:**
The heart's function is to
- ◆ **Importance:**
Your heart is important because it
- ◆ **How to keep it healthy:**
To keep your heart healthy, you should and you shouldn't
- ◆ **Tip:** Be sure to listen carefully to your partner's responses and ask follow-up questions if needed.



 Grammar

I can use "whose" and "which" as relative pronouns correctly.

★ **Task 1:** Read the following sentences from the reading text in lesson 1:

- ① The heart is like a car engine which keeps our bodies working.
- ② The heart is the engine of the body, whose function is to make sure blood reaches every part of us.
 - ◆ Underline relative pronouns.
 - ◆ What do these pronouns refer to?
 - ◆ Which one refers to a possession?
 - ◆ Use your own words to write one example for each pronoun and share them with your classmate(s).

Tip:

"Whose" is used to show possession and can refer to both people and things.

- Example for people: "The girl, whose dog was lost, was very sad."
- Example for things: "The tree, whose leaves had fallen, looked bare."

"Which" is used to provide additional information about things (not people).

- Example: "The book, which was on the table, was very interesting."

Key Point: Use "whose" to indicate possession and "which" to add extra information about non-human subjects.

★ **Task 2:** Read the following sentences and fill in the gaps with "which" or "whose":

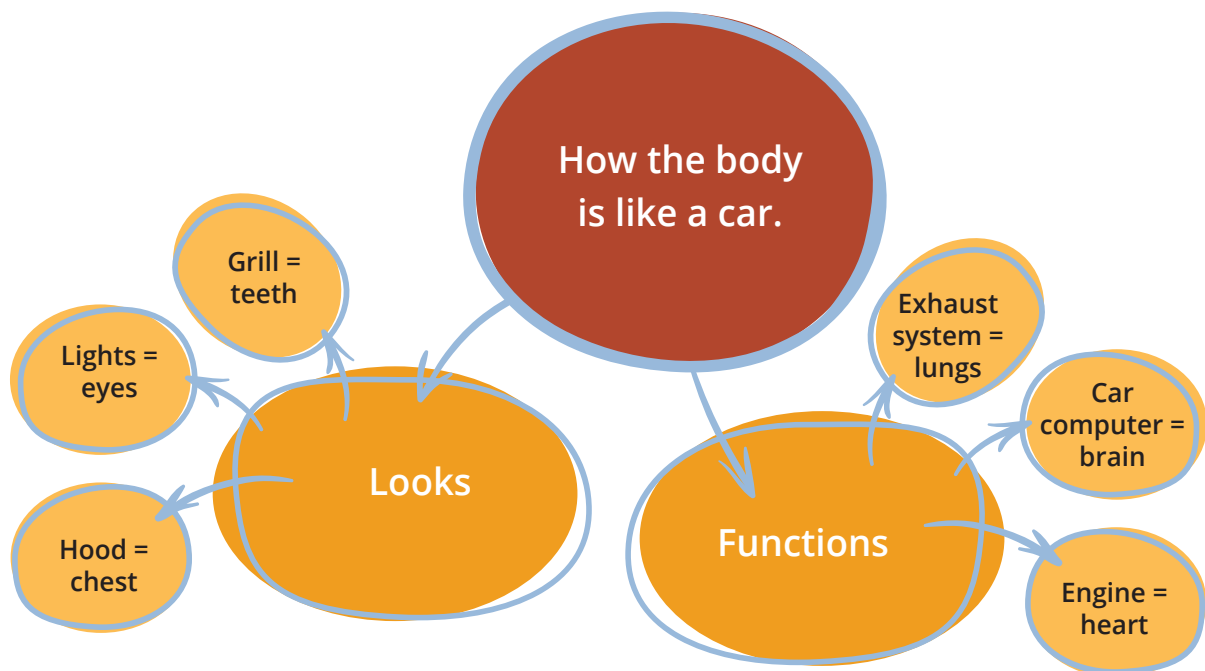
- ① The man job is to guard the house is away today.
- ② This is the factory produces toys.
- ③ Don't answer the questions are underlined.
- ④ I helped the man car broke down yesterday.
- ⑤ I want to buy the shirt is red.



Writing

★ **Task: Look at the following mind map and complete the sentences with your own words:**

The body is like a car in two ways. First, there are parts on a car that look like body parts. The lights on the front of a car look like a person's eyes. The grill between the lights seems to be someone's teeth. Also,The second, the body is like a car in that some parts have the same function. A car's engine powers many systems, just like the body's heart. As a final example, the car's exhaust system releases pollution from the car in the same way that the lungs let go of gas we cannot breathe.



ILOs

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

- ♦ infer the meaning of new vocabulary from a reading text and use it in sentences related to medical and scientific topics.
- ♦ generate and organize ideas for a writing topic using a mind map or fact file.
- ♦ initiate and participate in conversations using speaking starters and key vocabulary.
- ♦ listen to a passage about Sir Magdi Yacoub, identify key ideas, and organize them in a mind map or fact file.
- ♦ explore connections between Islamic teachings and scientific discoveries, and present findings through a poster, infograph, or group discussion.

**Target Vocabulary****I can guess the meaning of new vocabulary in a reading text.**

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
.....
- 2 Draw a picture that either shows the word or an example of it.
.....
- 3 Answer the question or complete the command provided for each word.
.....

tissue (n.)

A group of cells in the body that work together, like or a muscle.

What types of tissue are in the human body?

surgery (n.)

..... or medicine to help someone feel better.

When might someone need surgery?

treatment (n.)

..... or medicine to help someone feel better.

What kind of treatment helps a cold go away?

area (n.)

A specific or part of something.

What is your favorite area in your home?

source (n.)

The point or where something comes from.

What is the source of fresh water in your area?

defect (n.)

A or flaw in something.

How can a defect in a product be fixed?

**Pre-Listening**

I can listen to recognize the features of a biography about Dr Magdy Yacoub.

A- Pre-listening discussion:

- 1 Who is Sir Magdy Yacoub, and what country was he born in?



- 2 What does it mean to transplant a heart, and how could this help people with heart issues?



- 3 How can pioneer doctors develop medical centers ?

**B- While-Listening Task:**

Listen carefully to the passage about Sir Magdy Yacoub. As you listen, write the missing words in the blanks. Pay attention to key details and vocabulary.

Sir Magdy Yacoub, born in Egypt on November 16, 1935, changed heart surgery with his research and new ideas. He improved heart transplants and the study of how to repair and body, helping many people, especially children with heart problems.

After getting his medical degree from Cairo University in 1957, he moved to the United Kingdom to work on heart surgery. Sir Magdy

..... a pioneer in heart and heart-lung transplantation. In 1980, he performed the UK's first heart transplant and developed methods that improved transplant outcomes.



He always for answers to major heart issues, giving hope to people worldwide, especially kids with heart problems. He developed ways for treating birth defects in the , providing life-saving surgeries to children who had no before.

Sir Magdi also trains doctors to improve heart care. He has played a key in training many heart surgeons globally and established the Magdi Yacoub Institute and the Aswan Heart Centre in Egypt. These focus on research, training, and providing high-quality heart care in this important He wants everyone to have to good heart treatments.

Sir Magdi Yacoub is a leader in heart surgery. He has received many, including being knighted by Queen Elizabeth II in 1992 for his services to medicine and surgery. His work continues to inspire and improve heart around the world

C- Post-Listening Questions:

1 Fill in the gaps:

- 1 Sir Magdi Yacoub helpedwith heart problems.
- 2 The highest award that Sir Magdy received was

2 Choose the correct answer:

- 1 The major achievement that Sir Magdi Yacoub accomplished in 1980 was that
 - A he moved to the United Kingdom.
 - B he developed the first artificial heart.
 - C he performed the UK's first heart transplant.
 - D he established the Magdi Yacoub Institute.
- 2 What is one of Sir Magdi Yacoub's contributions to heart surgery for children?
 - A developing new types of heart medication.
 - B performing life-saving surgeries for birth defects in the heart.
 - C inventing a new surgical instrument.
 - D writing a textbook on heart surgery.

- 3 What is the purpose of the Magdi Yacoub Institute and the Aswan Heart Centre?
- A to provide general healthcare.
 - B to focus on heart care research, training, and providing high-quality heart treatments.
 - C to offer online courses for medical students.
 - D to promote traditional Egyptian medicine.
- 4 “The car company found several defects in the products, so they collected the production immediately. The word “defects” means:
- A improvements
 - B features
 - C flaws
 - D designs

Top Tip:**Connecting fact files to biographies**

A biography is a story about someone's life. It tells where they were born, their education, their job, and important events in their life. A fact file is a quick way to organize this information. It includes key details like their name, date and place of birth, job, and major achievements. Fact files are useful for gathering facts before writing a full biography.

2 Complete the fact file**★ Instructions:**

Use the information from the listening passage to complete the fact file about Sir Magdi Yacoub. Write the correct details for each section. You can use short phrases or sentences.

Fact file	
Name	
Place & Date of birth	
Job	
Achievements	

Vocabulary Practice
★ Task A: Choose the correct word :

- 1 Which word means a group of cells, like skin or a muscle?
 (A) Tissue (B) Area (C) Defect
- 2 If someone breaks a bone, they might need to fix it.
 (A) surgery (B) area (C) defect
- 3 When you have a cold, you might get medicine as a kind of
 (A) defect (B) area (C) treatment
- 4 Which word is used to describe a specific part of a town?
 (A) Tissue (B) Area (C) Surgery
- 5 Where does the river begin? It starts at the
 (A) source (B) treatment (C) veins
- 6 A small crack in a new car part would be a
 (A) surgery (B) defect (C) area

★ Task B: Syllable Division and Stress Identification

- 1 Divide each word into syllables by clapping or tapping for each part of the word.
- 2 Listen carefully to the word as it is pronounced.
- 3 Circle the syllable that sounds the strongest (the stressed syllable)

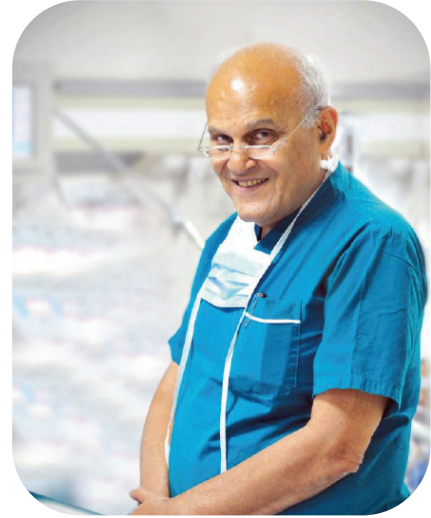
Word	Syllables	Stressed Syllable
1. area		
2. tissues		
3. organs		
4. defect		
5. role		

**Writing**

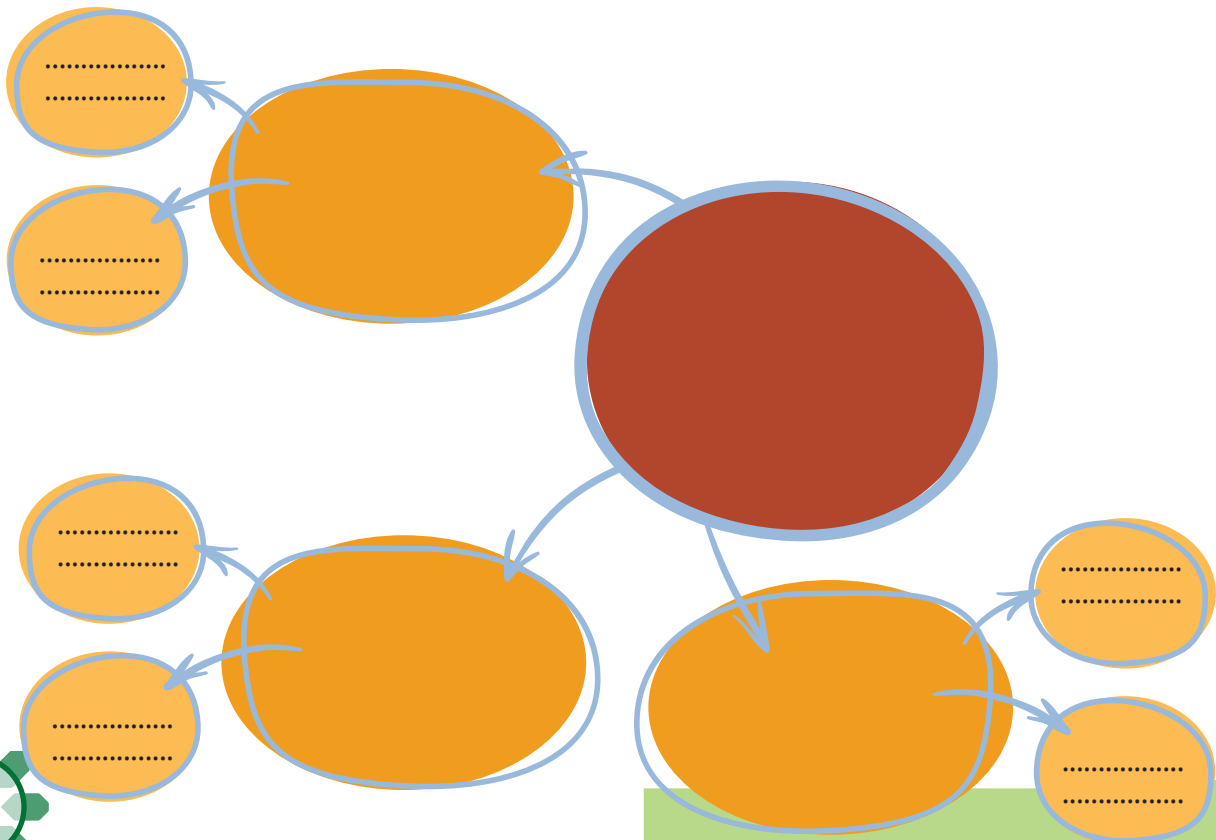
I can identify the main topic, categories, and examples in a paragraph and organize them into a mind map.

Read the following paragraph and use the information to complete the mind map. Use the information in the paragraph to identify the main topic, three categories and two examples for each category

The pioneer of the heart surgery Magdy Yacoub was born in Egypt on November 16, 1935. As a kid, he was very curious and loved learning about the human body. He studied medicine in Egypt at Cairo University. Then he trained in heart surgery in the United Kingdom.



Dr. Yacoub became famous for his skills in heart surgery, helping many people live healthier lives. He also started the Magdy Yacoub Heart Foundation, which builds hospitals and provides care to those in need. Dr. Yacoub's dedication has made a big difference in medicine and in the lives of many people.





Islamic Values Project

I can connect a prophetic narration to scientific discoveries and present my findings in a creative way.

The Messenger of Allah (peace and blessings be upon him) said:

"Indeed, there is a piece of flesh in the body; if it is sound, the entire body is sound, and if it is corrupt, the entire body is corrupt. Indeed, it is the heart."

(Narrated by Al-Bukhari and Muslim)

قال رسول الله ﷺ: «أَلَا إِنَّ فِي الْجَسَدِ مُضْغَةً، إِذَا صَلَحَتْ، صَلَحَ الْجَسَدُ كُلُّهُ، وَإِذَا فَسَدَتْ، فَسَدَ الْجَسَدُ كُلُّهُ، أَلَا وَهِيَ الْقَلْبُ». أخرجه البخاري

Task:

Work in groups to explore the meaning of this narration and connect it to real-life examples and modern science. Follow the steps below to complete the project.

1 Step 1: Group discussion.

- ◆ Discuss the narration with your group. Share your thoughts and feelings by completing this sentence:

"When I read this narration, I can think of....."

- ◆ Write down your ideas, examples, or stories that relate to the importance of keeping the heart pure and healthy.

2 Step 2: Link to modern science

- ◆ Research how modern science highlights the connection between the heart, emotions, and overall health.
- ◆ Answer these questions:

1. What has science recently explored about the heart?
2. What discoveries have been made about the heart's role in emotional and physical health?
3. How does this go in line with the prophetic tradition?

- ◆ Use the sentence frame below to present your findings:
"Recently, modern science has explored... They have discovered...
This goes in line with this prophetic tradition because..."

3 Step 3: Create your project

Design a poster or infograph that includes:

- ◆ The text of the prophetic narration in Arabic and English.
- ◆ Key points from your group discussion.
- ◆ Scientific findings that connect to the narration.
- ◆ Illustrations or symbols that show the role of the heart in life and health.

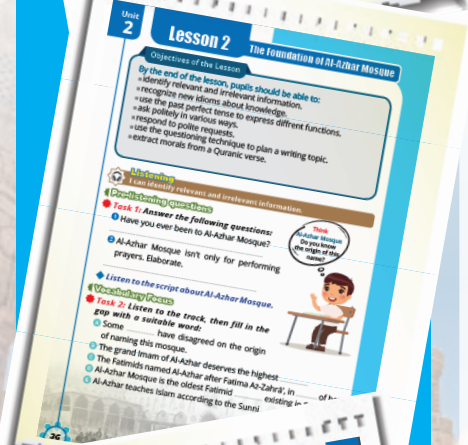
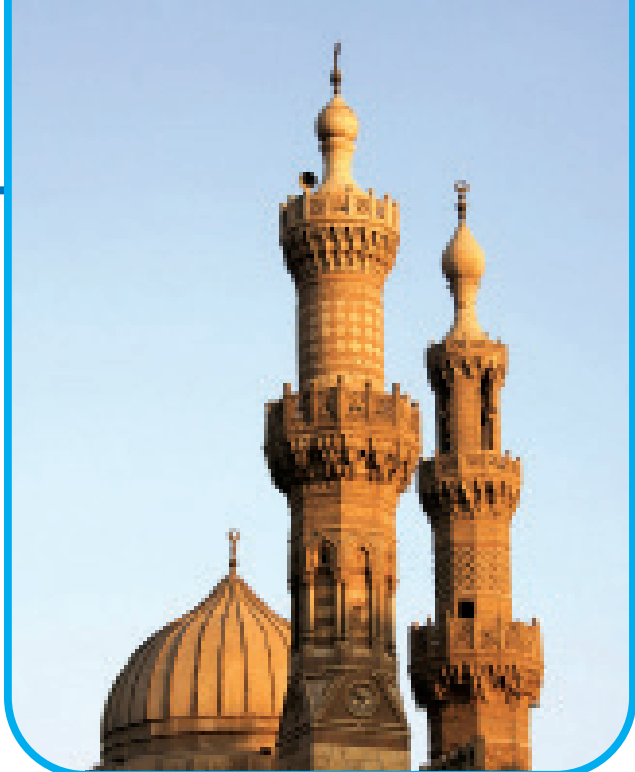
4 Step 4: Presentation

- ◆ Present your project to the class. Explain how the narration teaches us about the importance of keeping our hearts pure and how this connects to modern scientific discoveries.



Unit 2

Al-Azhar Mosque



◆ Essential Questions:

1. How has Al-Azhar Mosque helped education and culture grow in Egypt?
2. Why is it important for Al-Azhar to teach balanced and peaceful ideas?

- ◆ **Reading:** Al-Azhar throughout history.
- ◆ **Writing:** Developing structured plans using questioning techniques.
- ◆ **Listening:** The foundation of Al-Azhar Mosque
- ◆ **Speaking:** Oral presentation.
- ◆ **Language Focus:** Past simple tense, adverbs of frequency, and modals of ability and obligation
- ◆ **Pronunciation:** Syllable identification and stressed syllables & minimal pairs
- ◆ **Islamic Values Project:** Analyzing and interpreting a Quranic verse to explore its significance and application.

ILOs

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

- ♦ define and use vocabulary words related to history and architecture accurately.
- ♦ summarize key points about Al-Azhar Mosque and answer related questions.
- ♦ apply modal verbs to express abilities and obligations correctly.
- ♦ write a concise paragraph about Al-Azhar Mosque using prompts to structure the writing.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it .
- 3 Answer the question or complete the command provided for each word.

era (n.)

A period of time in with distinct characteristics.

In which era do you dream to live?

ruler (n.)

A person who or leads a country or group.

Imagine that you are a ruler, what is the first thing you will do?

architecture (n.)

The art and science of and constructing buildings.

Tell us about a building with amazing architecture. Why do you think that?

discipline (n.)

The practice of training people to obey
or a specific field of study.

How would discipline help you achieve your goals?

gather (v.)

To things or bring people together.

Have you gathered flowers before?

major (adj.)

Very important or in scope.

What is your major dream in life?

occur (v.)

To happen or

Mention two important events that occurred in the
past year.

**Reading Comprehension**

I can summarize the key historical developments of Al-Azhar Mosque during the Mamluk and Ottoman eras.

A- Pre-reading Questions

1 What do you know about Al-Azhar Mosque in Egypt?



2 Why do you think a place of learning like Al-Azhar might be important to a country?



3 Have you ever heard of a period of history where a place or institution was especially valued? What made it special?

**B- While-Reading Task:**

◆ *Read the article and check your ideas.*

Al-Azhar's Growth and Influence in the Mamluk and Ottoman Eras

Cairo, Egypt — During the Mamluk Era, Al-Azhar became one of the most important places in Egypt. The Mamluk rulers loved Al-Azhar. They wanted it to be the best. They took great care of the mosque. They made sure students and teachers had everything they needed. The rulers spent a lot of money on the mosque. They improved its architecture by adding



new buildings and making repairs. The mosque became more beautiful and larger than before.

When the Ottomans took power, they began a new era for Al-Azhar. They respected Al-Azhar Mosque even though the scholars at Al-Azhar had supported the Mamluks in their fight against the Ottomans. The Ottomans didn't spend much money on Al-Azhar. They didn't build new parts or repair old ones as much as the Mamluks did. The Ottomans focused on other things. But they still knew Al-Azhar was important.

Even so, Al-Azhar stayed very important for learning in Egypt. People from all over came to study religion there. It was a place where Egypt's smartest scholars gathered. They shared ideas and discussed major topics. During the Ottoman period, Al-Azhar began teaching new disciplines. They taught philosophy and logic. These subjects helped students think deeply. They learned how to understand the world better.

Al-Azhar also became a center for the Egyptian people. Many Egyptians came to the mosque to learn about their religion. The mosque was a place for everyone, not just scholars. It helped people connect with their faith and learn more about Islam. All of this occurred over many years, making Al-Azhar a key part of Egypt's history.

Top Tip: Finding Important Information:

Look for details that help you understand your topic. Skip things that don't fit or aren't needed. For example, if you're talking about why exercise is good, only use facts about exercise, not about your favorite TV shows.

✦ C- Post-Reading Questions:**✦ 1- Choose the correct answers:**

- 1 The Mamluk rulers did everything for Al-Azhar mosque except.....
 - A spend a lot of money on the mosque.
 - B improve its architecture by adding new buildings .
 - C make it beautiful and larger than before.
 - D close it in front of the scholars.
- 2 Al-Azhar has taught
 - A philosophy
 - B religion
 - C logic
 - D all of these

✦ 2- Complete the following sentences:

- 1 Al-Azhar remained important during the Ottoman period because
- 2 Al-Azhar was a place for everyone, not just scholars, because

✦ 3- Answer the following questions:

- 1 How did the Mamluk rulers show their respect for Al-Azhar Mosque?
.....
- 2 What changes did the Ottomans make to Al-Azhar Mosque compared to the Mamluks?
.....
- 3 Why did the Mamluks spend a lot of money on Al-Azhar, but the Ottomans did not?
.....
- 4 Why do you think the Egyptian rulers of Egypt throughout history value Al-Azhar Mosque?
.....



Vocabulary Practice

A- Match each word to the correct definition or context.

1 Occur

2 Gather

3 Discipline

4 Architecture

5 Ruler

6 Major

7 Era

A The art or practice of designing and constructing buildings. (.....).

B A significant or important event or achievement. (.....).

C To bring together or assemble people or things. (.....).

D A period of time in history marked by particular events or characteristics. (.....)

E People who are concerned in teaching and studies. (.....)

F A person who governs or leads a country or region. (.....)

G The practice of training people to obey rules or a code of behavior. (.....)

H To happen or take place. (.....)

