



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

A-LEVEL

ENGLISH

for Al-Azhar Gen Z

Preparatory Two

Student Book

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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This book was reviewed with the support of the Regional English Language Office at the U.S. Embassy in Cairo, and a team of four language experts who provided valuable consultations to Al-Azhar's curriculum developers. These efforts resulted in a comprehensive and impactful enhancement of the book, aiming to enrich the English language learning experience for teachers and students across Egypt. Al-Azhar Al-Sharif extends its sincere thanks and appreciation to the following contributors for their valuable input, which have had a profound impact on the development of this book:

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Abdullah Muhammed Street, Ahmad Said Street, Abasia, Cairo

Arab Republic of Egypt

First Draft Edition, 2024

Deposit: 5768/2025



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Scope and Sequence

	Reading	Writing	Speaking/ Listening	Linguistics
Unit 1: The Liver	Understand the Main Details and Summarize the Text Scan for Details In an Informational Text Organize Notes In a Fact File	(2-Paragraph Compare / Contrast Essay) Select topic and Complete Graphic Organizer Use Compare/ Contrast Transition Words, Sentence Frames and a Word Bank to Compose Two Paragraphs Review and Use Editing a Abbreviations to Identify Errors in a Partner's Essay, then Revise One's Own Essay	Identify the Stressed Syllables In New Words Analyze and Produce Correct Sentence Intonation	Simple Verb Forms Countable & Uncountable Nouns with "a", "an", "some", and "any"
Unit 2 : Al-Aqsa Mosque: A Journey Through History	Ask and Adjust Questions to Understand Informational Text Recognize the Language that Shows the Attitude of the Writer	(2-Paragraph Narrative Essay) Use a Brainstorming and Planning Technique to Organize a Narrative Paragraph Write an Introduction Paragraph Write a Body Paragraph	Negotiate Classroom Tasks Make Requests, and