B- Fill in the gaps with one of the provided words:

(architecture - era - gather - ruler - occur - religion - discipline - major)

1 The ancient of Rome left an important impact on European culture.

2 A fair and just is respected by the people they govern.

3 Modern often has sustainable materials and designs.

4 In school, students must learn to their time effectively to succeed.

5 Every year, the community to celebrate the harvest festival.

6 The discovery of penicillin was a hit in medicine.

7 Natural disasters like earthquakes and floods can without warning.

1 C- Syllable Count and Stress Identification:

I can categorize words by their syllable count and identify stressed syllables.

★ Instructions:

- ◆ Write the appropriate word in each syllable count category.
- ◆ Underline the stressed syllable in each word.
- ◆ If no word fits a category, write "None" for that category.

★ Words to use:

architecture - era - occur - gather - discipline

1 One syllable:



.....

2 Two syllables:



.....

3 Three syllables:



.....

4 Four syllables:



.....

**Grammar**

I can use modal verbs like 'can,' 'must,' and 'should' to express abilities and obligations effectively.

Top Tip: Understanding Ability and Obligation:**1 Ability**

Definition: Ability refers to someone's capacity or power to perform an action or task.

How to Express Ability:

- ◆ Modal Verbs: - **Use "can" for general abilities.**

■ **Example:** She can speak three languages fluently.

(This indicates her general skill in languages.)

- **Use "could" for past abilities.**

■ **Example:** She could finish her job yesterday.

Key Points:

- ◆ "Can" is commonly used in everyday situations.

2 Obligation

Definition: Obligation refers to something someone is required or expected to do..

How to Express Obligation:

- ◆ Modal Verbs: Use "must", or "should".
 - ◆ **Strong Obligation:** "You must finish your homework before going out." (A rule or requirement.)
 - ◆ **Moral Obligation:** "You should apologize for your mistake." (A recommendation based on moral expectations.)

Key Points:

- ◆ "Must" is used for rules and external requirements.
- ◆ "Should" indicates recommendations or moral obligations.

A- Underline the modal verbs in the sentences below.

- 1 Identify which modals express ability and which express obligation.
- 2 Create two new sentences of your own: one using a modal verb to express ability and another to express obligation.

★ Sentences:

- 1 She can solve complex math problems easily.
- 2 When he was younger, he could run a mile in under five minutes.
- 3 You must wear a uniform to work.

B- Choose the correct answer:

- 1 Which modal verb best expresses general ability in the sentence:
She speak three languages fluently.

A must	B should	C can	D might
---------------	-----------------	--------------	----------------
- 2 Choose the correct modal verb to express a strong obligation: "You finish your homework before going out."

A should	B can	C might	D must
-----------------	--------------	----------------	---------------
- 3 What is the correct modal for expressing ability in the sentence: "He solve complex math problems quickly."?

A could	B must	C should	D might
----------------	---------------	-----------------	----------------
- 4 Select the right modal to express moral obligation: "You apologize for your mistake."

A must	B should	C can	D might
---------------	-----------------	--------------	----------------
- 5 Which modal verb correctly indicates a recommendation or moral obligation: "You eat more vegetables for a healthier diet."?

A must	B should	C can	D might
---------------	-----------------	--------------	----------------

**Writing (Introduction to Questioning)**

I can write a paragraph about Al-Azhar Mosque using questions as prompts.

Top Tip: Asking Effective Questions

Using questions is a useful way to learn more about your topic. Asking the right questions can help you find out a lot of important information quickly.

- ◆ Who? What? Where? When? Why? How? These are the basic questions to start with.
- ◆ Change these questions a little to fit what you are writing about, so you get the best answers.

Remember, good questions help you understand your topic better and make your writing more interesting!

★ **Task:** Write a paragraph about "Al-Azhar Mosque" using the following questions:

- A Who built Al-Azhar Mosque?
- B Where did he build it?
- C When did he build it?
- D Why did they name it Al-Azhar?
- E How many years did it take to be built?
- F Why do Muslims all over the world come to Al-Azhar?

"Al-Azhar Mosque"

.....built Al-azhar Mosque in

.....

.....

.....

.....

.....

.....

.....

.....

ILOs

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

- ◆ identify and articulate the main ideas of an informational passage about Al-Azhar Mosque.
- ◆ demonstrate how to use vocabulary words appropriately in different contexts.
- ◆ use the past simple tense to describe past events.
- ◆ write short paragraphs answering selected questions, including detailed information about Al-Azhar Mosque.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.

- 2 Draw a picture that either shows the word or an example of it.

- 3 Answer the question or complete the command provided for each word.


anniversary (n)

A celebration or remembrance of an event that happened in the past on the same date.

What is the most important anniversary in your family?

Curricula (n)

The subjects or courses of offered by a school, college, or educational program.

How do schools decide what subjects and topics to include in their curricula?

extremism (n)

The holding of political or religious views, that are far from the norm.

How can being fair and respectful in sports help stop extremism?

fanaticism (n)

Intense devotion, often leading to behavior.

Are you a sports fanatic?

moderate (adj)

Having or showing reasonable or actions that are not extreme.

How can being moderate help in making balanced decisions?

create (v)

To make or bring something into existence.

What do you like to create when you have free time ?

theory (n)

An idea or set of ideas that something.

Mention two theories you studied in science class.

**Reading Comprehension**

I can understand key ideas and details from a reading text about Al-Azhar Mosque.

A- Pre-reading discussion**A- Pre-Reading Questions**

- ① What do you know about mosques and their significance in Islam?
.....
- ② Have you ever celebrated an anniversary or a special event? What did you do?
.....
- ③ Why might a place like Al-Azhar Mosque be important to people over many years?
.....

B- Read the text and check your ideas.

On June 22nd, 1982, people celebrated the anniversary of Al-Azhar Mosque. This mosque is very old and important. The General Supervisor of Academic Activities at Al-Azhar University gave a special speech for the event. He said, "Al-Azhar Mosque has been welcoming Muslims from all over the world for many years. It teaches a kind and moderate Islam and avoids extremism and fanaticism."

He explained that the curricula at Al-Azhar focus on teaching this moderate Islam. They also help keep important traditions alive. The Supervisor added that Al-Azhar's lessons respect different opinions. Students learn to think carefully and be open-minded. They build on good ideas and create new ones. They do not destroy ideas.

Students also learn to understand and respect each other. They work together and help each other. This is why Al-Azhar has been important for over a thousand years. The mosque is still a center for learning and understanding. It stands for peace and respect.

C- Post-Reading Questions:**★1- State true (T) or false (F). Correct the false statements:**

- ① Al-Azhar Mosque was celebrated for its anniversary on June 22nd, 1982. ()
- ② The General Supervisor of Academic Activities at Al-Azhar University said that the mosque avoids extremism and fanaticism. ()
- ③ Al-Azhar University focuses on teaching moderate Islam and encourages students to respect different opinions. ()
- ④ Al-Azhar Mosque is a new institution and has only been important for a few years. ()

★2- Choose the correct answer:

- ① What is a key teaching of Al-Azhar Mosque according to the General Supervisor's speech?
 - Ⓐ To promote extremism and fanaticism.
 - Ⓑ To respect different opinions and avoid extremism.
 - Ⓒ To ignore important traditions.
 - Ⓓ To only teach in one language.
- ② The main idea of the text is
 - Ⓐ Al-Azhar Mosque is known for its beautiful architecture.
 - Ⓑ Al-Azhar Mosque promotes moderate Islam, respect, and open-mindedness.
 - Ⓒ The speech was about the mosque promoting extreme ideas.
 - Ⓓ Al-Azhar Mosque focuses on teaching students to work together and respect different opinions.

★3- Answer the following questions:

- ① What values do students learn at Al-Azhar according to the Supervisor?
- ② Why is it important for people to learn about and respect different ideas?
- ③ How could the teaching system help people respect different ideas and accept another point of view?

Top Tip: Understanding the Main Idea

The main idea is what the passage is mostly about. It shows the most important point the author wants you to remember.

■ **Example:** A short story

Read the following short story and answer the questions:

- 1 What is the text mostly about?
- 2 Which sentences are closely related and what idea do they support?"

In a small town, a boy named Ahmed saw his neighbor, Fatima, having trouble with her garden. The garden was full of weeds, and Fatima looked tired. One Saturday, Ahmed decided to help. He knocked on Fatima's door and asked, "Can I help you with your garden?" Fatima smiled and said, "That would be wonderful!"

Ahmed worked hard, pulling weeds and planting new flowers. By the end of the day, the garden looked beautiful again. Fatima was so happy. "Thank you, Ahmed! You did a great job!" Ahmed smiled. "I'm glad I could help." Ahmed showed that helping others is kind and important, and everyone in the neighborhood saw how a little kindness can make a big difference.

- ◆ **In this story , the main idea could be, "Helping others is a kind and important thing to do."**

 Vocabulary Practice**A- Fill in the gaps with one of the words in the box:**

(anniversary - theory - extremism - fanaticism - create - curricula - moderate - tradition)

- 1 The professor introduced a new in class that explains the behavior of gases.
- 2 Schools are revising their to improve their lessons and topics.
- 3 The couple celebrated their 25th wedding with a big party.
- 4 It's important to a plan before starting a big project.
- 5 He holds views on most political issues, preferring a balanced approach.
- 6 The rise of in the region has caused concern among government officials.
- 7 Religious can lead to intolerance and violence.

B- Choose the correct answer:

- 1 Which word best describes the celebration of a yearly event?
☐ A fanaticism ☐ B anniversary ☐ C theory ☐ D extremism
- 2 What word refers to a set of courses or subjects offered by a school or educational program?
☐ A Curricula ☐ B Create ☐ C Moderate ☐ D Anniversary
- 3 Which term refers to a strong and often unreasonable enthusiasm for something?
☐ A moderate ☐ B theory ☐ C fanaticism ☐ D create
- 4 What is often based on observation and reasoning?
☐ A theory ☐ B anniversary ☐ C curricula ☐ D extremism
- 5 Which word describes something balanced and reasonable?
☐ A fanaticism ☐ B moderate ☐ C extremism ☐ D create
- 6 What does the word "extremism" refer to?
☐ A a balanced approach to a problem
☐ B the creation of something new
☐ C holding strong views, especially in politics or religion
☐ D a celebration of a special date

**Grammar**

I can describe what I did and how often I did it using the past simple tense.

Top Tip: The Past Simple Tense

The past simple tense is used to describe completed actions or events that happened in the past.

Form

The structure of the past simple tense depends on whether the sentence is affirmative, negative, or a question.

Affirmative Form

- ◆ For regular verbs, add -ed to the base form of the verb.
■ **Example:** "He played football yesterday."
- ◆ For irregular verbs, use their specific past tense form.
■ **Example:** "She went to the park." (go becomes went).

Negative Form

- ◆ Use did not (or didn't) + base form of the verb.
■ **Example:** "He didn't play football yesterday."

Question Form

- ◆ Start with "Did + subject + base form of the verb".
■ **Example:** "Did he play football yesterday?"

When to use the past simple tense

- 1 Completed actions: To describe events or actions that are finished.
■ **Example:** "I watched a movie last night."
- 2 Series of actions: To talk about a sequence of completed actions.
■ **Example:** "She woke up, brushed her teeth, and left for school."
- 3 Specific times: Often used with time expressions like yesterday, last week, in 2010, or two days ago.
■ **Example:**
"We visited Paris last summer."

"He started his new job a year ago."

Adverbs of frequency

Use adverbs like always, usually, sometimes, rarely, and never to show how often something happened in the past.

■ **Example:** "They always walked to school."

Regular vs. Irregular verbs

Regular Verbs: Add -ed to form the past.

■ **Example:**

◆ "Work" → "worked"

◆ "Play" → "played"

Irregular Verbs: These do not follow the -ed rule.

■ **Example:**

◆ "Go" → "went"

◆ "Have" → "had"

Time expressions

The past simple is often paired with specific time expressions.

■ **Example:**

◆ "We visited the zoo last weekend."

◆ "I finished my homework two hours ago."

Tip: Practice makes perfect

To master the past simple, practice forming sentences with both regular and irregular verbs, and use them with time expressions to describe past events.

★ **Task: Read the following dialogue and then do the following:**

A: Where did you go last summer?

B: I went to Alexandrina.

A: How did you travel?

B: I travelled by bus.

A: Did you stay at a hotel?

B: I never stayed at a hotel. I stayed at a pen friend's home.

A: What did you do there?

B: I usually went swimming, built sandcastles and visited the citadel.

A: What about visiting Bibliotheca Alexandrina?

1 Identify regular and irregular verbs:

- ◆ Regular Verbs: Underline the regular verbs in the past simple tense. Regular verbs end in -ed.
- ◆ Irregular Verbs: Circle the irregular verbs in the past simple tense. Irregular verbs do not follow the regular -ed pattern and have unique forms.

2 Fill in the gaps with the correct form of the verbs between brackets:

- 1 Last summer, I (visit) my friend in another city.
- 2 They (build) a sandcastle on the beach.
- 3 She (travel) by train to her destination.
- 4 We (go) to the museum last weekend.
- 5 He (stay) at a friend's house during the holiday.

3 Create your own sentences:

- ◆ Write three sentences using regular verbs and three sentences using irregular verbs. Use the past simple tense in all sentences. You can use adverbs of frequency.





















**Speaking Task: Sharing past experiences**

I can talk about my past experiences using adverbs of frequency and ask follow-up questions.

Instructions:

Preparation: Think about three activities or experiences you had in the past (like traveling, sports, or family events). Be ready to say how often you did these activities using adverbs of frequency (always, usually, sometimes, rarely, never).

Speaking practice:

1 **Student A:** Start by sharing your first activity. For example, "I usually went to the beach in summer."

2 **Student B:** Respond with a question. For example, "That sounds fun! Did you ever go to other places?"

3 **Student A:** Share your second activity. For example, "I sometimes went camping with my family."

4 **Student B:** Ask a follow-up question. For example, "I rarely went camping, but I always hiked with my friends."

Role swap: Now, switch roles. Student B will share their experiences using the past simple tense and adverbs of frequency.

Group discussion: If you're in a group, talk about what you have in common or how your experiences are different. Share any interesting things you learned!

Example conversation:

- ◆ **Student A:** "I always visited my grandparents in summer."
- ◆ **Student B:** "Oh, that's nice! I rarely visited my grandparents but often went to summer camps."

**Writing (Guided Practice)**

I can practice creating questions about Al-Azhar Mosque and use them in the writing.

◆ Read these question starters:

- ◆ "What is special about Al-Azhar Mosque?"
- ◆ "Why do people visit it?"
- ◆ "What can we learn from its history?"
- ◆ What is special about this topic?"
- ◆ "How has this topic changed over time?"
- ◆ "Who was important to this topic?"
- ◆ "What problems did this topic have?"
- ◆ "Why does this topic matter now?"

◆ Come up with at least three questions about Al-Azhar Mosque using the prompts.**◆ Choose two questions and write a short paragraph answering them. Include interesting details about Al-Azhar Mosque.**

.....



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ILOs

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

- ♦ define and use vocabulary words related to history, architecture, and education.
- ♦ identify and summarize key facts about Al-Azhar Mosque from a listening passage.
- ♦ match words to their meanings, classify them by syllables, and distinguish minimal pairs.
- ♦ apply questioning techniques in writing tasks to create informative paragraphs.
- ♦ explore and discuss the meaning of a Quranic verse and the role of Al-Azhar Mosque in preserving the Quran.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.



.....

- 2 Draw a picture that either shows the word or an example of it.



.....

- 3 Answer the question or complete the command provided for each word.



.....

foundation (n.)

The or groundwork of something.

How does a strong foundation help to build a tall building?

historic (adj.)

The subjects or courses of offered by a school, college, or educational program.

How do schools decide what subjects and topics to include in their curricula?

name (v.)

To give a title or to someone or something

Name the kitten in the picture.

establish (v.)

To or create something

What is the first mosque established in Islam?

education (n.)

The system of teaching and learning.

Do you think education is important? Why/why not?

**Listening**

I can listen to a talk about Al-Azhar Mosque and identify key facts about its history, significance, and role in education.

A- Pre-Listening Questions:

★ Read the following questions and discuss them with a partner.

- 1 What do you already know about Al-Azhar Mosque?
- 2 Why do you think mosques are important in Islam?
- 3 What might make a mosque famous or special?

**B- While-Listening Task:**

- ◆ Listen to the talk about Al-Azhar Mosque and write down three key facts you hear about the mosque.

C- Post-Listening Questions:

★ 1- Choose the correct answers:

- 1 Al-Azhar Mosque took years to be built.
 (A) three (B) two (C) five (D) four
- 2 Fatimids named Al-Azhar after
 (A) Fatimah Al-Zahra (B) Jawhar Al-Siqilli
 (C) Prophet Muhammad (PBUH). (D) none
- 3 The first Friday prayer was held in Al-Azhar mosque in
 (A) 361 AH (B) 359 AH (C) 927 CE (D) 972 CE
- 4 Al-Azhar isn't discussed in the text.
 (A) role (B) name (C) history (D) construction

★ 2- Complete the following sentences:

- 1 Al-Azhar Mosque was founded
- 2 Today, Al-Azhar Mosque is more than just a place for prayer. It is also a center for
- 3 People all over the world come to Al-Azhar Mosque to

 3- Listen again and answer the following questions:

- ① What are the educational activities Al-Azhar Mosque provides?
- ② If you were presenting about Al-Azhar Mosque, what details would you include to make your talk effective?
- ③ If you had to explain why Al-Azhar Mosque is important, what would you say to make it easy for others to understand?

**Vocabulary Practice****A- Match each word to the sentence that indicates its meaning:**

- A Name ()
- B Education ()
- C Establish ()
- D Foundation ()
- E Historic ()

- ① The base or starting point for something.
- ② Connected to important past events.
- ③ To give something a title or label.
- ④ To create or set something up.
- ⑤ To show respect for something or someone.
- ⑥ The process of learning new things

B- Match the words to the correct number of syllables and underline the stressed syllable

*fanaticism - moderate - theory - extremism - name - curricula -
create - historic - education*

- ① One syllable :.....
- ② Two syllables :.....
- ③ Three syllables :.....
- ④ Four syllables :.....
- ⑤ Five syllables:.....

Top Tip: Minimal Pairs

Minimal pairs are pairs of words that differ by only one sound and have different meanings. Here are some simple examples:

1 Pat / Bat

- ◆ Differ in the initial sound: /p/ vs. /b/

2 Ship / Sheep

- ◆ Differ in the vowel sound: /i/ vs. /i:/

C- Complete each sentence with the correct word from the pair.

- 1 The (loaves/leaves) of bread were fresh and warm.
- 2 I can't (bare / bear) the pain any more .
- 3 We need to (fine / find) the keys before we leave.
- 4 The (coat / cut) of paint is still wet.

D- Pronunciation practice task: Identifying meanings (The right question)**Learner A:**

- 1 Ask your partner:
 - ◆ Use one of the words in bold italics to form each question.
 - ◆ For each question, check if your partner can provide the correct meaning. If they answer correctly, it indicates you are pronouncing the word accurately.
- 2 Questions to ask:
 - ◆ What does **pray / play** mean?
 - ◆ What does **very / ferry** mean?
- 3 Answer Your partner's questions:
 - ◆ Listen carefully to the questions your partner asks.
 - ◆ Provide the correct meaning of the word they are asking about.

Learner B:**1** Listen and answer:

- ◆ Listen carefully to the questions asked by learner A.
- ◆ Answer with the correct meaning of the word they ask about.

2 Ask your partner:

- ◆ Choose one of the words in bold italics for each question.
- ◆ Formulate your questions to check if your partner can provide the correct meaning. If they answer correctly, it suggests you are pronouncing the word correctly.

3 Questions to ask:

- ◆ What does ***sit*** / ***seat*** mean?
- ◆ What does ***thin*** / ***tin*** mean?

Writing (Independent practice)

I can independently apply questioning techniques to a writing task

- ◆ ***Pick a new topic you are interested in, such as a historical site, a day at Al-azhar Mosque, or a famous landmark.***
- ◆ ***Think of at least three questions you have about your chosen topic. Use these prompts to help:***
 - ◆ "What is important about this topic?"
 - ◆ "Why is this topic interesting or important?"
 - ◆ "What can we learn from it?"
- ◆ ***Write a paragraph about your topic. Include answers to the questions you brainstormed. Make sure your paragraph is clear and interesting.***

Islamic Values Project

I can explore the meaning of a Quranic verse and the role of Al-Azhar Mosque in preserving the Quran.

Instructions:**1 Read the verse:**

- ◆ Verse: "Surely We, Ever We, have been sending down the Qur'an, and surely We are indeed preservers of it."

﴿إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُو لَحَافِظُونَ﴾ [الحجر: ٩]

2 Group discussion:

- ◆ Discuss the questions:
 - ◆ How do you think we can understand this verse?
 - ◆ How does Al-Azhar Mosque help in keeping the Holy Quran safe and important?

3 Create a presentation:

- ◆ Poster or report: Prepare a poster or a short report about your discussion. Include:
 - ◆ Your group's interpretation of the verse.
 - ◆ How Al-Azhar Mosque plays a role in preserving the Quran.

4 Present your work:

- ◆ Share your poster or report with the class. Explain what you learned and how your group answered the questions.

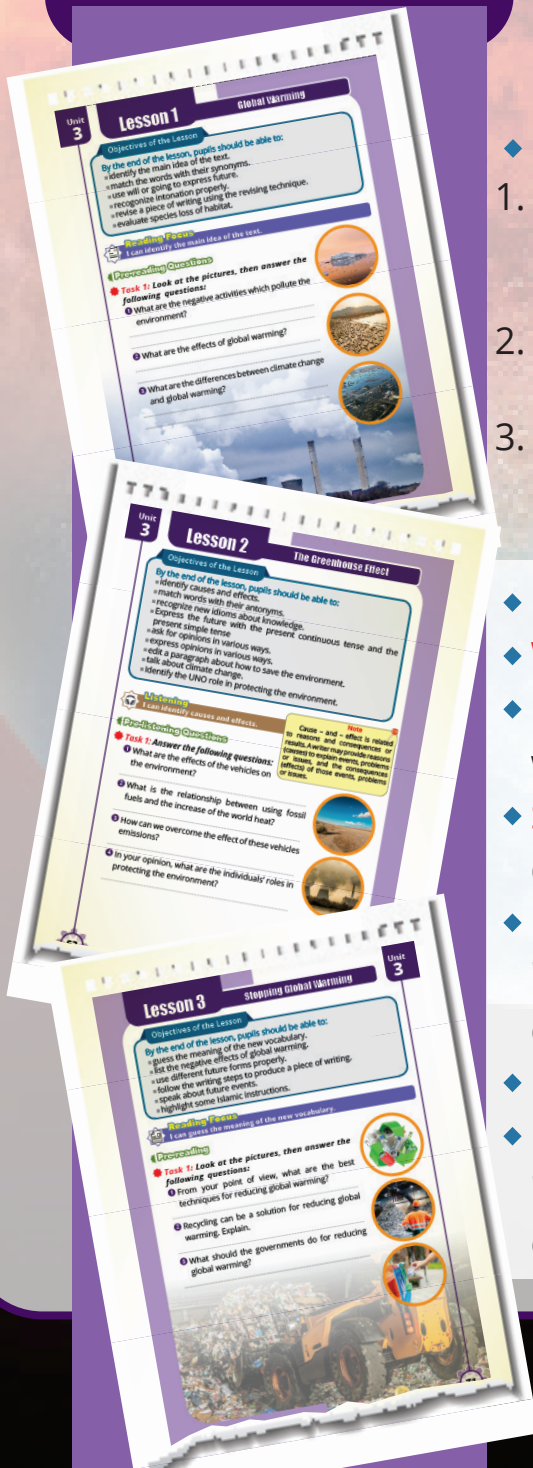
5 Class discussion:

- ◆ After each group presents, discuss what you learned from each presentation. Talk about the different ways of understanding the verse and the importance of Al-Azhar Mosque.



Unit 3

Climate Change



◆ Essential Questions:

1. How do people's actions heat up the Earth, and why should we understand this?
2. How does global warming affect animals, plants, and people?
3. What simple actions can people and governments take to slow global warming?

- ◆ **Reading:** A text about global warming
- ◆ **Writing:** A descriptive paragraph
- ◆ **Listening:** A podcast about global warming
- ◆ **Speaking:** Expressing agreement or disagreement
- ◆ **Language Focus:** Non-referential "It": The present simple and present continuous for the future
- ◆ **Pronunciation:** Sentence stress
- ◆ **Islamic Values Project:** Exploring "harming" and "returning harm" in environmental contexts

ILOs

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

- ◆ match words with their definitions.
- ◆ read to understand cause and effect in a science text.
- ◆ explain the use of non-referential "it" in sentences and create their own sentences using this structure to describe general ideas.
- ◆ create a mind map to organize ideas about a topic, breaking it into categories, details, and sensory descriptions.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.



- 2 Draw a picture that either shows the word or an example of it.



- 3 Answer the question or complete the command provided for each word.



global warming
(n.)

The increase in the Earth's average temperature, mainly due to human activities.

What human activities can cause global warming?

phenomenon (n.)

An event or fact, often something

Mention the most interesting phenomenon you know.

rise (n.)

An in something.

Why does sea level rise during global warming?

temperature (n.)

A of how hot or cold something is.

At what temperature will you wear warmer clothes outside? Why?

deforestation (n.)

The clearing or cutting down of

Why is deforestation a problem?

fossil fuel (n.)

Fuels like coal, , and natural that were formed over a long time from buried plants and animals.

Do you think that using fossil fuels to get energy is harmful or not? Why?

issue (n.)

A problem or topic of

What is an issue you want to solve?

**Reading Comprehension**

I can guess the meaning of some new vocabulary about global warming.

A- Pre-Reading Questions

① What do you already know about global warming?



② How can human activities affect the Earth's climate?



③ What are some natural processes that can change the climate?

**B- While-Reading Task:****- Read the text and check your ideas.**

Global warming is a phenomenon where the Earth's average temperature is rising. Since 1950, this rise in temperature has been significant. The main issue with global warming is that it impacts plants, animals, and people and makes them unable to survive.

There are two main causes of global warming: natural and human. Natural causes include changes in the sun's brightness and volcanic eruptions. These natural processes can influence the climate, but human activities make the problem worse.

One major human activity is burning fossil fuels like coal, oil, and gas. This procedure releases gases into the air that trap heat, leading to higher global temperatures. Deforestation, or cutting down trees, also makes the problem worse. Trees help clean the air and keep it cool. Without enough trees, more heat gets trapped in the atmosphere.

When the Earth gets too warm, it causes major issues. Polar ice melts, leading to rising sea levels and flooding in coastal areas. We also face more extreme weather, including stronger storms, heatwaves, and droughts. It becomes harder for animals and plants to survive in changing conditions.

To help reduce global warming, we should use cleaner energy, like wind and solar power. We can reduce pollution from cars and factories. We can also protect forests and natural habitats, because trees absorb carbon dioxide, helping to keep the atmosphere cooler.



 C- Post-Reading Questions: A- Read the text again and complete the following sentences:

- 1 Trees help the air and keep it
- 2 To help combat global warming, people should
- 3 If the Polar ice melts, the sea levels

 B- Answer the following questions:

- 1 How do human activities contribute to global warming?

- 2 What actions can people take to help reduce global warming?

- 3 What are some of the results of a warmer Earth mentioned in the text?

- 4 How can countries around the world work together to reduce global warming?


 Vocabulary Practice 1- Match the words with their definitions:

Word	Definition
1. Global warming ()	A. Important or significant.
2. Phenomenon ()	B. The clearing or cutting down of forests.
3. Rise. ()	C. The gradual increase in the Earth's average temperature, mainly due to human activities.
4. Temperature ()	D. A problem or topic of concern.
5. Deforestation ()	E. A measure of how hot or cold something is.
6. Fossil fuel ()	F. An event or fact, often something unusual.
7. Issue. ()	G. fuels like coal, oil, and natural gas that were formed over a long time from buried plants and animals.
8. Procedure ()	H. A set of steps or actions taken to do something.
	I. An increase in something.

★ 2- Using your dictionary, write the synonyms of each of the following words :

1 Phenomenon.....

2 Procedure

3 Issue

4 Rise (n.)

5 Global warming.....

6 Temperature.....



Grammar

I can explain the meaning of non-referential "it" in a sentence.

Top Tip: Non-Referential "It"

◆ Definition:

- ◆ In English, "it" can be used non-referentially to talk about general concepts like the weather, time, distance, or opinions.
- ◆ When asking questions about these general ideas, we use the structure "How + adjective + is + it?"
- ◆ Tip: Use this structure to inquire about general conditions or experiences that don't refer to a specific item or person.

■ Example:

1 Time:

- ◆ It is late, and we should go home.
- ◆ How long is it to wait for the bus?

2 Distance:

- ◆ It is close to the bus stop.
- ◆ How far is it to reach the office?

3 Weather:

It is cold in winter.

How hot is it in the desert during the summer?

4 Opinions:

- ◆ It is fun to ride a bike in the park.
- ◆ How exciting is it to try the new restaurant?

★ Task 1: Read the following sentence from the reading text :

"It becomes harder for animals and plants to survive in changing conditions."

◆ Answer the questions:

- ◆ What does "it" refer to in this sentence?



- ◆ Why do you think it is harder for animals and plants to survive?

**◆ Rewrite the sentence:**

- ◆ Change the sentence to describe a different situation. For example, you could say, "It becomes easier for animals and plants to survive in good conditions."
- ◆ What changes did you make to the sentence, and why?

◆ Create a new sentence:

- ◆ Write your own sentence using non-referential "it" to describe a different general idea, such as weather, time, or an opinion.

■ **Example:** "It is fun to play outside on sunny days."

◆ Discussion:

- ◆ Share your answers and new sentences with a partner. Discuss how the meaning of "it" changes based on context.

★ Task 2: Create questions and statements using "It"

Look at the picture and create questions and statements using "it" to describe what you see.

- 1 Think about the weather, time, distance, and your opinions based on what you see.
- 2 Write 3 questions:
 - ◆ Use the structure "How + adjective + is + it?"
 - ◆ ■ **Example:** "How hot is it outside?"



I can create a mind map by breaking a topic into main ideas and details.

ILOs

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

- ◆ use target vocabulary related to global warming accurately in context.
- ◆ identify and define key vocabulary terms.
- ◆ apply present simple and present continuous tenses to describe future events.
- ◆ use sentence stress to effectively agree or disagree in discussions about global warming.
- ◆ identify and correct common writing errors using standard abbreviations.

**Target Vocabulary**

- 1 Read the word in the first column. Listen to the teacher and complete the definition.



- 2 Draw a picture that either shows the word or an example of it.



- 3 Answer the question or complete the command provided for each word.



reduce (v.)

To make something or less in amount, size, or degree.

Mention some ways to reduce stress.

atmosphere (n.)

The layer of surrounding the Earth or another planet.

What gases are found in the Earth's atmosphere?

hybrid cars (n.)

cars that use both an motor and a engine for power.

How do hybrid cars help reduce pollution?
Have you ever seen a hybrid car?

recycling (n.)

The process of turning materials into new products.

What materials can be recycled?

burning (n.)

The process of something being on

What are the effects of burning fossil fuels?

toxic (adj.)

..... to living organisms.

Name some things that can be toxic to humans or pets.

response (n.)

..... to something that has been said or done.

What would your response be if your friend was late to your birthday party?



Reading Comprehension

I can guess the meaning of some new vocabulary about global warming

A-Pre-Reading Questions:

- ① Look at the title and the first few lines of the text. What do you think the author will suggest we can do to fight global warming?



B-Pre-Reading Questions:

★ **Read the text carefully and match each heading with the correct paragraph.**

- | | |
|----------------------------|--------------------------------------|
| ① Using less gas and power | ② Family fun ideas |
| ③ Recycling and reusing | ④ Not burning trash |
| ⑤ Better air in cities | ⑥ Turning off lights and electronics |

Stop Global Warming

There are many ways to help stop global warming. We need everyone -people and governments- to take action. Here's what we can do:

Heading

One way to fight global warming is by using less gasoline and electricity. For example, choose a hybrid car that uses less gas. We can also use public transportation or carpool with friends. This reduces the amount of gas we use, saves money, and cuts down on pollution.

Heading

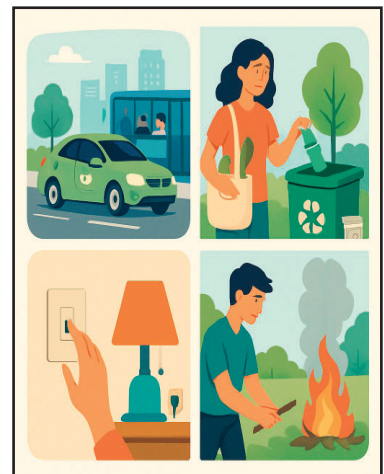
Recycling helps reduce waste. Instead of plastic bags, bring your own containers for food. Reuse paper and glass. This helps protect our environment.

Heading

Turn off lights and appliances when not in use. This saves electricity and reduces pollution, improving the atmosphere.

Heading

Avoid burning things like leaves or garbage. Burning trash releases harmful, toxic gases, especially if it contains plastic.



Heading.....

In Egypt, we should work on reducing air pollution, which is a big problem in cities like Cairo. This can be done by making sure cars and factories don't produce too many harmful gases and by improving public transportation. Planting more trees and keeping the environment clean also helps make the air better for everyone.

By making these changes, we can all reduce our impact on global warming. This helps make the planet healthier and keeps it safe for everyone.

📌 C- Post-Reading Questions:

🌟 **1- Fill in the chart below with the actions to reduce global warming and how they help.**

Action	How It helps global warming
Using less gasoline and electricity	
Recycling	
Turning off lights and appliances	
Not burning trash	
Reducing air pollution in cities	
Planting trees	

🌟 **2- Answer the following questions.**

① Why are trees important in fighting global warming, and what steps can we take in Egypt to increase tree planting and maintain green spaces?



.....

② How do you think your daily choices, like what you buy or how you travel, can impact global warming?



.....

③ What are the expected disasters if people and governments do not take care of stopping global warming?



.....

Vocabulary Practice



★ 1- Match the words to their definitions:

Words	Definitions
1. Reduce ()	A. The process of turning waste materials into new, reusable products.
2. Atmosphere ()	B. Harmful to living organisms
3. Hybrid cars ()	C. Natural energy resource.
4. Recycling ()	D. To make something smaller or less in amount, size, or degree
5. Burning ()	E. A reaction to something that has been said or done.
6. Toxic ()	F. The layer of gases surrounding the Earth or another planet.
7. Response ()	G. Cars that use both an electric motor and a gasoline engine for power.
	H. The process of something being on fire.

Grammar



I can use the present simple and present continuous to talk about the future

Top Tip: Future Tenses

Present Continuous for Future

- ◆ Used for: Planned or arranged events.
- ◆ Structure: Subject + am/is/are + verb (-ing) + (future time reference, optional)
- **Example:**
 - ◆ I am meeting my friend tomorrow.
 - ◆ She is flying to Paris next week.
 - ◆ We are having dinner at 7 PM.
- ◆ Time Expressions: tomorrow, next week, on Monday, at 6 PM

Present Simple for Future

- ◆ Used for: Fixed schedules or official events.
- ◆ Structure: Subject + verb (base form) + (future time reference, optional)

Example:

- ◆ The train leaves at 6 pm.
- ◆ The movie starts at 8 o'clock.
- ◆ The meeting begins next Monday at ten am.
- ◆ Time Expressions: next week, tomorrow, in an hour, on Friday

Tip: Use the present continuous for personal plans you control and present simple for timetables or schedules set by others.

★ **Task 1: Complete each sentence using the correct form of a verb from the box in the present simple tense.**

(close - retire - start - take off - rise)

- 1 Mrs Doaa at the end of this term, and we wish her all happiness for the future.
- 2 There has been a change to the schedule and your flight at 18:40.
- 3 The match at three o'clock, so please be here by two.
- 4 On Saturday, 18th March, the sun at 6:08.
- 5 Doors at 18:00.

★ **Task 2: Complete each sentence using a verb from the box in the present continuous tense.**

(give - serve - hold - show - come)

- 1 We are a science fair next weekend. There will be displays of students' work, and a guest speaker.
- 2 Professor Tamsin Anderson from Cambridge University to help us.

- 3 She a talk on the Genorne Project on Saturday morning.
- 4 In the afternoon, she us a film, then at 5:30 we
tea and cakes.

★ **Task 3: Choose the correct answer from a,b,c or d.**

- 1 Our school a debate about global warming tomorrow.
A is holding **B** holds **C** is going to hold **D** will hold
- 2 We to Spain next Monday. We've booked the tickets.
A are flying **B** fly **C** are going to fly **D** will fly
- 3 The meeting at 3 pm tomorrow.
A is starting **B** starts **C** is going to start **D** will
- 4 I my friend for lunch in two days. We have already made
the reseravation.
A am meeting **B** meet
C am going to meet **D** will meet
- 5 We a party next Friday. Everything has been arranged.
A have **B** are going to have
C are having **D** will have
- 6 We our grandparents this weekend.
A are going to visit **B** visit **C** are visiting **D** will visit
- 7 The bus at 6:30 tomorrow morning.
A departs **B** is departing
C is going to depart **D** will depart

**Speaking & pronunciation**

I can agree or disagree with opinions and correct information by using appropriate sentence stress and providing focused details.

Speaking task: Agreeing and Disagreeing with facts about global warming**★ Instructions:****1. Learn phrases:****◆ Agreeing:**

- ◆ "I agree with you because....."
- ◆ "You're right that....."
- ◆ "I think you're correct about....."

◆ Disagreeing:

- ◆ "I think you're mistaken because....."
- ◆ "Actually, the correct information is....."
- ◆ "I disagree. The real fact is..."

2. Read and discuss:

- ◆ Read the following statements about global warming. Some of them contain incorrect information.
 - ◆ Statement A: "If the planet gets too cold, then sea levels will rise."
 - ◆ Statement B: "Global warming is caused by too much carbon dioxide in the air."
 - ◆ Statement C: "Rising sea levels make it easier to grow food in coastal areas."

3. Pair activity:

- ◆ Pair up with a classmate. One student will say one of the statements out loud, and the other student will respond. Focus on using sentence stress to emphasize key points in your responses.

■ Example:

- ◆ Student 1: "If the planet gets too cold, then sea levels will rise."
- ◆ Student 2: "I think you're mistaken. Sea levels will rise if the planet gets too hot."

4. Practice sentence stress:

- ◆ Pay attention to how sentence stress can change the emphasis in your response. Practice stressing the most important words or phrases to clearly convey your agreement or disagreement.

■ **For example:**

- ◆ **Agreement:** "I agree with you because carbon dioxide is a major contributor to global warming."
- ◆ **Disagreement:** "I disagree. Rising sea levels do not make it easier to grow food; in fact, they can destroy coastal areas."

5. Class discussion:

- ◆ Share with the class what you discussed with your partner. Explain why you agreed or disagreed and how you used sentence stress to emphasize your points.

**Writing Understanding Common Mistakes**

I can identify and correct common writing errors using abbreviations and understand why each correction is necessary.

Learn Abbreviations:

- ◆ Familiarise yourself with the following common error abbreviations:
 - ◆ Sp - Spelling
 - ◆ Gr - Grammar
 - ◆ P - Punctuation
 - ◆ T - Tense
 - ◆ WW - Wrong Word
 - ◆ Run-on - Run-on Sentence
 - ◆ Cap - Capitalization
 - ◆ Awk - Awkward/Unclear

Review sample paragraphs:

- ◆ Examine the provided sample paragraph that contains various writing errors.
- ◆ Identify the errors using the abbreviations you have learned.

Practice corrections:

- ◆ Correct the errors you identified in the sample paragraph.
- ◆ After making corrections, discuss why each change is necessary to improve clarity and correctness.

◆ Sample paragraph:

One day Sandy was walking to the park She saw a big dog runing towards her. sandy was scared, but the dog just wanted to play. "Your very friendly!" Sandy said. She throwed the ball, and the dog brung it back to her. They played all afternoon untill it started to rain Sandy ran home happy because she maked a new freind.

ILOs

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

- ♦ define and use key vocabulary related to global warming.
- ♦ comprehend and discuss a podcast on global warming, using detailed responses.
- ♦ write and revise a descriptive paragraph about a future affected by climate change.
- ♦ understand and apply Islamic values related to environmental protection.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.



.....

- 2 Draw a picture that either shows the word or an example of it.



.....

- 3 Answer the question or complete the command provided for each word.



.....

greenhouse (n)

A building made of glass where plants are grown, or gases that in the Earth's atmosphere.

Where can you see a greenhouse?
What would you feel if you stepped into a greenhouse?

damage (v.)

To or break something.

What can damage the environment?

<u>coastal (adj.)</u>	Related to the areas near the sea or
	What are your favorite coastal cities?
<u>disaster (n.)</u>	A very bad event, like a or earthquake, that causes a lot of harm.
	What is a natural disaster that you have heard of?
<u>estimate (v.)</u>	To make a good about the size, number, or value of something.
	Can you estimate your marks in a test?



Listening Understanding global warming: "A chat with Hazim"

I can listen to a podcast about global warming, understand the main ideas, and discuss how it affects our planet and what we can do to help.

A- Pre-Listening Questions:

★ Discuss the following questions in pairs.

- 1 What is global warming, and how does it make the Earth warmer?
- 2 Why is carbon dioxide important when we talk about global warming?
- 3 What are some ways that global warming can impact animals and plants?

B- While-Listening Task:

★ Listen to the podcast and check your idea.

C- Post-Listening Questions:

A- Listen again and complete the following sentences.

- ① The Earth's temperature is rising due to
- ② People who live by the coast are in because of
- ③ Global warming can have some pretty serious damage on both and

B- Answer the following questions.

- ① According to Hazim, what are some of the consequences of global warming?
- ② What did the podcast host mean by saying "if we don't address global warming soon, we could face unprecedented disasters?"
- ③ What steps can individuals take to help reduce the impact of global warming based on the discussion in the podcast?
- ④ Your friend wants to buy a new car that uses a lot of gas, even though he/she knows about global warming. How could you dissuade him/her from doing it based on what you know about the issues in the podcast?

Vocabulary Practice

1- Match the words to their definitions.

Words		Definitions
1. Greenhouse	()	A. A very bad event, like a flood or earthquake, causes a lot of harm.
2. Damage	()	B. To make a good guess about the size, number, or value of something.
3. Coastal	()	C. A building made of glass where plants are grown, or gases that trap heat in the Earth's atmosphere
4. Disaster	()	D. To be higher or go up.
5. Estimate	()	E. Related to the areas near the sea or ocean.
		F. To destroy or break something.

★ **2- Read the following story, fill in the gaps with one word in the box:**
(disasters - damaged - estimate - temprature - greenhouse - coastal)

"In a small town, a sudden disaster happened when a massive storm the local The community, already familiar with frequent weather-related issues, gathered to the total damage. As they worked, they realized how important it was to improve their disaster preparedness to protect both their crops and their homes from the future

★ **3- Match the words to their antonyms:**

word	Antonym
1. greenhouse	A- repair, fix
2. damage	B- inland
3. coastal	C- open-air, non-enclosed
4. disaster	D- determine precisely
5. estimate	E- success, blessing
	F- build



Writing Writing and Revising a Descriptive Paragraph

I can write a descriptive paragraph using a mind map and revise it by identifying and correcting common writing mistakes.

- 1 Use the mind map from Task 1 to write a descriptive paragraph on the chosen topic.
- 2 Revise your classmate's paragraph and make necessary corrections to improve clarity and coherence.

Top Tip: Descriptive Writing**What is Descriptive Writing?**

Descriptive writing is a way to make your writing more interesting by painting a picture in the reader's mind. It uses clear details and words that appeal to our senses—what we see, hear, touch, taste, and smell. Descriptive writing can also include fun comparisons, like similes (saying something is like something else) and metaphors (saying something is something else)

Tip:

Show, don't just tell: Instead of just saying something is nice, use words that help readers imagine it. For example, instead of saying "The cake is good," you could say, "The chocolate cake is rich and fluffy, with creamy frosting that makes you want to take another bite." This way, your readers can really picture and enjoy what you are describing.

Islamic Values Project

I can: understand and apply the concepts of "harming" and "returning harm" from the hadith to environmental protection

قال رسول الله ﷺ:
﴿ لا ضرر ولا ضرار ﴾
حديث شريف

The Hadith:

The Prophet Muhammad (peace be upon him) said:

"There should be neither harming nor returning harm."

◆ Instructions:

- 1 Form small groups of 4–5 students.

2 Group discussion:

- ◆ Discuss the meanings of "harming" and "returning harm" based on the hadith "There should be neither harming nor returning harm."
- ◆ Talk about how these ideas connect to protecting the environment and how Islam teaches us to care for nature.

3 Prepare a short presentation using the following sentence frames:

- ◆ "In our discussion, we learned that 'harming' means... and 'returning harm' means..."
- ◆ "These concepts relate to protecting the environment because"
- ◆ "Islam guides us to care for the environment by"
- ◆ Use drawings, posters, or charts to make your presentation creative and clear.

4 Write a brief report summarizing your discussion and include any materials you used in your presentation.**5 Share your group's ideas and reflections with the class.**



Unit 4

Individual and Team Sports

M



◆ Essential Questions:

1. How do individual and team sports help you grow and feel good about yourself?
2. How does teamwork in sports affect your relationships outside of sports?
3. How can practicing sports improve performance in school and other activities?

- ◆ **Reading:** A text about benefits of sport
- ◆ **Writing:** A paragraph using the mind map technique
- ◆ **Listening:** A text about the importance of sport
- ◆ **Speaking:** Using appropriate intonation while speaking
- ◆ **Language focus:** Zero conditional: countable & uncountable nouns
- ◆ **Language functions:** Expressing preference
- ◆ **Pronunciation:** Intonation
- ◆ **Islamic Values Project:** Explaining how empathy and teamwork strengthen communities in the Quran



ILOs

By the end of the lesson, students will:

- ◆ understand and correctly use the target vocabulary in context.
- ◆ identify key points from a text about the impact of sports.
- ◆ Form zero conditional sentences correctly and apply appropriate intonation patterns in speech to convey conditional relationships.
- ◆ read zero conditional sentences aloud, using rising intonation for the 'if' clause and falling intonation for the result clause.
- ◆ create a well-structured paragraph about the benefits of sports, utilizing a mind map to organize ideas effectively.



Target Vocabulary

I can use visual clues to guess the meanings of new vocabulary words.

- 1 Look at the words in the first column and try to guess their meanings from the pictures.
- 2 Listen to the teacher and complete the definitions.
- 3 Answer the question or follow the command for each word.

benefits (n.)

Good things that you from something.

What are the benefits of exercise ?

team spirit (n)

The feeling of working well with others.

How does playing sports build team spirit?

individuals (n)

..... people or persons.

Why is it good for individuals to read?

self-esteem (n)

How good you feel about

How can you improve your self-esteem?

opponent (n)

A person or team you against.

What team is the opponent of your team in their next match?

involve (v)

To include or in something

What activities are you involved in at school?

opportunity (n)

A to do something.

Do you think joining the school football team is a good opportunity for you? Why?

**Reading Comprehension**

I can find important points in a text about how sports help with health, self-esteem, and teamwork, and give short summaries.

Pre-Reading Questions:

◆ *Discuss the following questions in pairs*

- 1 What sports do you like or want to try?
.....
- 2 How do you think playing sports helps keep you healthy?
.....
- 3 How can playing sports help you get along better with friends or teammates?
.....

B-While-Reading Questions:

◆ *As you read the report, answer these questions:*

- 1 What are two ways sports help you stay healthy?
.....
- 2 How can playing sports improve your self-esteem?
.....
- 3 What is one benefit of playing team sports?
.....
- 4 What can you learn from individual sports?
.....

Report: The Benefits of Playing Sports

Sports are a key part of staying healthy. They offer many benefits for people of all ages. This report will explain why playing sports is good for you, focusing on health and fitness, self-esteem, and teamwork.

If you play sports like soccer, basketball, tennis, or volleyball, they help to keep your body fit. These activities give your muscles and heart a good workout. When you exercise often, you manage your weight better and feel more energetic. Regular exercise keeps you strong and helps prevent health problems.

Playing sports can also make you feel more confident. When you practice and get better at your skills, you feel proud. Winning a game or overcoming a tough challenge can make you feel really good about yourself. This helps build your self-esteem and makes you want to keep trying.

If you play a team sport, you learn to work well with others and build team spirit. Team sports, like soccer and basketball, teach you to share responsibilities, support your teammates, and celebrate together. Even in an individual sport like tennis, you still have the opportunity to set goals and work hard. You also learn to handle the challenge of competing against an opponent.

In summary, playing sports is fun and has many benefits. It helps you stay healthy, boosts your confidence, and teaches you how to work with others. If you involve sports in your daily life, it makes you feel great and improves your well-being.

Post-Reading Questions:

- 1 What are the benefits of playing sports?
.....
- 2 How does the author feel about the impact of sports on self-esteem?
.....
- 3 What does the author believe about teamwork in sports?
.....

- 4 Why does the author think it's important to handle challenges in sports?
- 5 Do you think there are more benefits to playing individual and team sports that the author doesn't mention?

 Vocabulary Practice

★ **A- Fill in the gaps with one word from the list:**

(self-esteem - opportunity - competition - benefits - opponent - team spirit - individuals - involve)

- 1 She played well against her in the match.
- 2 Eating healthy food has many
- 3 A group of people is made up of many
- 4 Winning the game raised his
- 5 Working together helps build
- 6 Teachers parents in school activities.
- 7 The trip is a good to learn new things.

★ **B- Pronunciation: Introducing intonation**

**TOP TIP : INTONATION:**

Think of intonation like the music of your voice. When we speak, our voice can go up or down to show emotions like surprise, excitement, or even a question. Changing your tone helps others understand how you feel and what you mean!

◆ **Task (Intonation practice)**

In pairs or small groups: each student reads the same sentence but uses different intonations (happy, surprised, questioning, angry, etc.). Their partner guesses the emotion or meaning from the intonation.

Example Sentences:

- 1 "You're going to the park?"
- 2 "I can't believe it!"
- 3 "That's amazing!"
- 4 "You're really coming here?"

Grammar

I can use and apply the zero conditional to make meaningful sentences and talk about facts and general truths.

Top Tip: Zero Conditional

Use the zero conditional to talk about things that are always true or facts that never change. The structure is:

If + present simple, present simple.

For example:

'If you add sugar to tea, it tastes sweet.'

This structure helps you show that one thing always happens when another thing happens.

Task1: Zero Conditional

Part 1: Complete the sentences with the correct form of the verbs in parentheses.

- 1 If you (eat) healthy food, you (feel) better.
- 2 If it (rain), the ground (get) wet.
- 3 If you (study) hard, you (do) well in tests.

Part 2: Match the beginnings of the sentences to the correct endings.

Beginnings:

1. If you exercise regularly,
2. If you drink plenty of water,
3. If you get enough sleep,

Endings:

- A- you feel more energetic.
- B- you become fit.
- C- you become really tired.
- D- you'll stay awake and pay attention in school.

Part 3: Practice Speaking

- 1 Read Aloud: Read the completed sentences aloud.
 - 2 Practice using intonation to make your point more clearly. For example, let your voice rise slightly on the condition part "regularly" and fall on the result part "healthy."
- Example:** "If you exercise regularly, you stay healthy."

Top Tip: Intonation

When you use zero conditional sentences, use rising intonation on the 'if' clause to show the condition and falling intonation on the result clause to emphasize the outcome.

For example:

Condition (rising intonation) Result (falling intonation):

_____ / _____
"If you eat vegetables, you will feel healthier."

This pattern helps clearly communicate the relationship between the condition and the result.



Writing

I can use the mind map technique to generate and organize reasons for why sports are important, with clear details and examples.

Task: Adding Reasons Using the Mind Map Technique

- Creating a Mind Map:

- 1 Draw the Central Idea.
- 2 Add Main Reasons.
- 3 Add Supporting Details.
- 4 Ensure your mind map is clear and covers a variety of reasons and details.

ILOs

By the end of the lesson, students will :

- ◆ identify key concepts and summarize how sports develop social skills.
- ◆ recognize and use uncountable nouns related to sports, school, and abstract ideas in sentences.
- ◆ discuss the importance of sportsmanship and teamwork in sports and daily life.
- ◆ identify and use uncountable nouns correctly in sentences.
- ◆ write a clear paragraph on the importance of sports, using reasons and examples effectively.

**Target Vocabulary**

I can use visual clues to guess the meanings of new vocabulary words.

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
.....
- 2 Draw a picture that either shows the word or an example of it.
.....
- 3 Answer the question or complete the command provided for each word.
.....

sportsmanship (n.)	Being and kind while playing sports.
	Why do you think sportsmanship is important?

social skills (n.)

Talking and with others.

What social skills help kids to work as a team?

teamwork (n.)

Working with others to achieve a goal.

Do you prefer to work in a team? Why?

respect (n.)

Treating others nicely and with

How do sports teach respect?

coach (n.)

A person who helps you and get better at sports.

Describe what a good coach does, in your opinion.

have fun (v.)

To what you are doing and feel happy.

How do you have fun in your free time?

**Reading Comprehension**

I can discuss my thoughts about sports and identify key concepts while reading. I can also summarize how sports help develop social skills.

Pre-Reading Questions

- ❶ What do you think is the most important part of playing sports?
.....
- ❷ How do you feel when you win or lose a game?
.....
- ❸ What do you think makes someone a good teammate?
.....
- ❹ Why might showing respect be important in sports?
.....

**B-While-Reading Task:**

★ **As you read the report, do the following:**

- ❶ As you read, find and highlight the following key concepts mentioned in the text: sportsmanship, teamwork, respect, coach, and social skills.
.....
- ❷ For any unfamiliar words or phrases, use context clues to figure out their meanings. For example, if you don't know what "sportsmanship" means, look at how it is described in the text and how it relates to other concepts.
.....
- ❸ Summarize in one sentence how sports can help you develop social skills.
.....

The Real Goals of Playing Sports

When we think about sports, we often imagine winning and losing. But the real goal of sports isn't just to win every game. Here's what playing sports is really about:

1 Getting Exercise and Having Fun

Playing sports is a great way to exercise and stay healthy. It helps keep your body strong and fit. But sports are also about having fun and enjoying the game with your friends.

2 Learning Important Skills

Sports teach us important skills like teamwork and good sportsmanship. Teamwork means working together with others to reach a common goal. Good sportsmanship is about showing respect to everyone involved in the game.

3 Showing Respect

Good sportsmanship means respecting your teammates, the players on the other team, your coach, and the referees or other officials. You can show respect in many ways. For example, shaking hands with other players before or after the game is a simple way to be respectful. Cheering for a great play made by the other team takes a bit more courage but is also important.



4 Setting a Good Example

When you show good sportsmanship, you set a great example for others. It helps everyone remember that winning isn't the most important thing. What matters most is having fun, staying active, and doing your best.

So remember, playing sports is about more than just winning. It's about enjoying the game, learning new social skills, and showing respect to.

everyone. Keep these goals in mind, and you'll make sports a great experience for yourself and others!

 C-Post-Reading Questions:

- 1 What does the author believe is the main goal of playing sports?
.....
- 2 How can showing good sportsmanship set a good example for others?
.....
- 3 Do you agree with the author's views on the real goals of sports? Why or why not?
.....
- 4 How do you think the goals of playing sports, like having fun and showing respect, might help you in other areas of your life, such as in school or with friends?
.....

 Vocabulary Practice

Match each vocabulary word with its correct definition. Write the number of the definition next to each word.

Teamwork		A Talking and getting along with others.
Respect		B A person who helps you learn and get better at sports.
Have fun		C Being fair and kind while playing sports.
Social skills		D To get better at something with practice.
Improve		E Treating others nicely and with care.
Sportsmanship		F Having a goal to achieve.
Coach		G Working together with others to achieve a goal.
		H To enjoy what you are doing and feel happy.

**Grammar**

I can identify uncountable nouns in sentences and use them correctly in my writing.

Top Tip: Uncountable Nouns

Uncountable nouns are things you can't count because they are seen as one whole or a mass. Here's how to use them:

- ❶ **Sports:** Some sports names are uncountable because they refer to the whole activity, not individual items. For example, "football" and "swimming" are uncountable. You say, "I love playing football," not "a football."
 - ❷ **School:** Words like "homework," "information," and "advice" are uncountable because they describe things that come in a group or mass. For example, you say, "I have a lot of homework," not "homeworks."
 - ❸ **Abstract Ideas:** Ideas like "happiness," "knowledge," and "courage" are uncountable because they are feelings or concepts that can't be counted. For example, you say, "Her courage is amazing," not "couragees."
- ◆ **Remember:** Use uncountable nouns with singular verbs and don't add an 's' at the end. For instance, say, "The information is useful," not "The informations are useful."

Task: Identifying Uncountable Nouns

★ **Read the following sentences and identify the uncountable nouns.**

- ❶ Playing sports helps keep your body strong and fit. It provides a lot of exercise.
- ❷ Good sportsmanship means showing respect for everyone involved in the game.
- ❸ Sports teach us important skills like teamwork and good sportsmanship.
- ❹ Fun is important because it makes the game enjoyable and exciting.

✦ *Use the uncountable nouns from the sentences above to complete the following sentences.*

- A Good makes sports more fun and positive for everyone.
- B To do well in sports, it's important to focus on and
- C in sports means being fair and nice to everyone.
- D Playing sports helps you get better at and makes you feel good overall.

✦ *Write your own sentences using the uncountable nouns from the list. Make sure to use them correctly.*

■ **Example:**

- ◆ "Playing sports regularly can improve your
-"



Writing The importance of sports

I can complete a paragraph with reasons and examples of why sports are important, starting with a given topic sentence.

✦ **Instructions:**

- 1 Read the Topic Sentence:
 - ◆ "Sports are important because they offer many benefits."
- 2 Plan Your Reasons and Examples
 - ◆ Think of three main reasons why sports are important. Use your ideas from the mind map exercise to help you. For each reason, come up with one or two examples.
- 3 Write Your Paragraph
 - ◆ Step 1: Start with the topic sentence provided.
 - ◆ Step 2: Add reasons and examples to explain why sports are important. Use your planning notes to guide you.
 - ◆ Step 3: Make sure your paragraph is clear and all sentences

connect well.

- ◆ **Complete the task by writing your own paragraph using the topic sentence and your reasons with examples.**

ILOs

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

- ◆ infer the meaning of unknown words from context clues.
- ◆ deduce meaning in an extended listening passage.
- ◆ listen to audio and answer questions about the benefits of sports.
- ◆ identify and correct mistakes in a partner's writing using a correction code.
- ◆ explain how empathy and cooperation strengthen their community.

**Target Vocabulary**

I can use visual clues to guess the meanings of new vocabulary words.

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
.....
- 2 Draw a picture that either shows the word or an example of it.
.....
- 3 Answer the question or complete the command provided for each word.
.....

wealth (n.)

Having a lot of or valuable things.

Does wealth make you happy? Why/why not?

Playing Fair: The Basics of Sportsmanship

Lesson 3

practice (v.)	To do something many to get better at it.
	"Practice makes perfect ". Discuss.
fit (adj.)	Being and strong.
	What should we do to be fit?
suffer (v.)	To feel or be hurt.
	What can make you suffer?



Listening

I can listen to a conversation about the benefits of playing sports and answer questions about the main ideas .

A- Pre-Listening Questions:

- What sports do you enjoy or like to try?
.....
- Why do you think people might not play sports regularly?
.....
- What does the saying "health is wealth" mean to you?
.....

*** Vocabulary Preview:**

- ◆ How might the word “practice” be used in relation to sports?
.....
- ◆ What does it mean to be “fit”? How is this related to playing sports?
.....
- ◆ What might someone “suffer” from if they don’t exercise regularly?
.....

B- While-Listening Task:

- Listen to the audio and check your ideas.

C- Post-Listening Questions:

- 1 What did the speaker say about the benefits of playing sports for your body and mind?
.....
- 2 How does the speaker’s friend Mohamed stay healthy through his sport?
.....
- 3 What might happen to people who don’t play any sports, according to the speaker?
.....
- 4 What is the main message the speaker is trying to give about the role of sports in our lives?
.....
- 5 What ideas or implications about health and activity can you identify in the speaker’s message that are not directly stated but can be inferred?
.....

Speaking Task:

Partner discussion on the benefits of sports

★ Instructions:

- ◆ In pairs: Discuss the benefits of playing sports and staying active, using ideas from the listening task and adding your own thoughts.
- ◆ Use key vocabulary from the listening, like practice, fit, suffer, and Health is wealth. Try to use full sentences to share your ideas clearly.

Playing Fair: The Basics of Sportsmanship **Lesson 3****Discussion Prompts:**

- 1 Why do you think playing sports is important for our health?
- 2 How does playing sports make you feel?
- 3 If you could recommend one sport to stay fit, what would it be, and why?
- 4 What would you say to someone who doesn't enjoy sports to encourage them to stay active?

**Vocabulary Practice****1- Find the antonyms and synonyms for the words :**

- 1 Wealth (n.) Antonym Synonym
- 2 Practice (v.) Antonym Synonym
- 3 Fit (adj.) Antonym Synonym
- 4 Suffer (v.) Antonym Synonym

2- For each antonym, write a simple sentence to show what it means.

- 1-
- 2-
- 3-
- 4-

3- For each synonym, write a simple sentence to show what it means.

- 1-
- 2-
- 3-
- 4-

**Writing**

I can identify and correct mistakes in a partner's paragraph using abbreviations, and then revise my own paragraph based on the feedback.

After writing the first draft, allow your classmate to check your writing according to the writing correction code in the Top Tip Box.

★ Instructions:

- 1 Identify the mistakes in your partner's paragraph.
- 2 Revise your own paragraph based on the feedback you received.

Top Tip: Writing Correction Code

A writing correction code helps you find and fix mistakes in your writing. Instead of rewriting corrections, you use these symbols to identify errors and make improvements. Here's a list of common codes you might use:

- ◆ Sp: Spelling mistake
- ◆ Gr: Grammar issue
- ◆ P: Punctuation problem
- ◆ T: Wrong verb tense
- ◆ WW: Wrong word choice
- ◆ WO: Word order
- ◆ 2: Meaning unclear or confusing
- ◆ //: Parallel structure issue
- ◆ Cap: Capitalization error
- ◆ SF: Sentence fragment
- ◆ S/V: Subject-verb agreement error
- ◆ RO: Run-on sentence

Use these codes to check and correct your own writing and your partner's writing.)

Playing Fair: The Basics of Sportsmanship **Lesson 3****Islamic Values Project**

I can explain how working together and being empathetic helps our community grow stronger. I can also create an infographic that shows different ways people can support one another.

قال رسول الله ﷺ:

﴿مَثَلُ الْمُؤْمِنِينَ فِي تَوَادِّهِمْ ، وَتَرَاحُمِهِمْ ، وَتَعَاطُفِهِمْ. مَثَلُ الْجَسَدِ إِذَا اشْتَكَى مِنْهُ عَضْوٌ
تَدَاعَى لَهُ سَائِرُ الْجَسَدِ بِالسَّهَرِ وَالْحُمَّى﴾ أخرجه البخاري

The Messenger of Allah (PBUH) said, "The example of the believers in their love, mercy, and compassion is like one body. If one part of the body is in pain, the entire body responds with sleeplessness and fever."

**TOP TIP:
DESIGNING INFOGRAPHS**

Infograph design is about making pictures that show information or data clearly and simply. Infographics use images, charts, and short text to help people understand complex ideas easily. They can be used in school projects, advertisements, or social media to share facts or explain processes. Good infographs are colorful, organized, and help tell a story with visuals!

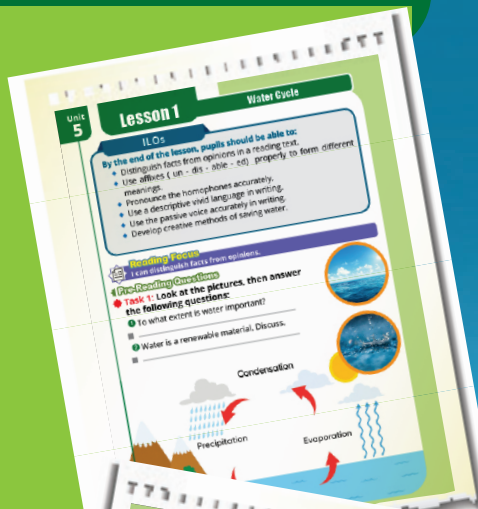
- Instructions:

- ① Discuss how mutual kindness, compassion, and sympathy among people can make life easier and improve the community.
- ② In your classroom, how do you and your classmates show kindness and cooperation with each other? Why is this important?
- ③ Design a colorful and informative infograph. Show examples of how people can support each other with kindness and compassion. Use images and short explanations to convey your ideas clearly.



Unit 5

Water Cycle



◆ Essential Questions:

1. Why is it important to protect our water sources?
2. How do humans affect the water cycle and water quality?

◆ **Reading:** Water cycle - distinguishing between facts and opinions.

◆ **Writing:** An argumentative paragraph

◆ **Listening:** Listening for main points about science topics.

◆ **Speaking:** Using formal expressions to express a complaint.

◆ **Language focus:** Passive voice vs. active voice, past simple and equative construction.

◆ **Pronunciation:** Homophones.

◆ **Islamic Values Project:** Exploring the relationship between life and water as described in the Quran.

ILOs

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

- ◆ listen to apply the meaning of new vocabulary using pictures.
- ◆ distinguish facts from opinions in a persuasive reading text.
- ◆ use homophones properly.
- ◆ use the passive voice in past simple accurately.
- ◆ use commas to separate three or more descriptive adjectives.

**Target Vocabulary**

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it
- 3 Answer the question or complete the command provided for each word.

water cycle (n.)

The process of water moving from the to the sky and back again.

What comes to mind when you hear “water cycle” ?

factor (n.)

Something that helps cause or a result

What is a factor that can make you do well in school?

stage (n.)

A or part in a process

What stage of life are you in right now?

accumulation (n.)

The gathering or..... of something over time.

Where do you see an accumulation of things in your daily life?

evaporation (n.)

When water turns into and rises into the air.

Is it possible to see water evaporation with your own eyes?

condensation (n.)

When gas turns back into water , usually in the air.

What do you see on your cold glass of water on a hot day ? Where do the drops come from?

precipitation (n.)

When water falls from the sky, like , snow, or hail.

What do you usually do when there's heavy precipitation: go out or stay in bed?



Reading Comprehension

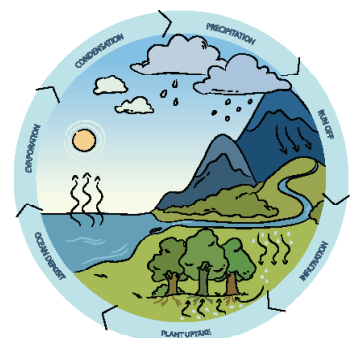
I can find important points in a text about how sports help with health, self-esteem, and teamwork, and give short summaries.

A- Pre-Reading Questions

- 1 Have you ever thought about how water keeps moving around us?

- 2 How do you think plants play a role in the water cycle?

- 3 What types of weather have you noticed that involve water?



B-While-Reading Task:

Read the text about the water cycle and underline statements that are factual and highlight those that are opinions.

Understanding the Water Cycle

We use water every day, but have you ever wondered where it comes from or how old it is? The water cycle is an amazing process that moves water through different stages, powered by the sun. I think it's amazing how sunlight drives this essential cycle.

The process begins with accumulation in oceans, rivers, and lakes. Oceans hold most of Earth's water, which is impressive. Some water seeps into the ground, helping plants grow. Without this, plants wouldn't survive as well.

The next stage is evaporation, where the sun turns water into vapor. Plants also release water vapor through a process called transpiration. It's remarkable how plants contribute to this cycle.

As vapor rises, it cools and forms clouds through condensation. Even on clear days, there's water vapor in the air, which shows how important water is.

When clouds get heavy, water falls back to Earth as precipitation—rain, snow, and fog. This water refills rivers, lakes, and oceans, supporting life. It's incredible how every drop is part of such a complex system.

The cycle repeats, with the sun's energy keeping water moving and available for all living things. I believe this ongoing cycle is one of nature's greatest wonders.

***TOP TIP******How to Distinguish Facts from Opinions***

A fact is a piece of information that can be proven right or wrong (dates, names of people, places, statistics, laws, and scientific theories).

An opinion is a value judgment, belief, or feeling that cannot be proven right or wrong. Value words include should, ought to, must, good, bad, pretty, ugly, and so on.

C- Post-Reading Questions:**1 Fill in the gaps with words from the text:**

- ◆ The water cycle begins with in oceans, rivers, and lakes.
- ◆ The stage where water turns into vapor due to the sun's heat is called
- ◆ Water falls back to Earth as rain, , and

2 Create two sentences about the water cycle.

- ◆ A sentence frame that presents a fact, e.g. "The water cycle is a (adj) and (adj)..... process that....."
- ◆ A sentence frame that presents an opinion, e.g., "The water cycle is a (adj) and (adj) process for"

3 How would less sunlight affect evaporation and rainfall in the water cycle?**4** What would happen to plants and animals if there was very little rain for a long time?**Vocabulary Practice**

I can match vocabulary words with their correct definitions and contexts.

★ A- Fill in each blank with the appropriate word from the list:

(water cycle - precipitation - droplets - accumulation - factor - evaporation - condensation)

- 1** The process of turning liquid water into water vapor is known as
- 2** The process in which vapor cools and turns back into liquid droplets is called
- 3** Rain, snow, and fog are all forms of that return water to the Earth's surface.
- 4** The term refers to the continuous movement of water through different stages, such as evaporation and condensation.
- 5** The collection and gathering of water in bodies like lakes and rivers is referred to as
- 6** One important that affects the rate of evaporation is the temperature of the surrounding environment.

Pronunciation**Top Tip : Homophones**

A homophone is a word that is pronounced exactly or nearly the same as another word, but differs in meaning and spelling.

Example:

sea - see eight - ate
some - sum son - sun

Task: (Pronunciation Practice)

In pairs: One student reads a sentence from either List 1 or List 2, while their partner, with their book closed, listens and identifies the specific word they heard in the sentence.

List 1:

- 1 The sea was calm and beautiful today.
- 2 I bought some fresh fruit from the market.
- 3 There are eight books on the desk.
- 4 My son likes pets, so he has two dogs and a cat.

List 2:

- 1 I can see the waves crashing on the shore.
- 2 Can you calculate the sum of these numbers?
- 3 The family ate Italian food for dinner yesterday.
- 4 The sun rises in the east every morning.

**Grammar**

I can use the passive voice accurately in writing.

Top Tip: Active vs. Passive Voice**1 Active Voice:**

-The subject performs the action.

- **Example:** "The chef cooked the meal."

-Structure: Subject + Verb + Object.

1 Passive Voice:

-The subject receives the action. The doer is often unknown or unimportant.

-Example: "The meal was cooked (by the chef)."

-Structure: Object + Verb (to be + past participle) + (by + Agent).

-When to Use:

1-Active: For clarity and directness.

2-Passive: When the doer is unknown, obvious, or unimportant, or to emphasize the action/recipient.

-Passive: "The letter was written."

Task: Complete the sentences using the correct form of the verbs in the list.

(surround - invite - send - plant - cause - injure - watch - damage)

★ Instructions:

- 1 Fill in the blanks with the correct verb in either the present or past tense.
- 2 Pay attention to the context of each sentence to decide which tense to use.

Example: The roof was damaged in a storm last week.

 Now complete the following:

- ① You to yesterday's event. Why didn't you go?
- ② Flowers everywhere in Egypt.
- ③ Fortunately, nobody in the accident.
- ④ My school by trees. You can't see it from the bridge.
- ⑤ Accidents by careless drivers.
- ⑥ A theater is a place where plays
- ⑦ The letter to a wrong address. My friend didn't receive it.

**Writing Using commas with descriptive adjectives**

I can use commas to separate three or more descriptive adjectives in a sentence.

Top Tip:**Using Commas with Three or More Descriptive Adjectives**

- ① When listing adjectives that independently describe a noun, use commas to separate them.

■ **Example:** "The large, colorful, and beautiful butterfly flies in the sky".

- ② If the adjectives describe different aspects of the noun (size, color, material), sometimes commas aren't needed.

■ **Example:** "She wore a long silk scarf."

- ③ You can test whether to use commas by inserting "and" between the adjectives. If it makes sense, use a comma.

■ **Example:**

"The hot, dry, sunny day" could be "The hot and dry and sunny day."

Task: Read each sentence carefully, then add commas where necessary to separate the adjectives.

- ① The fluffy warm cozy blanket made me feel comfortable.

.....

- ② It was a bright sunny beautiful morning.

.....

- ③ We saw a tall strong brave firefighter rescue the cat.

.....

- ④ The delicious creamy sweet cake was a hit at the party.

.....

- ⑤ She wore an elegant long silk dress to the event.

.....

For each of the sentences above, circle the adjectives, then explain why commas are needed (or not needed) between them.

ILOs

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

- ◆ extend their knowledge of vocabulary using examples.
- ◆ use text features to learn information about the water cycle.
- ◆ give clear reasons and evidence in an expository paragraph.
- ◆ use equative construction properly.
- ◆ determine the main idea of a paragraph and choose the best topic sentence that reflects its content

**Target Vocabulary**

I can use visual clues to guess the meanings of new vocabulary words.

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

global (adj.)

About the whole

Where do you see an accumulation of things in your daily life?

crisis (n.)

A big that needs help right away.

Have you faced a crisis before? Tell us about it and how it ends.

sustainable (adj.)

Something that can without running out or causing harm to the air.

Which is more sustainable: paper or plastic? Solar energy or gasoline?

solution (n.)

A way to a problem.

When you need a solution for a problem in your life, who is the first person you talk to?

save (v.)

To something from being lost or used up.

At your home, how do you and your family save water?



Reading Comprehension

I can identify key information from a text about World Water Day and explain the importance of clean water for everyone.

1 A-Pre-Reading Questions:

- 1 What do you think World Water Day is all about? Why might it be important?
.....
- 2 Why do you think having clean and safe water is important for people everywhere?
.....
- 3 What kinds of problems might make it hard for everyone to have clean water, and how could we try to solve them?
.....

B- While-Reading Task:

- Read the text and check your ideas.

World Water Day

World Water Day is celebrated every year on March 22nd. It started in 1993 to remind everyone about the importance of clean, fresh water. This special day helps us remember that 2.2 billion people around the world don't have safe water to drink. That's a huge number, almost as long as a line of people that stretches around the whole Earth!



On World Water Day, we celebrate water and think about how to solve the global water crisis. We need a sustainable solution to ensure everyone gets clean water. We also learn how to take care of our precious water sources. Keeping them clean and healthy is important. The big goal is to make sure that by 2030, everyone will have water that is as safe and as clean as possible. This means finding ways to save water and use it wisely.

The idea for World Water Day began in 1992. Leaders from many countries met in Rio de Janeiro to discuss big environmental issues. They realized the need for urgent solutions. They decided to have a special day for water. The United Nations picked March 22nd. Since 1993, this day has focused on solving water problems and making sure everyone has access to clean and safe water.

C- Post-Reading Questions:**1- Fill in the blanks:**

- A World Water Day was first celebrated in
- B We need a solution to ensure everyone gets clean water.
- C By the goal is to make sure everyone has clean and safe water?

2- Answer the following questions:

- 1 When is the World Water Day celebrated, and when did it begin?

.....

- 2 How did the idea for World Water Day originate, and what global event

led to its start?

- 3 What are the main goals for water by the year 2030?
- 4 Why is a special day for water important? How can it help solve water problems?
- 5 2.2 billion people is $\frac{1}{4}$ of the world's population. What are some ways to bring clean and safe water to so many people by 2030?

Vocabulary Practice

Match the words to their definitions:

Word

- 1 crisis
- 2 save
- 3 global
- 4 solution
- 5 sustainable

Definition

- A About the whole world.
- B Something that can keep going without running out or causing harm.
- C A big problem that needs help right away.
- D To keep something from being lost or used up.
- E Special or important.
- F A way to fix a problem.

Grammar Equative comparisons - "as...as"

I can use "as...as" to compare two things using adjectives.

Top Tip : Equative Constructions

as + adjective + as (Positive)

not as + adjective + as (Negative)

This form is used to show that two things are equal or unequal in some way.

Example:

- ◆ The movie was as exciting as the book.
- ◆ Cairo Tower is not as high as Burj Khalifa.

★ **Task:** Use either *as ... as* or *not as ... as* in the sentences below.

- ① Today it's yesterday. (not/windy)
- ② The tomato soup was the mushroom soup. (delicious)
- ③ Grapefruit juice is lemonade. (not/sweet)
- ④ Adel is Kareem. (brave)
- ⑤ Silver is gold. (not/heavy)



Writing Identifying the Best Topic Sentence

Identify the main idea of a paragraph and choose the best topic sentence.

Top Tip: Topic Sentence

- It introduces the main idea of a paragraph.
- It should be clear, concise, and give a hint of what the paragraph will be about.
- The rest of the paragraph should provide reasons and evidence to support the topic sentence.

★ **Task:** Join reasons for the topic sentence.

◆ **Read the following paragraph and decide which topic sentence best matches the information.**

Paragraph:

" It makes up about 60% of the human body. It is essential for many vital functions, such as digestion, temperature regulation, and circulation. Without access to clean drinking water, people can become dehydrated, which can lead to serious health issues. Additionally, water is needed for growing crops, which provide food for people around the world."

◆ **Choose the best topic sentence:**

- A Water is essential for all life on Earth.
- B Water helps people stay healthy and grow food.
- C Water plays a critical role in the environment and our daily lives.

◆ **Explain why this is the best choice by connecting the reasons and evidence to the main idea in the topic sentence.**

ILOs

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

- ◆ distinguish facts from opinions when listening to a radio report.
- ◆ talk about ways to save water.
- ◆ write about water conservation using descriptive language.
- ◆ interpret a Quranic verse about water and create a class booklet.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

<u>natural resource</u> (n.)	Things we get from nature, like water, trees, or minerals, that we
	Name some natural resources.
<u>sustain</u> (v.)	To keep something going or make it for a long time.
	How do you sustain a plant or pet?
<u>freshwater</u> (n.)	Water that is and not salty, like in rivers and lakes.
	How do humans use fresh water?
<u>available</u> (adj.)	Something that is ready to be used or can be easily.
	What are the available materials you have for making school projects ?



Listening

A-Pre-Listening Questions:

- 1 Why do you think water is described as a "valuable natural resource"?
- 2 What are some of the ways we use water in our daily lives?



B-While-Listening Task:

As you listen, take notes on the key points about how water is spread across the Earth and how it is used in daily life.

★ Instructions

- ◆ As you listen, write down key words and phrases in the outline provided.
- ◆ Focus on the main ideas in each section.
- ◆ Don't worry about writing complete sentences; just capture the important points!

1 Water Distribution

◆ Oceans:

- ◆ Key points:

◆ Freshwater Sources:

- ◆ Rivers:
- ◆ Lakes:
- ◆ Glaciers:

2 Daily Water Use

◆ Home Uses:

- ◆ Drinking:
- ◆ Cooking:
- ◆ Cleaning:

◆ Farming:

- ◆ Key points:

◆ Industry:

- ◆ Key points:

📌 C- Post-Listening Questions:

◆ **1- Read the following sentences and state whether they are true or false:**

- ① Only 1% of the Earth's freshwater is readily accessible for everyday use. ()
- ② Water is used in the manufacturing of products and generating electricity. ()
- ③ Forests and wetlands do not require water to support wildlife and maintain a healthy environment. ()
- ④ Water used for transportation refers to its role in helping boats travel and move goods. ()

◆ **2- Answer the following questions:**

- ① What percentage of the Earth's water is freshwater, and how much of that is readily available for use?
- ② Name three ways that water is used in everyday life according to the report.
- ③ What are some actions you can take to help conserve water?
- ④ How is water used in various aspects of daily life and the environment according to the report?

Vocabulary Practice

Match each word with its antonym :(you may need your dictionary)

① Natural resource

② Sustain

③ Freshwater

④ Available

A national

B saltwater

C unavailable

D artificial material

E exhaust

**Writing Argument paragraph**

I can choose the best conclusion sentence for a paragraph.

Top Tip: Conclusion Sentence

- ◆ It sums up the main idea of the paragraph without repeating it exactly.
- ◆ It can give a final thought, suggestion, or something for the reader to think about.
- ◆ It helps to remind the reader why the topic is important (like water conservation).

★ Task:

- ◆ Read the following Sample Paragraph and the three following conclusion sentences.
- ◆ Identify which one best concludes the paragraph and explain why.
- ◆ Discuss how the chosen conclusion ties the paragraph together and reinforces the message.

"Water conservation is critical for ensuring a sustainable future. Simple actions like turning off the tap while brushing your teeth, fixing leaks, and using water-efficient appliances can make a big difference. If everyone does their part, we can reduce water waste and protect this precious resource for future generations."

- ◆ **Option 1:** "By taking small steps, we can all contribute to conserving water for future generations."
- ◆ **Option 2:** "Water conservation is an important issue, and we need to think about it more often."
- ◆ **Option 3:** "Water is found in oceans, rivers, and lakes all over the world."



Islamic Values Project: From water comes life

I can understand the connection between water and life, and work with my class to create a booklet on ways to save water.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ:
 ﴿وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ﴾
 صدق الله العظيم
 [الأنبياء: ٣٠]

Verse meaning:

Allah Almighty, Glory be to Him, said, "And We have made from water every living thing."

[Surah Al-Anbiya, 30]

◆ 1- Discuss the following questions in groups

- 1 What are some "living things" you know?
 - ◆ Living things include animals like, plants like, and humans.
- 2 Do you think it is a religious and human duty to save water? Why?
 - ◆ It is (not) a religious/human duty to save water because
- 3 How can people save water?
 - ◆ People should and shouldn't to save water.
- 4 What is the relationship between life and water according to the Quran?

Project: Negotiating our class booklet- "From water comes life"

As a class, let's decide together how you'll make your booklet. First, discuss these points in groups, then share your ideas with the class to decide together:

1 Design and layout:

- ◆ What should each page look like? (e.g., space for a drawing and a sentence)
- ◆ How will you arrange the pages?

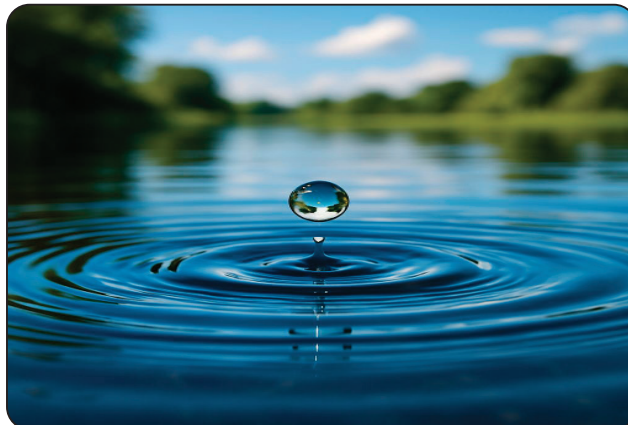
2 Content:

- ◆ What types of drawings should you include to show the importance of water?
- ◆ What ideas will each student write about saving water?

3 Responsibilities:

- ◆ Who will organize the booklet pages?
- ◆ Who will create a cover page for the booklet?

Once you've agreed on your booklet design, each student will create a page showing an example of how water supports life or a way to save it. After you combine all the pages, you'll display your completed class booklet!



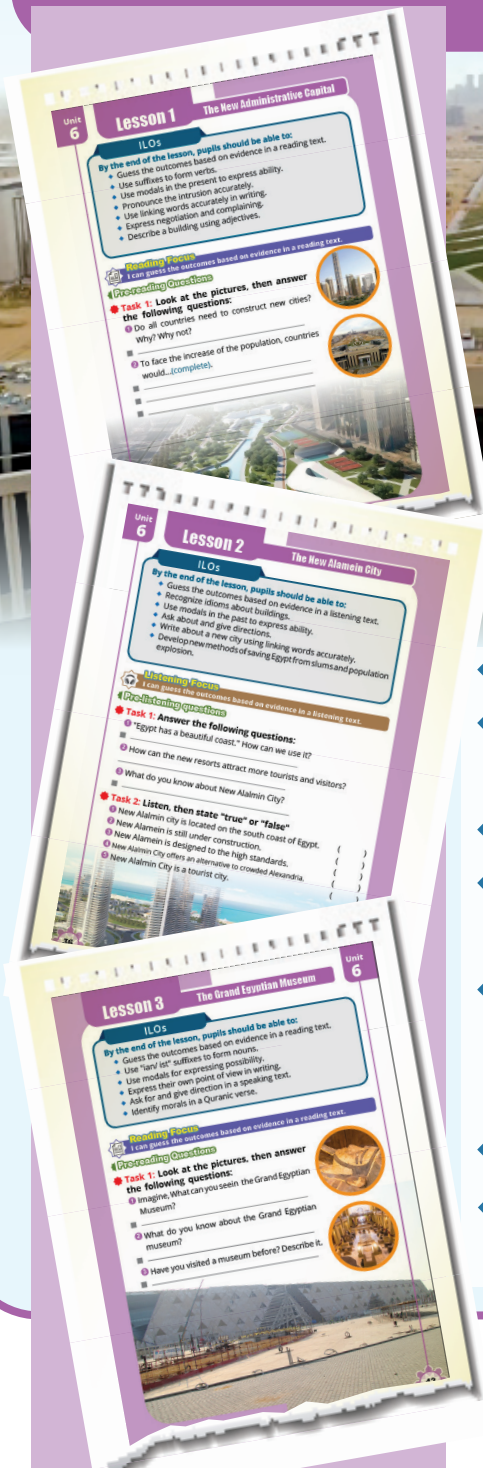


Unit 6

Modern Egypt: Discovering New Cities and History

◆ Essential Questions:

1. How can building new places make life better for people?
2. How does technology make learning and exploring more fun and exciting?
3. Why do new neighborhoods and cool spots bring people closer together?



- ◆ **Reading:** The New Administrative Capital
- ◆ **Writing:** Advantages/Disadvantages Paragraph
- ◆ **Listening:** Listening for gist
- ◆ **Speaking:** Using formal expressions to complain.
- ◆ **Language Focus:** Modals of present ability and possibility and Unaided reflexive pronoun
- ◆ **Pronunciation:** Intrusion
- ◆ **Islamic Values Project:** Interpreting a Quranic verse

ILOs

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

- ◆ Identify and apply persuasive language.
- ◆ use modals in the present form to express ability.
- ◆ listen for the gist.
- ◆ use intrusion properly.
- ◆ memorize the seven coordinating conjunctions of FANBOYS that require a comma before them in a sentence.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it
- 3 Answer the question or complete the command provided for each word.

capital (n.)

The where a country's government is located.

What capital city in the world do you dream to visit?

located (adj.)

..... something or someone is found.

Where is Cairo located?

crowded (adj.)

A place with people or things in it.

What is the most crowded city in the world?

population (n.)

The number of living in a place.

Search the Internet to find the population of your city / town.

develop (v.)

To grow or something over time.

Mention some steps to develop yourself.

**Reading Comprehension****I can guess the outcomes based on evidence in a reading text.****Top tip: Spotting Persuasive Words – A Guide for Reading****★ Instructions**

When writers want to convince us, they use persuasive words to make their ideas sound stronger. Learning to spot these words helps us understand the writer's message better. Here are some examples to look for:

★ Powerful Words**Words that make ideas sound strong and important:**

- ◆ essential, necessary, must, valuable, improve, beneficial

★ Phrases to Show Facts or Importance**These phrases make arguments sound reliable:**

- ◆ "Research shows..."
- ◆ "Experts agree that..."
- ◆ "This is important because..."

★ Words That Make People Feel Good**Words that create positive feelings:**

- ◆ safe, healthy, happy, comfortable, successful, strong

Examples for Everyday Topics**Persuasive language on common topics:**

- ◆ "Everyone deserves clean water to stay healthy."
- ◆ "It's important to recycle to protect our planet."
- ◆ "Using less plastic keeps our oceans clean."

A-Pre-Reading Questions

- ① How might building the New Administrative Capital help with traffic and public services in Cairo?
- ② What could be the benefits of having a cultural area in the new city for visitors and people who live there?

**B-While-Reading Task:****- Read the passage and check your ideas:**

The New Administrative Capital is a new city being built 35 kilometers east of Cairo. It covers a large area of 170,000 feddans (about 714 square kilometers). This new capital will help with Cairo's crowded conditions because Cairo is one of the most crowded cities in the world. The population of Greater Cairo is expected to double soon. The city will have different areas:

- ◆ **Government Area:** This will have offices for the government and places for important meetings.
- ◆ **Cultural Area:** This will have museums and places where people can learn about Egyptian history.
- ◆ **Neighborhoods:** These will be new homes where people can live comfortably.
- ◆ **Business Areas:** These will be places where businesses can open and work.

The goal of the new capital is to develop new places for people to live and work. It will also help protect Cairo's special history and character. The city will have good roads and public transportation to make it easy to get around. There will also be parks and green spaces for people to enjoy.

In the future, this new capital will reduce the stress on Cairo and will be a modern, nice place for people to live and work.

C- Post-Reading Questions:**◆ 1- Fill in the gaps:**

- ① The New Administrative Capital aims to reducein Cairo by creating more space and resources.
- ② A cultural area in the new city could help people learn about and attract more visitors.
- ③ Moving government offices and businesses to the new city might improveand make life better in Cairo.

◆ 2- Answer the following questions:

- ① How might having different areas for government, culture, and business make the new city better?
- ② How might the new neighborhoods in the capital change where people choose to live in Cairo?
- ③ What could be some problems if important functions moved to a new city? How could we fix them?

Vocabulary Practice**★ 1- Fill in the gaps using the words :**

(develop - crowded - population- capital - special- located)

- ① The city often experiences heavy traffic during rush hours.
- ② The new university is in the center of the city.
- ③ The of France, Paris, is famous for its cultural landmarks and fashion.
- ④ The company wants to its services to reach more customers.
- ⑤ The of the rural areas is much lower compared to urban centers.

★ 2- Pronunciation Activity: Intrusion of /y/ and /w/

I can practice the intrusion sounds /y/ and /w/ in common phrases.

Top Tip: Intrusion

'I am not happy'

- ◆ When a native speaker says 'I am not happy' there is an intrusive /j/ sound between 'I' and 'am' which makes it easier to say the phrase quickly.
- ◆ Intrusion is a feature of connected speech. When two words are said together, an extra sound is sometimes placed between them in order to make them easier to say.

/w/	Go over	go-wover
	How are you	how-warr you
/j/	I ate	I yate
	he is	he yiz

★ **Instructions:** Let's say these word pairs together. Listen carefully to how we pronounce them!

- | | | |
|----------------|---------------|----------------|
| ◆ 1 "I eat" | ◆ 2 "Go out" | ◆ 3 "Go in" |
| ◆ 4 "See it" | ◆ 5 "Play it" | ◆ 6 "See one" |
| ◆ 7 "Me and" | ◆ 8 "Pay it" | ◆ 9 "So often" |
| ◆ 10 "No idea" | | |

◆ Now, let's classify the phrases:

Intrusion / j / : Write down the phrases where you hear the /y/ sound.	1. 2. 3. 4. 5.
Intrusion / w / : Write down the phrases where you hear the /w/ sound.	1. 2. 3. 4. 5.

Follow-Up Activity:

Practice saying the phrases with your partner. Pay attention to the sounds /y/ and /w/. See if you can find more phrases that use these sounds!

**Grammar**

I can use modals properly to present my abilities and possibilities.

Top Tip

Modals of present ability and possibility are commonly used in English to express what someone can do (ability) or what might happen (possibility) in the present.

Modals of Present Ability

- ◆ **Can** – This modal verb is used to express ability, describing what someone is capable of doing.
 - **Example:** "She can speak three languages." (ability)

Modals of Present Possibility

- ◆ **May** – This modal expresses a polite or formal possibility, suggesting something could happen.
 - **Example:** "He may come to the party if he finishes his work." (possibility)
- ◆ **Might** – Similar to "may," but usually implies a lower likelihood.
 - **Example:** "It might rain later today." (possibility)
- ◆ **Could** – Can suggest a potential or hypothetical situation, though it can also imply ability in the present if the situation allows.
 - **Example:** "We could go to the park if it stops raining." (possibility)

These modal verbs help communicate different degrees of certainty or ability, allowing the speaker to choose the appropriate level of likelihood or skill.

★ **Task 1:** Choose the correct modal for each sentence to express either present ability or present possibility.

- ① He (can/could) speak three languages fluently; he learned them as a child.
- ② You (may/could) borrow my book if you promise to return it tomorrow.
- ③ John (can/ might) solve this puzzle easily; he's a math genius.
- ④ They (can/might) come to the meeting, but they're not sure yet.
- ⑤ We (may/could) finish the project today if everything goes smoothly.
- ⑥ The weather forecast says it (can/may) rain later, so bring an umbrella.
- ⑦ I (might/can) try a new recipe tonight if I have time.
- ⑧ She (can /could) play the piano very well; she's been practicing for years.

★ **Task 2:** Rewrite the following sentences using the correct modal verb (can, may, or might) to express either present ability or present possibility.

- ① Sarah has the ability to finish her painting today if she focuses.
- ② It's possible for them to understand Spanish, but they're not fluent.
- ③ There's a chance we'll go to the new restaurant tonight if it's not too crowded.
- ④ This software has the ability to help you organize your tasks effectively.
- ⑤ There's a possibility the teacher will postpone the test if most students are unprepared.
- ⑥ You have permission to call me anytime if you have questions.
- ⑦ The doctor said it's possible for me to start exercising again next week if I feel ready.
- ⑧ There's a chance he'll visit us this weekend if he's free.

**Writing Learn FANBOYS**

I can memorize the FANBOYS conjunctions and use them correctly in sentences.

★ Task: Memorizing FANBOYS!**1 A- Use the Read-Cover-Recite-Check method:**

- 1 Read the list of FANBOYS in the Top Tip.
- 2 Cover the list.
- 3 Recite the conjunctions out loud.
- 4 Check if you remembered them all!

1 B- Try this with a partner!

One partner names a FANBOYS word, and the other must say the next one. You can even race against another pair to see who recalls them faster!

**1 C- Fill in the Blanks!**

Fill in the missing letters of the FANBOYS. from memory:

F

A

N

B

O

Y

S

Bonus Activity:

After you've completed the acronym, challenge yourself to use each FANBOYS conjunction in a sentence of your own. Make sure you use a comma before the conjunction each time!



Top Tip: Coordinating Conjunctions (Linking Words)

Coordinating conjunctions are words that connect two ideas or parts of a sentence. They help join complete thoughts, making your writing clearer and more interesting.

FANBOYS is an acronym that helps you remember the seven coordinating conjunctions:

- ◆ For: Explains a reason or purpose (like "because").

■ **Example:** "I brought my umbrella, for it was going to rain."

- ◆ And: Adds one idea to another.

■ **Example:** "She finished her homework, and she started reading a book."

- ◆ Nor: Presents a negative alternative.

■ **Example:** "He didn't like the movie, nor did he enjoy the popcorn."

- ◆ But: Shows contrast or an opposing idea.

■ **Example:** "I wanted to go for a walk, but it started raining."

- ◆ Or: Presents an alternative or a choice.

■ **Example:** "You can have a sandwich, or you can order a pizza."

- ◆ Yet: Introduces a contrasting idea (like "but").

■ **Example:** "She was tired, yet she finished her project."

- ◆ So: Shows a cause-and-effect relationship.

■ **Example:** "It started raining, so we went inside."

Remember:

When you use a FANBOYS conjunction to connect two complete thoughts, always place a comma before the conjunction.

■ **Example:** "I wanted to play outside, but it was too cold."

■ **Example:** "He didn't study, so he didn't pass the test."

ILOs

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

- ◆ identify and connect main points across paragraphs of a text.
- ◆ use unaided reflexive pronouns.
- ◆ use formal expressions to complain.
- ◆ listen for specific details in an argument.
- ◆ use coordinating conjunctions properly .



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

grand (adj.)	 and impressive.
	What is a grand place you like the most?
archeological (adj.)	Related to old things from the past, like buildings or objects.
	Mention two archaeological buildings in your country.
display (v.)	To something so others can see it.
	How can you display new information to your class?

artifacts (n.)

..... made by people, usually from long ago.

Have you seen any artifacts ? Where?

include (v.)

To have something as a part of a or list.

Do you include hobbies in your daily routine?



Reading Comprehension

I can guess the outcomes based on evidence in a reading text.

A- Pre-Reading Questions:

- ① What do you expect to learn about the Grand Egyptian Museum based on its name and location?
- ② Why might the location of the museum near the pyramids and the Sphinx be significant?
- ③ How do you think modern technology like virtual reality could change the way visitors experience museums?

B- While-Reading Task:

- Read the passage and check your ideas.

Report: The Grand Egyptian Museum

The "Grand Egyptian Museum" has been the largest museum in the world dedicated to one culture. It has been built near the pyramids in Egypt, right next to the Giza area. This "grand" location is very important because it is close to the famous pyramids and the Sphinx, which are some of the most well-known ancient monuments.

The museum has covered an area of about 500,000 square meters. It was planned to display over 100,000 items, including the famous trea-

asures of King Tutankhamun. This makes it a significant historical site for learning about ancient Egypt.

The museum uses modern technology like virtual reality. This could let visitors explore ancient Egypt in an interactive way.

The museum should have a special area for kids. It was planned to have a conference center, a training center, and workshops. These features should make learning about Egypt's history fun and engaging. The museum aims to collaborate with museums worldwide and could offer a great experience for everyone.



📌 C- Post reading questions

★ 1- Choose the correct answer from a, b, c or d:

- 1 What is the main goal of the Grand Egyptian Museum?
 - A To show modern art from different countries.
 - B To keep and show ancient Egyptian artifacts.
 - C To be a fun place with no educational purpose.
 - D To display artifacts from many different cultures.
- 2 What special feature might the Grand Egyptian Museum have?
 - A A concert hall for music performances.
 - B A conference center and workshops for learning.
 - C A garden with plants from around the world.
 - D A stadium for sports events.
- 3 What will virtual reality do at the Grand Egyptian Museum?
 - A It will show how the museum was built.
 - B It will let visitors explore ancient Egypt in a fun way.
 - C It will help with the museum's office work.
 - D It will replace the real artifacts on display.

4 Why is it important that the museum is built near the pyramids and the Sphinx?

- A It will make the museum more popular with visitors.
- B It connects the museum with famous ancient landmarks.
- C It will let the museum use the pyramids as part of its exhibits.
- D It was the only place where the museum could fit.

★ **2- Answer the following questions:**

1 How does being near the pyramids and the Sphinx help the Grand Egyptian Museum show more about ancient Egypt?



.....



.....



.....

2 How do things like virtual reality and workshops make learning about ancient Egypt more fun at the museum?



.....



.....



.....

3 How might using cool technologies like virtual reality help kids learn more about ancient Egypt in the Grand Egyptian Museum?



.....



.....



.....

 Vocabulary Practice

Match the words to their definitions accurately :

1 grand

2 include

3 display

4 architecture

5 artifacts

A Old objects made by people, usually from long ago.

B The place where something is in.

C Big and impressive.

D To have something as a part of a group or list.

E Studying old things from the past, like buildings or objects.

F To show something so others can see it.

 GrammarI can use **unaided reflexive pronouns** perfectly.**Top Tip: Unaided Reflexive Pronouns**

These are used to show that someone did something alone or without help. They often appear in phrases like "by myself," "by herself," or "all by themselves." These pronouns emphasize that someone did something independently.

Reflexive Pronouns:**(myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)****Examples of Unaided Reflexive Pronouns in Sentences:**

- 1 I went to the concert **by myself**.
(Emphasis on going alone without anyone else.)
- 2 She completed the entire project **by herself**.
(Emphasis on doing it alone, without help.)
- 3 They decided to fix the car **by themselves**.
(Emphasis on doing it independently.)
- 4 The kids set up the tent **all by themselves**.
(Emphasis on the children managing independently.)

★ Task 1: Fill in the blanks.

◆ *Fill in each blank with the correct reflexive pronoun to complete each sentence.*

- ① I solved the puzzle all by
- ② She cleaned the entire house by
- ③ We prepared the presentation by
- ④ They built the treehouse by
- ⑤ He learned to play the guitar by

★ Task 2: Choose the correct reflexive pronoun.

◆ *Choose the correct reflexive pronoun to complete each sentence.*

- ① Julia fixed her bike all by (himself/herself/themself).
- ② The kids made lunch by (themselves/ourselves/yourself).
- ③ My friend and I decorated the room by (herself/themselves/ourselves).
- ④ James completed the assignment by (himself/herself/itself).
- ⑤ I made this craft all by (yourself/myself/ourselves).

**Writing: Connecting Ideas with Conjunctions**

I can choose the correct conjunctions to connect paired clauses in a paragraph about New Alamein City.

★ Instructions:

- * Read the paragraph below about New Alamein City.
- * Some conjunctions have been left out. Choose the appropriate FANBOYS conjunctions (For, And, Nor, But, Or, Yet, So) to fill in the blanks, making sure each clause connects meaningfully.

 Paragraph:

New Alamein City is being built along the Mediterranean coast, it is designed to give people a modern place to live. The city will have beautiful beaches, it will also include parks and fun areas for families to enjoy. Many families are excited about moving to New Alamein City, they look forward to enjoying the beaches and parks. This new city will help reduce the crowding in Cairo, some people are concerned about how quickly it is being built. Residents will have access to good schools and healthcare, many think this will make life better for families moving there. New Alamein City is meant to be a smart city, it will use technology to help manage everything well and keep the environment safe.

 Reflection:

Once you have filled in the blanks, discuss with a partner how each conjunction changes the meaning of the sentences. Why do these connections matter when we talk about advantages and disadvantages of developing new cities?

ILOs

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

- ◆ guess the outcomes based on evidence in a listening text.
- ◆ use -ian/-ist suffixes for jobs.
- ◆ use the appropriate coordinating conjunction and a correctly placed comma.
- ◆ interpret a Quranic verse.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

coastal (adj.)

..... to or near the sea or ocean.

What's your favorite coastal city?

construct (v.)

To or make something

How do people construct a building?

skyscraper (n.)

A very tall

Have you ever visited a skyscraper? Where?

megaproject (n.)

..... and expensive project or plan.

What megaproject would/do you want to build?

**Listening****A- Pre-Listening Questions:**

- 1 How could building New Alamein City change tourism in Egypt?
- 2 What kind of buildings and services are needed in a big city?
- 3 How could a new city help the local economy?

B- While-Listening Task:

- ◆ Write down the size and layout of New Alamein City.
- ◆ Pay attention to why the city is being built and how it will help with current problems.

C- Post-Listening Questions:**★ 1- Fill in the gaps with correct information.**

- 1 New Alamein City will cover acres and stretch kilometers along the coastal road from Alexandria to Matrouh.
- 2 The city is planned to include universities, tall buildings, and hotel rooms for visitors.
- 3 The purpose of New Alamein City is to help the crowded conditions in Cairo and provide more and opportunities for people.

★ 2- Answer the following questions.

- 1 How big is New Alamein City, and how is the space divided between the coast and inland areas?



- 2 What kinds of buildings are being built, and how many of each are there?



- 3 How many hotel rooms will there be, and what other construction is planned?



Vocabulary Practice



A: Match the words with their related items.

- 1 coastal
- 2 construct
- 3 skyscraper
- 4 megaproject

- A high-rise, architecture, urban, skyline.
- B development, investment, planning, building, transport.
- C Migration, birth rate, crowded.
- D build, create, assemble, design.
- E beach, marine, tide, shoreline.

word	noun
Egypt	Egyptian
history	historian
music	musician
archaeology	archaeologist
art	artist
tour	tourist

Top Tip

The suffixes "-ian" and "-ist" are added to base words to change them into nouns that refer to people, such as personal roles or nationalities.

B: Complete the following sentences with a word from the list above.

- 1 He is a distinguished modern
- 2 She wanted a famousto paint her father's picture.
- 3 Ais the person who studies ancient civilizations.
- 4 The Grandis the world's largest museum.
- 5 Mozart was a talented
- 6from all over the world come to the coastal resorts.

**Writing : The Grand Egyptian Museum****I can connect ideas using coordinating conjunctions.****✿ Instructions:**

Imagine you are a scientist helping to develop the Grand Egyptian Museum. Write a paragraph about why the museum is important and what it will do. Use the sentences below to connect your ideas.

✿ Sentence Bank:

- ◆ The museum will display Egypt's rich history, and it will attract many visitors.
- ◆ Teaching people about ancient Egypt is important, but it needs good programs.
- ◆ Involving local communities is important, for they can share their culture and stories.
- ◆ The museum will help protect Egypt's treasures, so future generations can see them.

✿ Steps:

Choose three sentences from the Sentence Bank. Write a short paragraph using those phrases to explain the significance of the Grand Egyptian Museum. Add reasons and examples to support each sentence you choose.

Islamic Values Project: A Poster Project



I can understand and reflect on the meaning of a Quranic verse and explore ideas for helping communities grow in new ways.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ:

رَبَّنَا إِنِّي أَسْكَنْتُ مِنْ ذُرِّيَّتِي بِوَادٍ غَيْرِ ذِي زَرْعٍ عِنْدَ بَيْتِكَ الْمُحَرَّمِ رَبَّنَا لِيُقِيمُوا الصَّلَاةَ
فَاجْعَلْ أَفْئِدَةً مِّنَ النَّاسِ تَهْوِي إِلَيْهِمْ وَارْزُقْهُمْ مِنَ الثَّمَرَاتِ لَعَلَّهُمْ يَشْكُرُونَ ﴿٣٧﴾

[إبراهيم: ٣٧]

صدق الله العظيم

Allah, the Almighty, says:

"O our Lord! I have made some of my offspring to dwell in a valley without cultivation, by Thy Sacred House; in order, O our Lord, that they may establish regular Prayer: so fill the hearts of some among men with love towards them, and feed them with fruits: so that they may give thanks."

(Surah Ibrahim, 37)

★ Instructions:

1 Read the verse and reflect:

Think about what the verse says about the importance of prayer, love, and community support.

2 Answer the questions:

- ◆ Where did the Prophet Ibrahim (PBUH) leave his wife and son? Why?

He left them in the by the because

- ◆ Do you think all people prefer to live in the desert? When can they live in it?

People living in the desert. I think they can live there when there is,, and

3 Create a poster: "Making the desert green"

- ◆ **Title:** Choose a meaningful title for your poster, such as "Making Desert Lands Green" or "A New Vision for Desert Living."
- ◆ **Key Ideas:** Think of three ways to transform deserts into livable, green areas. Examples include finding water sources, planting greenery, or creating shelters.
- ◆ **Images and Drawings:** Use pictures or drawings that represent each idea. You can use magazine cutouts, printouts, or your own artwork.
- ◆ **Captions:** Write a short sentence explaining each idea and how it would help people in the desert.



Unit 7

Saving our Forests: The Impact of Deforestation



◆ Essential Questions:

1. Can we use nature too much?
2. How do we return balance to natural habitats?
3. How do humans use and protect forests?

- ◆ **Reading:** Deforestation
- ◆ **Writing:** Cause and effect
- ◆ **Listening:** The importance of trees
- ◆ **Speaking:** The dangers facing green areas
- ◆ **Language focus:** Reported speech with multiple expressions for predictions; the relative pronoun "that"
- ◆ **Pronunciation:** Pausing
- ◆ **Project:** Interpreting a Quranic verse about Islam and environment



ILOs

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

- ◆ apply the structure of a cause/effect text.
- ◆ use new vocabulary in context correctly.
- ◆ report speech with multiple expressions for predictions
- ◆ organize and deliver ideas in an oral delivery about a process.
- ◆ apply a cause and effect graphic organiser accurately.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

deforestation (n.)

Cutting down a lot of trees in a

Give two reasons why deforestation happens.

tropical (adj.)

Places that are and humid, near the equator.

Name two countries in the tropical part of the world.

agricultural (adj.)

Related to and growing food.

What do agricultural places need to succeed?

fertilize (v.)

To add something to to help plants grow better.

What do farmers use to fertilize their farming land?

decline (v.)

To or go down in amount or strength.

What needs to decline for your life to get better?



Reading Comprehension

I can identify causes and effects in a reading text.

A- Pre-Reading Questions:

- 1 What do you think are some reasons why people might want to cut down trees in forests?



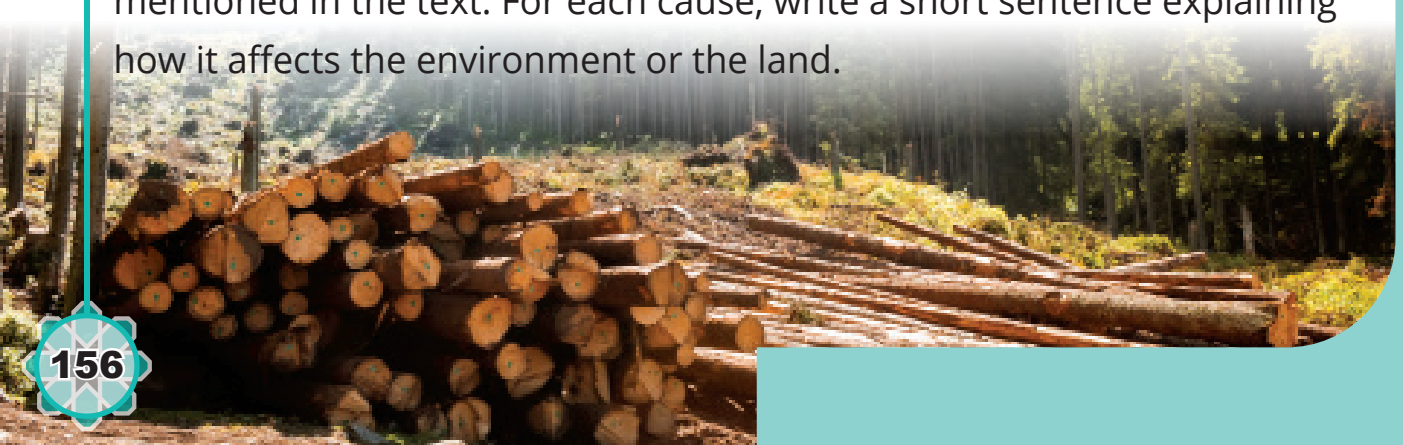
- 2 How do you think losing forests could affect the animals that live there?

- 3 Can you think of any ways we could help protect forests in our own community?



B- While-Reading Task:

Read the text and create a list of the different causes of deforestation mentioned in the text. For each cause, write a short sentence explaining how it affects the environment or the land.



★ *Understanding Deforestation:*

Deforestation is when people cut down forests on purpose. The reasons they do it include making room for agricultural use, raising animals, and getting wood.

The effects are serious. First, it changes the land a lot. Long ago, Western Europe had many large forests, but now only a few places have forests with so many trees. In North America, about half of the forests in the eastern part have been cut down.

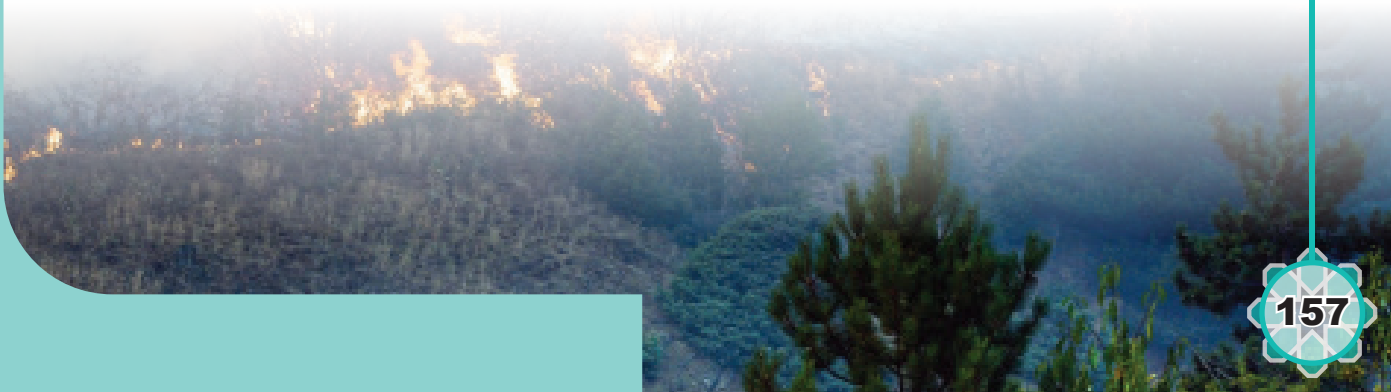
Second, many former forests are now used for farming. Currently, most deforestation is happening in tropical rainforests, which are easier to reach because of new roads.

Third, since 2000, about 10 percent of the world's tropical forests have been lost. One big reason is burning forests to clear the land. The effect is that ash helps the soil fertilize and keeps weeds away. However, after a few years, the soil loses nutrients, causing a decline in soil quality, and weeds return.



forest areas needed to keep our environment healthy.

Understanding deforestation helps us find better ways to protect our forests.



 C-Post-Reading Questions:

1 Fill in the gaps with words from the text.

- A Deforestation can lead to the loss of important for many animals.
- B One reason people cut down forests is to make room for farming.
- C Burning forests helps clear land, but it can also decrease soil over time.

2 Answer the following questions.

- A What are some common causes of deforestation?
- B Why is it important to protect tropical rainforests?
- C How has deforestation changed the landscape in places like Western Europe and North America?
- D What do you think would happen if we stopped cutting down trees completely? How might that change our environment and communities?

 Vocabulary Practice

★ Fill in the gaps with a word from the list:

(deforestation - tropical - agricultural- fertilize - decline)

- 1 Many areas are home to different ecosystems that are threatened by human activities.
- 2 The process of involves clearing large areas of forest, often resulting in loss of biodiversity.
- 3 The sector is vital for food production but can also lead to environmental problems if it is not managed sustainably.

- 4 Farmers often use chemicals to their crops, enhancing growth but sometimes harming the environment
- 5 Many species are at risk as their habitats because of human activity.

**Grammar****I can use reported speech properly.****Top Tip: Reported Speech:**

- 1 Reported speech is when you tell someone what another person said.

- When you change the sentence, the tense changes too:

- ◆ Present simple → Past simple
- ◆ Present continuous → Past continuous
- ◆ Present perfect → Past perfect
- ◆ Past simple changes to Past perfect.

Pronouns (he, she, they) also change.

Words like "now" change to "then," "yesterday" changes to "the day before," and "tomorrow" changes to "the next day."

- 2 Reporting predictions

- ◆ When reporting someone's prediction, they should change the future tense "will" to "would" in the reported speech. •
For example, direct speech: She said, "it will rain tomorrow," becomes reported speech: She said it would rain the next day.

★ Task 1: Reported Speech:

- ◆ Change the direct speech sentences into reported speech and fill in the blanks with the correct words.

① **Direct Speech:** "It will rain tomorrow," he said.

- ◆ Reported Speech: He said that it (rain) the next day.

② **Direct Speech:** "We are going to win the match," the coach predicted.

- ◆ Reported Speech: The coach predicted that they (win) the match.

③ **Direct Speech:** "They will arrive late," she said.

- ◆ Reported Speech: She said that they (arrive) late.

④ **Direct Speech:** "I think technology will change the world," the expert said.

- ◆ Reported Speech: The expert said that he (think) technology (change) the world.

⑤ **Direct Speech:** "The company will introduce new products next year," the CEO announced.

- ◆ Reported Speech: The CEO announced that the company (introduce) new products the following year.

⑥ **Direct Speech:** "It won't be easy," the teacher warned.

- ◆ Reported Speech: The teacher warned that it (not be) easy.

★ Task 2: Reporting Predictions

- ◆ **Work with a partner. One person makes a prediction using different expressions, and the other person reports it back in reported speech.**

■ Examples: of Prediction Expressions

- ◆ "I think it will rain tomorrow."
- ◆ "I'm sure the movie is going to be great!"
- ◆ "I believe she'll win the race."
- ◆ "I think you'll like this book."
- ◆ "I predict that we will finish the project soon."

Activity Structure:

- 1 Partner A: Choose a prediction expression from the list or create your own.
- 2 Partner B: Report the prediction using reported speech.

Example Dialogue:

- ◆ Partner A: "I think it will rain tomorrow."
- ◆ Partner B: She said that she thought it would rain the next day.

 Writing

I can identify and complete the parts of a cause-and-effect graphic organizer on air pollution.

Top Tip: Cause and Effect Texts

Understanding how actions (causes) lead to results (effects) can help us make sense of what we read. Here are some tips to help you understand cause and effect in different types of texts.

◆ Tips for Understanding Cause and Effect**1 Find the Cause and Effect.**

- ◆ Cause: Why something happens (the reason).
- ◆ Effect: What happens as a result (the outcome).

2 Watch for Signal Words.

- ◆ Some words help show cause and effect relationships.
- ◆ Cause Words: Because, since, due to, if...then
- ◆ Effect Words: So, as a result, therefore, thus

3 Pay Attention to Order.

- ◆ Causes often come before effects, but sometimes, they can be shown in reverse order.

Cause and effect Graphic organizer about deforestation

◆ *Causes of deforestation*

- 1 **Farming**
 - ◆ Farmers clear forests to grow food and crops.
- 2 **Logging**
 - ◆ Trees are cut down for wood, paper, and furniture.
- 3 **Urban Development**
 - ◆ Cities are expanding, leading to more trees being removed for houses and roads.
- 4 **Mining**
 - ◆ Forests are cleared to dig for minerals and other resources.
- 5 **Fires**
 - ◆ Some forests are intentionally set on fire to clear land for farming.

◆ *Effects of deforestation*

- 1 **Loss of Animals and Plants**
 - ◆ Animals lose their homes, and many species may become endangered.
- 2 **Climate Change**
 - ◆ Fewer trees mean more carbon dioxide in the air, which contributes to global warming.
- 3 **Soil Erosion**
 - ◆ Without trees, soil can wash away, making it hard for plants to grow.
- 4 **Water Cycle Changes**
 - ◆ Trees help to keep the water cycle balanced; their loss can lead to droughts or floods.
- 5 **Impact on People**
 - ◆ Communities that rely on forests for food and resources may struggle to survive.

✿ **Task: Complete the following cause and effect graphic organizer about air pollution.**

Cause	Effect
Factories releasing smoke	→ Breathing problems
Cars and trucks emitting fumes	
	→ Harmful gases in the atmosphere
Using too much electricity	→ More pollution from power plants
Cutting down trees (deforestation)	

ILOs

By the end of the lesson, students will:

- ◆ compare and contrast fiction with general topics.
- ◆ apply the meaning of the new vocabulary about deforestation.
- ◆ use relative pronouns with "that".
- ◆ memorize the eight subordinating conjunctions in the acronym a WHITE BUS and how to use them in a sentence.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

atmosphere (n.)	The layer of around the Earth.
	When you hear the word " atmosphere " what's the first thing that comes to your mind?
burn (v.)	To destroy something by
	Name something that can burn easily.
Loss (n.)	When something is or no longer exists.
	"People grow through loss ". Discuss.

species (n.)

A group of animals or plants.

How many species do you know through your science lessons?

erosion (n.)

It is when soil is by wind, water, or ice.

What kinds of erosion do you know?

**Reading Comprehension****A- Pre-Reading Questions:**

1 What do you think happens to the air when trees are cut down?



.....

2 How do you think losing trees might affect animals that live in forests?



.....

3 Why do you think healthy forests are important for farming?



.....

B- While-Reading Task:

As you read about the effects of deforestation, take notes on three key points. For each point, write down:

1 What the effect is.



.....

2 Why it's important.



.....

3 An example or detail from the text that supports it.



.....

✿ Effects of Deforestation:

Deforestation means cutting down trees, which adds more carbon dioxide to the atmosphere. Trees absorb carbon dioxide and store it. When trees are burned, this carbon dioxide returns to the atmosphere. In contrast, healthy forests keep carbon dioxide out of the atmosphere and help slow global warming.

Deforestation also causes the loss of animals and plants. About 70% of land species live in forests. In contrast, forests are home to many species, including some we don't know yet. Cutting down forests means losing both known and unknown species.

Trees help manage water levels in the soil. On the other hand, deforested areas have less water in the air, leading to increased soil erosion, while forests keep the soil moist and better for farming.

Without trees, soil is more likely to wash away. In contrast, forests protect the soil and keep it in place. Without trees, the land becomes dry and more likely to catch fire. This results in less farmland and fewer crops compared to healthy forests.



C- Post Reading Questions:

1- Match the phrases in Column A to the correct endings in Column B.

(A)

- 1 Deforestation adds more
- 2 About of land species
- 3 Without trees, soil is more likely to wash

(B)

- A to the atmosphere, which contributes to global warming.
- B away, leading to poorer land quality.
- C 70% of land species live in forests, making them vital for biodiversity.
- D trees produce oxygen for the air.

2- Answer the following questions:

- 1 What role do trees play in managing carbon dioxide levels?



.....

- 2 How does deforestation affect water levels in the air and soil?



.....

- 3 What are some results of losing trees for farming and crops?



.....

- 4 If we continue to cut down trees, how do you think our environment and food supply will change in the future? What solutions might we explore to prevent this?



.....

Vocabulary Practice

Match the words with their definitions :

1 Atmosphere

2 Burn

3 Loss

4 Species

5 Erosion

A When something is gone or no longer exists.

B When soil is moved by wind, water, or ice.

C Cutting down trees on purpose.

D To destroy something by fire.

E The layer of air around the Earth.

F A group of similar animals or plants.

Grammar

I can join sentences with the relative pronoun "that" accurately.

Top Tip: Relative Pronoun "That"

Relative pronouns connect two ideas or sentences by referring to a noun that has already been mentioned.

- ◆ The relative pronoun "that" is used to give extra information about a person, place, or thing (noun) in the sentence.
- ◆ "That" can refer to people, animals, and things.

Examples:

- ◆ "This is the dog that barks loudly."
- ◆ "He is the boy that won the race."

Relative Clause

A relative clause is a part of a sentence that starts with a relative pronoun and gives more details about the noun.

Example: "The book that I am reading is interesting."

- ◆ Subject: "The book"
- ◆ Relative clause: "that I am reading"

★ **Task:** Use the relative pronoun “that” to join the following sentences.

① I know the girl. She sings well.



② We visited the museum. The museum has ancient artifacts.



③ He found the pen. The pen was under the desk.



Writing

I can memorize the eight subordinating conjunctions in the acronym A WHITE BUS and use them in a sentence.

★ **Instructions:**

① Write down the acronym A WHITE BUS at the top of your paper.

② List the conjunctions below the acronym.

Top Tip: Subordinating Conjunctions

Subordinating conjunctions connect a dependent clause (a part of a sentence that cannot stand alone) to an independent clause (a complete sentence). They help show the relationship between two ideas, like time, cause, or condition.

A WHITE BUS is an acronym to remember some common subordinating conjunctions:

A - After

- Shows when something happens

■ **Examples:** "After we ate dinner, we went for a walk."

- Shows two actions happening at the same time

■ **Examples:** "While she was studying, her brother was watching TV."

H - How

- Describes the way something happens

■ **Examples:** "I don't know how they solved the problem."

I - If

- Shows a condition

■ **Examples:** "If it rains, we will stay inside."

T - Though

- Shows contrast

■ **Examples:** "She finished the race, though she was tired."

E - Even though

- Shows contrast in a stronger way

■ **Examples:** "Even though it was late, they kept playing."

B - Because

- Shows the reason for something

■ **Examples:** "We left early because it was getting dark."

U - Until

- Shows something happening up to a certain point

■ **Examples:** "We can't leave until the teacher says."

S - Since

- Shows time or reason

■ **Examples:** "Since it's raining, we'll stay home."

◆ A WHITE BUS:

- ◆ A: although
- ◆ W: while
- ◆ H: however
- ◆ I: if
- ◆ T: than
- ◆ E: even though
- ◆ B: because
- ◆ U: unless
- ◆ S: since

3 Use Flashcards: Write each conjunction on a flashcard with the acronym on one side and the conjunction on the other. Practice with a partner by quizzing each other.

4 Write a sentence for each subordinating conjunction in A WHITE BUS to show how it can be used.

For example: Although it was raining, we went for a walk.

5 Practice reciting the acronym and its conjunctions out loud until you can say them from memory.

6 Complete the sentences below using the correct subordinating conjunction from the acronym A WHITE BUS. Each conjunction can be used more than once.

1. You cannot go outside you finish your homework
2. I will wait here you come back.
3. we watched TV my brother cooked dinner.
4. we watched TV my brother cooked dinner.
5. Can you explain you solved the math problem?
6. missed the bus, we had to walk to school.
7. He eat anything breakfast.
8. I'll be happy I pass my exam.
9. you don't feel well, you should rest.
10. We stayed inside it started to rain.

ILOs

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

- ◆ identify causes and effects in a listening text.
- ◆ use a graphic organizer to take notes from an audio.
- ◆ define vocabulary using synonyms to express the meaning in their own words.
- ◆ complete a cause-and-effect paragraph using the correct coordinating or subordinating conjunction.
- ◆ identify the morals in a Quranic verse.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

nursery (n.)	A place where young plants or trees are grown and
	How is a nursery important for plants?
saplings (n.)	Young trees.
	Have you ever tried to plant saplings before?
shelter (n.)	A place that gives from weather or danger.
	What does any shelter need to protect those who use it?

ecological (adj.)

Related to how living things with each other and their environment.

How do ecological changes affect animals and plants?

benefit (n.)

Something good or

What are the benefits of reading?



Listening Why Planting Trees is Important

A- Pre-Listening Tasks:

- 1 Check out the title "Why Planting Trees is Important." What do you think you will hear about? What benefits of trees might be mentioned? Chat with a partner about your predictions!
- 2 Here are some words to think about:

carbon dioxide, oxygen, pollutants, shelter, soil erosion, saplings.

Talk with your partner about what these words mean and how they relate to trees. Can you think of any examples? Get ready to share your thoughts with the class!

B- While-Listening Task:

As you listen to the update about why planting trees is important, use the chart below to write down three key benefits of trees. Think about how each benefit helps us and the environment.

Graphic Organizer

Benefits of trees	How it does it.	Why it is important
1 Air quality improvement		
2 Home for animals		
3 Protects soil and water		

1 C-Post-Listening Task:**- Speaking Task: Presenting the Benefits of Trees.**

Instructions: After listening to the update about why planting trees is important, you're going to give a short presentation. Use the graphic organizer you filled out to help you organize your ideas!

Steps to Follow:

1 Look at Your Graphic Organizer: Review the benefits of trees you wrote down. Make sure you understand each one.

2 Plan Your Presentation: The Importance of Trees

◆ **Introduction:** *"Today, I want to talk about why trees are important. Trees provide us with"*

◆ **Body:** *For each benefit you listed, use the following sentence starters:*

- ◆ Benefit: "One important benefit of trees is"
- ◆ What is it? "This means that....."
- ◆ How does it help? "Trees help in this way by"
- ◆ Why is it important? "This is important for the environment because, and for people because"
- ◆ Benefit: "Another benefit of trees is....."
- ◆ What is it? "This means that....."
- ◆ How does it help? "Trees help in this way by"
- ◆ Why is it important? "This is important for the environment because, and for people because....."

- ◆ Benefit: "A final benefit of trees is"
- ◆ What is it? "This means that"
- ◆ How does it help? "Trees help in this way by"
- ◆ Why is it important? "This is important for the environment because, and for people because"

◆ **Conclusion:** *"In conclusion, we have learned that trees are important because I encourage everyone to think about how we can help plant trees, such as"*

① Practice with a Friend: Pair up with someone to practice your presentation.

Help each other by giving feedback on how clear and confident you sound.

② Pausing:

- ◆ Teach yourself to pause between ideas or benefits to give your audience time to process information. It also helps to make your speech sound more natural and organized.

③ Present to the Group:

- ◆ When it's your turn, use your graphic organizer to guide you. Speak clearly, look at your group members while you talk, and remember to pause when necessary to allow your audience to understand your points.

Vocabulary Practice

Match the words to their synonyms :

1 Nursery

2 Saplings

3 Shelter

4 Ecological

5 Benefit (n.)

A protection, cover

B advantage, gain, something useful

C garden, place for plants

D problem, issue

E young trees, seedlings

F environmental, green

Writing

I can complete a cause-and-effect paragraph correctly with coordinating and subordinating conjunctions.

★ Task:

- 1 Complete the following paragraph with the correct coordinating or subordinating conjunctions.
- 2 Choose from the following: **(because - so - and - if - since - but)**

Air pollution is a serious problem it harms both the environment and people. Many factories release harmful gases into the air, these gases cause damage to the ozone layer. the ozone layer becomes thinner, and more ultraviolet (UV) rays from the sun reach the Earth's surface. This increases the risk of skin cancer other health problems for people. In addition, air pollution affects the weather it can contribute to climate change. We can reduce air pollution we use cleaner energy sources, like solar and wind power, we need to make these changes quickly to protect our planet.

Top Tip:

◆ **Comparing Cause/Effect in Fiction vs. General Topics**1 **Cause/Effect in Fiction**

- ◆ In fiction, causes and effects are often part of the plot and involve characters' actions, decisions, and events. These effects move the story forward and help develop conflict and resolution.

■ **Example:** In a story, a character might make a choice (cause) that leads to a series of events (effects).

- ◆ **Cause:** "The character stole a magical item."
- ◆ **Effect:** "This led to a chase, the discovery of hidden powers, and ultimately, a confrontation with the villain."

Fictional cause/effect relationships are often more emotional and character-driven. Authors can shape these relationships to create surprise twists, irony, or suspense.

2 **Cause/Effect in General Topics (Nonfiction)**

- ◆ In nonfiction, causes and effects are used to explain real-world phenomena or analyze issues, usually based on facts, logic, and observable outcomes.

Islamic Values Project : Protecting the Earth as guided by the Holy Quran



I can reflect on a Quranic verse to identify its morals and apply them to create an environmental awareness campaign.



Allah, the Almighty, says:

"Do no mischief on the earth, after it has been set in order, but call on Him with fear and longing (in your hearts): for the mercy of Allah is (always) near to those who do good."

★ Task Instructions:

1 Reflect on the Quranic Verse:

- ◆ Read and discuss the verse in your group.
- ◆ Answer: What does Allah ask us to do and not to do? Why is it important to protect nature?

2 Understand the Harm to Nature:

- ◆ Discuss how deforestation and other harmful activities (pollution, overfishing) affect nature.
- ◆ Brainstorm ways to stop these actions and protect the environment.

3 Create an Environmental Awareness Campaign:

- ◆ As a group, design a campaign to encourage nature protection, inspired by the Quran.
- ◆ Include:
 - A message about protecting the earth.
 - Quranic verses, sayings, or examples.
 - Drawings or images.

4 Campaign display – Gallery Walk:

- ◆ Create a poster, flyer, or digital presentation for your campaign.
- ◆ Display it in the classroom for a Gallery Walk.
- ◆ Present your project and explain its connection to the Quran.
- ◆ Walk around the gallery to learn from others and discuss ways to protect the environment.

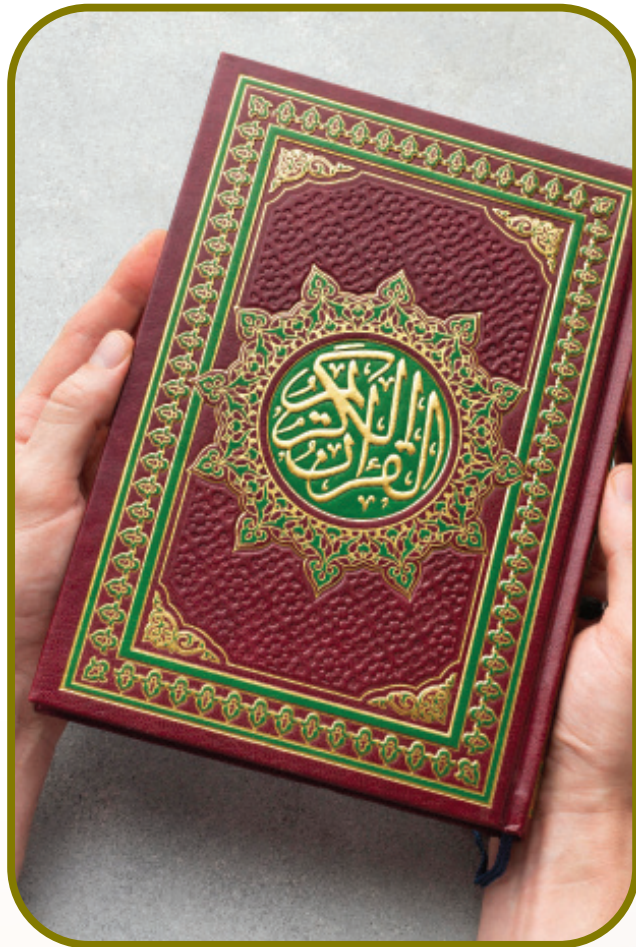


Unit 8

A way to Allah's Contentment

◆ Essential Questions:

1. How does being truthful help our relationships with other people and with Allah?
2. Why is being honest important for making a strong and trusting community?



- ◆ **Reading:** A text about the importance of truthfulness in Islam
- ◆ **Writing:** An informal email
- ◆ **Listening:** Listen and respond to specific details in a talk about truthfulness
- ◆ **Speaking:** Distinguish between formal and informal expressions to use in a short speech
- ◆ **Language focus:** Tag questions with emphasis on agreement
- ◆ **Pronunciation:** Intonation in tag questions
- ◆ **Islamic values project:** Design a flyer about truthfulness and lying

ILOs

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

- ◆ recognize the attitude of the author.
- ◆ use tag questions correctly and with appropriate intonation.
- ◆ apply the correct intonation for tag questions.
- ◆ distinguish between formal and informal expressions.
- ◆ take notes on a text using a graphic organizer.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

truthfulness (n.)

Always telling what is true and

Why is truthfulness important to build trust with others?

suffer (v.)

To feel or go through something very hard.

How can people help others who suffer during difficult times?

cheat (v.)

To break the rules to get something

What happens when someone tries to cheat in a game or test?

wrath (n.)

Very strong

What can cause someone to feel wrath, or extreme anger?

monopolize (v.)

To take full of something so others can't.

Why is it unfair for one company to monopolize a market?

goods (n.)

Things that are made or....., , like food or clothes.

How do stores get the goods they sell to customers?



Reading Comprehension

A- Pre-Reading Questions:

- 1 What do you think it means to be honest? Why do you think being honest is important?



- 2 Can you think of a time when you or someone you know had to choose between telling the truth and telling a lie? What happened?



B- While-Reading Questions:

★ *As you are reading, think about the following questions:*

- 1 What examples does the author give to show what happens when people lie?



- 2 How does the author explain the connection between being truthful and how Allah feels about us?



The Importance of Truthfulness in Islam

Many people today suffer because they are not honest. Lying is a bad habit that causes many other problems. For example, who cheats when selling things? A liar. Who raises prices unfairly to monopolize the market and control goods? A liar. When people lie, societies suffer because trust is lost, and relationships are damaged.

In Islam, the Holy Qur'an teaches that truthfulness is very important. Allah, the Lord of the worlds, judges people based on how truthful they are. A person is either honest or a hypocrite, which means someone who pretends to be good but is not. Allah warns us that lying can lead to His wrath, or anger. On the other hand, being truthful will protect us from His punishment. Honest people will go to Paradise, a beautiful place with rivers and trees, where they will live forever. Allah will be happy with them, and they will be happy with Him. This is the greatest reward anyone can have.

These teachings show that truthfulness helps us enter Paradise, succeed in life, and avoid Allah's wrath. When we are truthful, people will respect us, trust us, and remember us in a good way after we die.



C- Post-Reading Questions:**1- Fill in the gaps with words from the text:**

- 1 The author believes that being is very important because it helps build trust in society.
- 2 According to the passage, lying can lead to many, such as losing friends and damaging relationships.
- 3 The author warns that dishonesty can bring about Allah's, which means His anger.

2- Answer the following questions:

- 1 How does the author feel about lying? Do you think this affects what they are trying to tell us? Why?



.....



.....

- 2 What are some problems that the author says can happen because of dishonesty? Do you agree that these problems are important? Why or why not?



.....



.....

- 3 What lesson about being honest do you think is the most important from this passage? How could you use this lesson in your life?



.....



.....

- 4 Why do you think the author believes that truthfulness is so important? How might being honest change someone's life for the better?



.....



.....

 Vocabulary Practice

★ Fill in the gaps with one of the words in the list:
(*wrath - cheat - monopolize - honest - goods - suffer - truthfulness*)

- 1 It's easy to when no one is watching, but it's not the right choice.
- 2 To be is an important value in any friendship.
- 3 It's not fair to all the resources for yourself in a group project.
- 4 If you don't take care of yourself, you will from health problems.
- 5 No one wanted to see the leader's, so they did everything he said.
- 6 The store offers a variety of, from clothes to electronics.
- 7 His was strong because he never told a lie.

 Grammar

I can apply tag questions accurately.

Top Tip: Tag Questions

A tag question is a short question added at the end of a sentence to confirm information or check agreement.

■ For example: "It's a nice day, isn't it?"

Forming Tag Questions

- ◆ If the sentence is positive, the tag question is negative.
Example: "She is working, isn't she?"
- ◆ If the sentence is negative, the tag question is positive.

■ For example: "They aren't leaving yet, are they?"

1 For Verb to be (am, is, are, was, were):

- ◆ Positive: "He is happy, isn't he?"
- ◆ Negative: "She isn't here, is she?"

2 For Helping Verbs (has, have, will, can):

- ◆ Positive: "You can drive, can't you?"
- ◆ Negative: "They won't come, will they?"

3 For Action Verbs (with do, does, did):

- ◆ Positive: "They play soccer, don't they?"
- ◆ Negative: "He doesn't work here, does he?"

Important notes:

- ◆ The verb in the tag question must match the verb in the sentence.
- ◆ The tense in the tag question must match the tense in the sentence.

★ Task 1: Complete and practice tag questions with intonation**1 Complete each sentence with the correct tag question:**

- ◆ It's raining,?
- ◆ You're coming to the picnic,?
- ◆ She's your sister,?
- ◆ He didn't finish his homework,?
- ◆ We've met before,?
- ◆ They can't speak French,?
- ◆ You live in this neighborhood,?
- ◆ She will be here at 8 o'clock,?
- ◆ You don't like ice cream,?
- ◆ The movie was amazing,?

2 Practice intonation with tag questions:

- ◆ Work with a partner and take turns reading each sentence from Task 1 aloud. Focus on your intonation:



- ◆ Rising intonation is used when you are unsure and asking for confirmation (e.g., "She's your sister, isn't she?").
- ◆ Falling intonation is used when you expect agreement (e.g., "You're coming to the picnic, aren't you?").

**Writing**

I can take notes on a text using a graphic organizer

Top Tip: Planning Ideas through a Graphic Organiser

A graphic organizer can help you brainstorm and organize your ideas.

1 Choose a main idea

- ◆ For example: True Friends

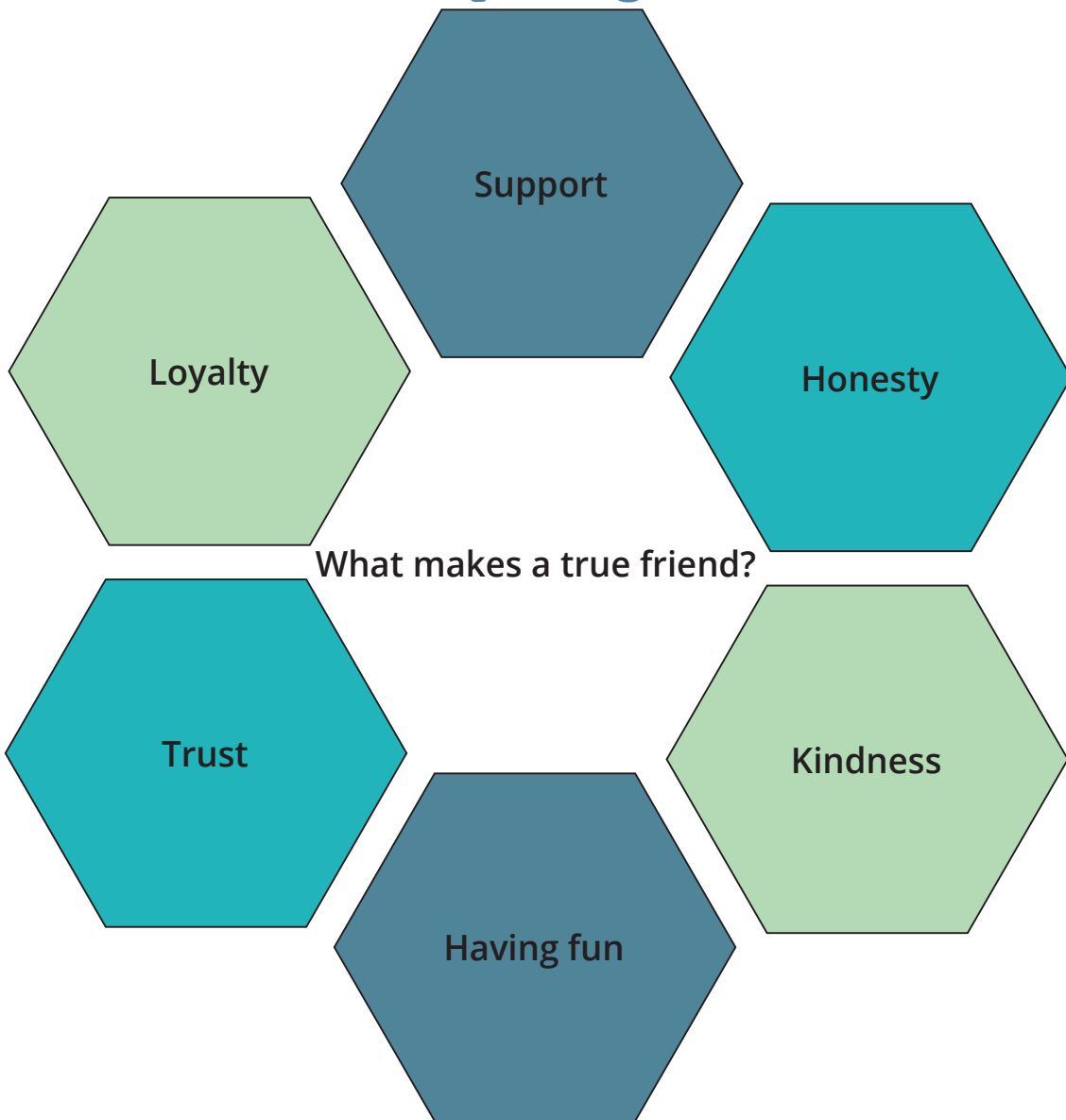
2 Think of supporting qualities

- ◆ List some important qualities of a true friend.
For example: Loyalty, Trust, Honesty, Kindness, Support, Fun/Shared Interests

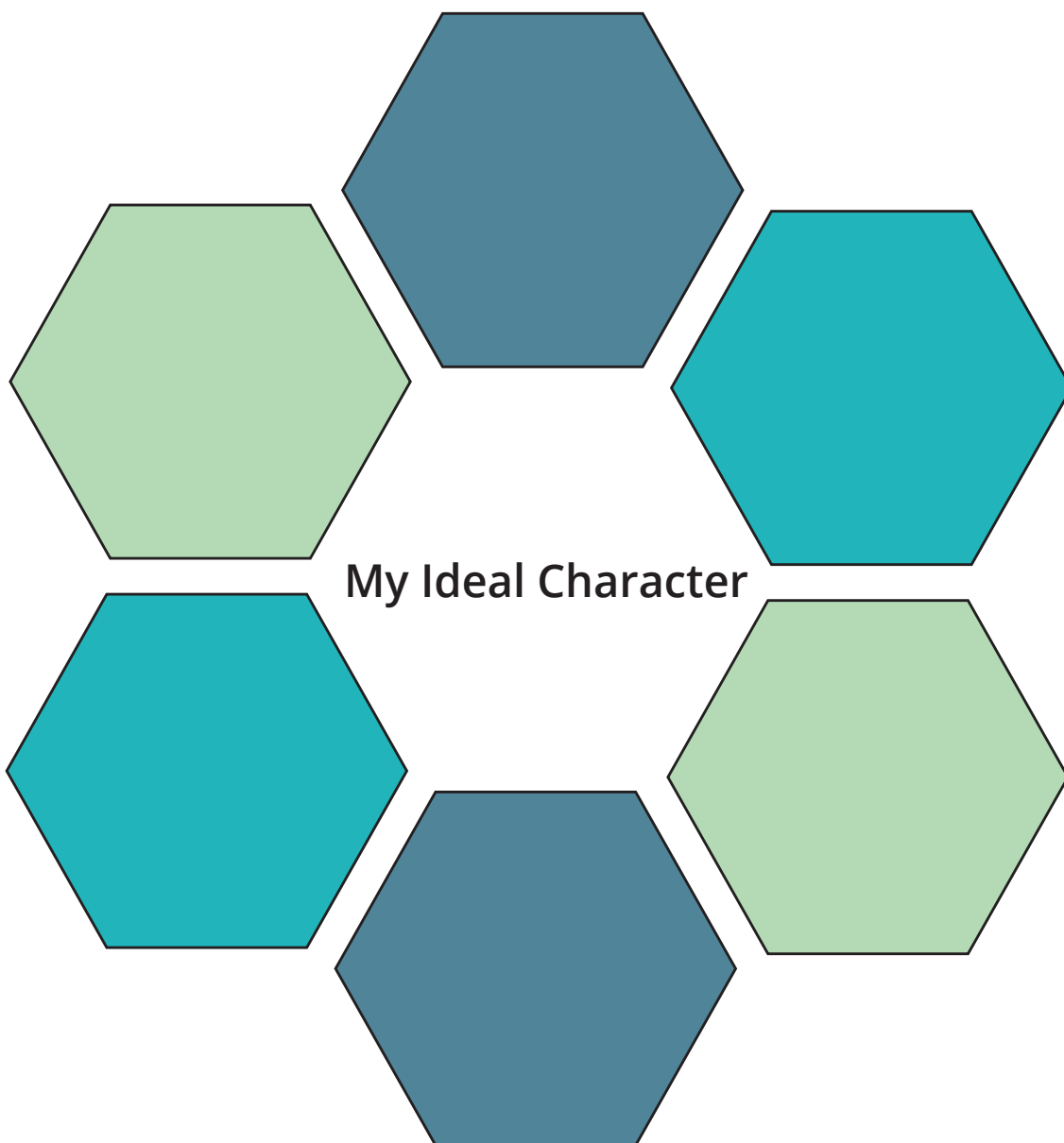
3 Write a sentence about each quality

- ◆ For each quality, write a sentence explaining why it's important.
For example: Honesty is important in a friend because it helps people trust each other.

This will help you plan and organize your writing easily!

Graphic organiser**★ Task:**

- ◆ Imagine that you will write to the head of The Best Friend Ever Competition to tell him or her about the good qualities of your best friend. You hope that he or she will get the competition reward.
- ◆ Complete the graphic organizer below with your friend's qualities, using the example and top tip above.



ILOs

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

- ◆ apply the meaning of new words in meaningful sentences.
- ◆ understand a speaker's point of view and ask questions to clarify meaning.
- ◆ infer the theme and moral of a story and understand the author's attitude.
- ◆ form and respond to tag questions with correct intonation for agreement and information.
- ◆ use a graphic organizer to take notes on a text and summarize it with sentence frames.



Target Vocabulary

- ① Read the word in the first column. Listen to the teacher and complete the definition.
- ② Draw a picture that either shows the word or an example of it.
- ③ Answer the question or complete the command provided for each word.

pillar (n.)

A strong or main part of something.

What is the second pillar of Islam?

believer (n.)

Someone who trusts or has in something.

What does a muslim believer believe in ?

follow (v.)

To or do the same as someone or something.

Can you follow the leader during the game?

society (n.)	A group of living and working together in a community.
	How does society affect people?
sincerity (n.)	Being and meaning what you say or do.
	Why is sincerity important when talking to others?



Reading Comprehension

A- Pre-Reading Questions:

- ① What does honesty mean to you?



- ② Can you think of a time when being honest was important?



- ③ Why do you think honesty is valued in many cultures?



B- While-Reading Questions:

★ As you are reading, think about the following questions:

- ① How does Ahmed show his belief in honesty throughout the story?



- ② What actions does Ahmed take to teach the village children about honesty?



The Value of Honesty

In a small village, there lived a kind man named Ahmed who believed that honesty was a pillar of happiness. For Ahmed, being truthful meant having sincerity with Allah, the Prophet Muhammad (PBUH), himself, and others. As a believer in honesty, he understood its importance in building a good society.

Every morning, Ahmed woke up early to pray and obey Allah's teachings. He felt close to Allah and wanted to be a good person. He loved reading stories about the Prophet and wanted to follow his example. Ahmed often shared these stories with the village children, teaching them why honesty is important. "Honesty builds a good society, doesn't it?" one child asked. "Yes, it does," Ahmed replied with a smile.

While working in his garden, Ahmed thought about his actions. He thought to himself, "everyone makes mistakes, don't they?" When he did something wrong, he would say sorry and try to fix it. This helped him become a better person.

Ahmed also worked hard to help his neighbors. He believed that being honest means supporting each other. One day, he gathered the village children under a big tree and said, "Being honest is very important. When we want to please Allah, our actions should show it." As the sun began to set, Ahmed felt happy and peaceful, knowing that living truthfully made his life and his village better.

C- Post-Reading Questions:**★ 1- Fill in the gaps with words from the text:**

- ① Ahmed believed that honesty was a of happiness.
- ② He felt close to Allah when he woke up early to
- ③ Ahmed taught the children that being honest is important in our

★ 2- Answer the following questions:

- ① What mistake did Ahmed make, and how did he respond?

- ② How did the village children react to Ahmed's teachings about honesty?

- ③ What do you think is the theme of the story? Explain your answer.

- ④ What is the moral of Ahmed's story? How can we apply it to our own lives?


Vocabulary Practice**Match the words to their definitions:**

① pillar

② believer

③ obey

④ follow

⑤ society

⑥ sincerity

A Being honest and meaning what you say or do

B Someone who trusts or has faith in something

C To collect things or people together

D A strong support or main part of something

E To do what someone tells you to do

F To go after or do the same as someone or something

G A group of people living and working together in a community

**Grammar****I can form and respond to tag questions correctly.****Top Tip: Question Tags****When adding a question tag, remember these key points:**

- ◆ For positive sentences, the tag question is negative.
- **Example:** They played in the park yesterday, didn't they?
- ◆ For negative sentences, the tag question is positive.
- **Example:** She didn't finish her homework, did she?

To form a question tag, use the helping verb (like is, are, has, did) or the modal verb (like will, can, should) from the main sentence. Match the tense and subject in the question tag.

Examples:

- ◆ He is studying, isn't he? (present continuous)
- ◆ They will come, won't they? (future with will)
- ◆ You haven't eaten, have you? (present perfect)

Using these tips will help you form question tags correctly in any tense or with modals.

★ Task 1: Complete the tag questions in the following sentences:**1 Past simple tense:**

- A** They played in the park yesterday,?
- B** She didn't finish her homework,?
- C** He bought a new toy,?
- D** We didn't go to the beach,?

2 Past perfect tense:

- A** You had completed your assignment before the deadline,?
- B** They hadn't visited the museum prior to last week,?
- C** She had already cooked dinner,?
- D** We hadn't seen the movie before,?

3 Present perfect tense:

- A** I have finished my book,?
- B** You haven't cleaned your room yet,?
- C** He has never been to the zoo,?
- D** We have completed our project,?

4 Modal verbs:

- A** You can solve this problem,?
- B** She couldn't attend the party,?
- C** We should start our homework,?
- D** He would help if he could,?

5 Negative forms:

- A** He isn't coming to the party,?
- B** They haven't finished their work,?
- C** You don't like broccoli,?
- D** We aren't going on vacation this year,?

★ Task 2: Responding to Tag Questions:

Work with a partner. One of you reads the statement and tags the question, and the other responds. Make sure to respond appropriately depending on the tag question's meaning.

- ◆ If the tag question asks for confirmation, respond with either yes or no, and explain your answer.
- ◆ If the tag question is asking for agreement, respond with a short answer (e.g., "Yes, it was" or "No, I didn't").

■ Example:

- ◆ A: You're coming to the picnic, aren't you?
- ◆ B: Yes, I am. I'll bring sandwiches!
- ◆ A: The movie was amazing, wasn't it?
- ◆ B: Yes, it was! I really liked the action scenes.

1 Step 1: Take turns reading the sentences with tag questions from Part A.

2 Step 2: Respond using a full sentence or a short answer.

3 Step 3: Switch roles and repeat.

 Writing

I can use sentence frames to summarize an informational text from notes in a graphic organizer.

Top Tip: Mastering Summarizing with Sentence Frames:

We can use sentence frames to effectively summarize an informational text from one's notes in a graphic organizer.

◆ Sentence Frames:**1 Introduction sentence frames:**

- ◆ The main idea of the text is that...
- ◆ This text is about...
- ◆ The text explains how/why...

2 Supporting details sentence frames:

- ◆ One important point is...
- ◆ Another key detail is...
- ◆ The author also mentions that...
- ◆ For example,...

★ Task: Use the provided sentence frames to write a paragraph or a short essay about what it means to be a true friend.

Here are some sentence frames to help you write about “The True Friend”.

1 Introduction Sentence Frames

- ◆ A true friend is someone who
- ◆ The most important qualities of a true friend are
- ◆ True friendship means

2 Supporting Details Sentence Frames

- ◆ One important quality of a true friend is because
- ◆ Another key characteristic of a true friend is This is important because
- ◆ True friends also, which helps

3 Examples Sentence Frames

- ◆ For example, a true friend will when
- ◆ An example of a true friend is someone who
- ◆ True friends show their loyalty by

4 Conclusion Sentence Frames

- ◆ In conclusion, a true friend is someone who
- ◆ To summarize, the best friends have qualities like and
- ◆ Overall, being a true friend means



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ILOs

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

- ◆ write a friendly email to explain the importance of truthfulness.
- ◆ listen to a story about a shepherd boy for details.
- ◆ discuss the consequences of lying on society.
- ◆ reflect on the importance of truthfulness in Islam.



Target Vocabulary

- 1 Read the word in the first column. Listen to the teacher and complete the definition.
- 2 Draw a picture that either shows the word or an example of it.
- 3 Answer the question or complete the command provided for each word.

liar (n.)

A person who doesn't tell the

How do you deal with a liar?

shepherd (n.)

Someone who takes care of

Where does a shepherd usually work?

joke (n.)	Something said or done to make people
	Tell us a joke.
villagers (n.)	 who live in a small town or village.
	What are some usual jobs of villagers?
scream (v.)	A often because of fear or excitement.
	What things or events make you scream?
trick (n.)	Something done to or surprise someone.
	Have you played a trick on someone?

**Listening****The Liar Shepherd****A- Pre-Listening Task:**

- 1 Have you ever heard a story about a person who lied too often? What happened to them?



- 2 Why do you think people tell lies sometimes?



- 3 What might happen if someone tells the truth after lying many times?

**B- While-Listening Questions:**

- ◆ *Listen carefully to the story and pay attention to the main problem and how the villagers react. As you listen, try to find the answers to these two questions:*

- 1 What is the main problem in the story of the shepherd boy?



- 2 How do the villagers react when the boy lies the second time?

**C- Post-Listening Questions:****★ 1- Fill in the blanks with the correct words:**

- 1 The shepherd boy had a habit of to the villagers.
1 The villagers were and kind, so they didn't correct his behavior.
1 When the real appeared, the villagers didn't come to help.

★ 2- Answer the following questions:

- 1 Why do you think the villagers stopped believing the boy?



- 2 How could the boy have changed his behavior to avoid trouble?



- 3 What lesson does the story teach about honesty?



Speaking Activity:

I can share my ideas about the story, listen to my partner, and ask questions to keep the conversation going.

★ **Task:** Work in pairs or small groups to discuss the following questions about the story. Take turns sharing your answers, and explain your thoughts clearly.

- 1 How would you feel if you were one of the villagers?
 - ◆ Follow-up: What would you have done if you were in their place?
- 2 If you were the shepherd boy, how would you apologize to the villagers?
 - ◆ Follow-up: What steps could you take to regain their trust?
- 3 Why is telling the truth important in your everyday life?
 - ◆ Follow-up: Can you think of a situation where being honest helped you or someone else?
- 4 What other lessons can we learn from this story besides honesty?
 - ◆ Follow-up: How can you apply these lessons in your daily life?

★ **Instructions:**

- ◆ Discuss each question with your partner(s).
- ◆ Make sure to use complete sentences.
- ◆ Listen carefully to each other's responses and ask follow-up questions if needed.

Vocabulary Practice

Match the following words with their related words:

1 liar

2 shepherd

3 joke

4 scream

5 villagers

6 trick

A comedy, laugh, humor

B untruth, dishonesty, falsehood

C shout, cry, yell

D deceive, play on, fool

E guide, sheep, care

F collect, meet, come together

G people, local, community

 Writing

I can write a well-structured friendly email that includes a subject, salutation, topic sentence, reasons with evidence, and a closing.

Top Tip: Writing a Friendly Email

Follow these simple steps to write a clear and well-structured friendly email:

1 Subject/Title:

- ◆ Start with a short phrase that gives an idea of the email's content.

■ **Example:** *My Ideal Character*

2 Salutation:

- ◆ Address the recipient politely at the start of the email.

■ **Example:** *Dear Ms. Smith,*

3 Topic Sentence:

- ◆ Introduce the main idea of your email with a clear opening sentence.

■ **Example:** My ideal character would have qualities like kindness, honesty, and bravery.

4 Reasons and Evidence:

Explain your ideas by providing 2–3 reasons and supporting them with evidence.

- ◆ Reason 1: Kindness is important because it helps people feel valued and cared for.

- ◆ Evidence: For example, a kind person helps others when they are in need.

- ◆ Reason 2: Honesty is essential because it builds trust.

- ◆ Evidence: A friend who is honest will always tell you the truth, even when *it's hard to hear*.

- ◆ Reason 3 (optional): Bravery matters because it inspires others to face challenges.

- ◆ Evidence: For instance, a brave person stands up for what is right even when it's difficult.

5 Closing:

- ◆ Summarize your message and end politely.

■ **Example:** In conclusion, my ideal character is someone who demonstrates kindness, honesty, and bravery in their daily actions. Thank you for reading my thoughts on what makes a great character.

6 Signature:

Sign your email to let the recipient know who sent it.

Example: Sincerely,
[Your Name]

By following these steps, you can write a friendly email that is both engaging and well-organized!

★ Task: Write an email to your friend, telling him or her what you wrote from the writing task in Lesson 2, about “Your Role Model.” The email should include all five parts as explained in the Top Tip.





























Islamic Values Project: The importance of truthfulness and the consequences of lying

I can create a flyer that explains the importance of truthfulness and the harm of lying in a community.

قال رسول الله ﷺ:

﴿عَلَيْكُمْ بِالصِّدْقِ، فَإِنَّ الصِّدْقَ يَهْدِي إِلَى الْبِرِّ، وَإِنَّ الْبِرَّ يَهْدِي إِلَى الْجَنَّةِ، وَمَا يَزَالُ الرَّجُلُ يَصْدُقُ وَيَتَحَرَّى الصِّدْقَ حَتَّى يُكْتَبَ عِنْدَ اللَّهِ صَدِيقًا، وَإِيَّاكُمْ وَالْكَذِبَ، فَإِنَّ الْكَذِبَ يَهْدِي إِلَى الْفُجُورِ، وَإِنَّ الْفُجُورَ يَهْدِي إِلَى النَّارِ، وَمَا يَزَالُ الرَّجُلُ يَكْذِبُ وَيَتَحَرَّى الْكَذِبَ حَتَّى يُكْتَبَ عِنْدَ اللَّهِ كَذَّابًا﴾ أخرجه البخاري

The Messenger of Allah ﷺ said:

"Be truthful, for truthfulness leads to righteousness, and righteousness leads to Paradise. A man will keep speaking the truth and striving to be truthful until he is recorded by Allah as a truthful person. Beware of lying, for lying leads to wickedness, and wickedness leads to the Hellfire. A man will keep lying and striving to lie until he is recorded by Allah as a liar."

(Narrated by Al-Bukhari)

★ Task:

In this project, you will create a flyer for your school that explains the importance of truth and the consequences of lying in both this life and the hereafter.

★ Instructions:

- 1 Reflect on the question:
 - ◆ Can a true Muslim be a liar? Why?
- 2 Discuss the impacts of truthfulness and lying in your group.
- 3 Create your flyer:
 - ◆ Title: "Speak the truth, earn success!"
 - ◆ Content:
 - ◆ Benefits of truthfulness in a community.
 - ◆ Harmful effects of lying.
 - ◆ Consequences in this life and the hereafter.



Glossary

Word	Part of Speech	Meaning
accumulate	verb	gather or collect over time
affect	verb	change or make a difference to something
agricultural	adjective	related to farming and growing food
anniversary	noun	a yearly celebration or remembrance of a past event
architecture	noun	the art and science of designing and constructing buildings
area	noun	a specific place or part of something
artifacts	noun (plural)	old objects made by people, usually from long ago
atmosphere	noun	the layer of gasses surrounding the Earth or another planet
available	adjective	ready to be used or can be found easily
believer	noun	someone who trusts or has faith in something
benefit	noun	something good or useful
benefits	noun (plural)	good things that you get from something
burn	verb	to destroy something by fire
burning	noun	the process of something being on fire
capital	noun	the main city where a country's government is located
cheat	verb	to break the rules to get something unfairly
circulatory system	noun	the system in the body that moves blood around
coach	noun	a person who helps you learn and get better at sports

Glossary

coastal	adjective	close to or near the sea or ocean
condensation	noun	when gas turns back into water droplets, usually in the air
construct	verb	to build or make something
create	verb	to make or bring something new into existence
crisis	noun	a big problem that needs help right away
crowded	adjective	a place with too many people or things in it
curricula	noun (plural)	the subjects or courses of study offered by a school, college, or educational program
damage	verb	to destroy or break something
decline	verb	to become less or go down in amount or strength
defect	noun	a problem or flaw in something
deforestation	noun	cutting down a lot of trees in a forest
develop	verb	to grow or improve something over time
discipline	noun	the practice of training people to obey rules or a specific field of study
disaster	noun	a very bad event, like a flood or earthquake, that causes a lot of harm
display	verb	to show something so others can see it
education	noun	the formal system of teaching and learning
ecological	adjective	related to how living things interact with each other and their environment
era	noun	a period of time in history with distinct characteristics
erosion	noun	when soil is moved by wind, water, or ice

Glossary

estimate	verb	to make a good guess about the size, number, or value of something
evaporation	noun	when water turns into gas and rises into the air
extremism	noun	the holding of extreme political or religious views that are far from the norm
factor	noun	something that helps cause or affect a result
fade	verb	to slowly disappear or become less strong
fanaticism	noun	intense devotion, often leading to unreasonable behavior
fertilize	verb	to add something to soil to help plants grow better
fit	adjective	being healthy and strong
follow	verb	to go after or do the same as someone or something
fossil fuel	noun (plural)	fuels like coal, oil, and natural gas that were formed over a long time from buried plants and animals
foundation	noun	the base or groundwork of something
freshwater	noun	water that is clean and not salty, like in rivers and lakes
gather	verb	to collect things or bring people together
global	adjective	about the whole world
global warming	noun	the gradual increase in the Earth's average temperature, mainly due to human activities
goods	noun (plural)	things that are made or sold, like food or clothes
grand	adjective	big and impressive
greenhouse	noun	a building made of glass where plants are grown, or gases that trap heat in the Earth's atmosphere
have fun	verb	to enjoy what you are doing and feel happy

Glossary

historic	adjective	something that has had importance in history
hormone	noun	a chemical in the body that controls certain functions and changes
hybrid cars	noun (plural)	cars that use both an electric motor and a gasoline engine for power
improve	verb	to get better at something with practice
include	verb	to have something as a part of a group or list
individuals	noun (plural)	single people or persons
involve	verb	to include or take part in something
issue	noun	a problem or topic of concern
joke	noun	something said or done to make people laugh
laughter	noun	the sound you make when something is funny
liar	noun	a person who doesn't tell the truth
located	adjective	where something or someone is found
loss	noun	when something is gone or no longer exists
major	adjective	very important or large in scope
mega project	noun	a very large and expensive project or plan
moderate	adjective	having or showing reasonable opinions or actions that are not extreme
monopolize	verb	to take full control of something so others can't use it
muscles	noun (plural)	tissues in the body that help you move
natural resource	noun (plural)	things we get from nature, like water, trees, or minerals, that we use to live

Glossary

nursery	noun	a place where young plants or trees are grown and cared for
occur	verb	to happen or take place
opponent	noun	a person or team you compete against
opportunity	noun	a chance to do something
phenomenon	noun	an event or fact, often something unusual
pillar	noun	a strong support or main part of something
population	noun	the number of people living in a place
power	noun	the ability to do something or make things happen
precipitation	noun	when water falls from the sky, like rain, snow, or hail
practice	verb	to do something many times to get better at it
process	noun	a series of steps to get something done
pump	verb	move liquid from one place to another
recycle	verb	the process of turning waste materials into new, reusable products
reduce	verb	to make something smaller or less in amount, size, or degree
respect	noun	treating others nicely and with care
response	noun	a reaction to something that has been said or done
rise	noun	an increase in something
ruler	noun	a person who governs or leads a country or group
saplings	noun (plural)	young, small trees

Glossary

save	verb	to keep something from being lost or used up
self-esteem	noun	how good you feel about yourself
shepherd	noun	someone who takes care of sheep
skyscraper	noun	a very tall building
social skills	noun (plural)	talking and getting along with others
society	noun	a group of people living and working together in a community
solution	noun	a way to fix a problem
source	noun	the starting point or where something comes from
species	noun	a group of similar animals or plants
sportsmanship	noun	being fair and kind while playing sports
spread	verb	to move or cover a larger area
stage	noun	a step or part in a process
suffer	verb	to feel pain or go through something very hard
surgery	noun	a medical operation to fix or remove something in the body
sustain	verb	to keep something going or make it last for a long time
sustainable	adjective	something that can keep going without running out or causing harm
team spirit	noun	the feeling of working well together with others
teamwork	noun	working together with others to achieve a goal
temperature	noun	a measure of how hot or cold something is

Glossary

theory	noun	an idea or set of ideas that explain something
tissue	noun	a group of cells in the body that work together, like skin or muscle
toxic	adjective	harmful to living organisms
truthfulness	noun	always telling what is true and honest
tropical	adjective	places that are hot and humid, near the equator
veins	noun (plural)	blood vessels that carry blood back to the heart
vessels	noun (plural)	tubes in the body that carry blood or other fluids
water cycle	noun	the process of water moving from the ground to the sky and back again
wealth	noun	having a lot of money or valuable things
wisdom	noun	good judgement and knowledge from experience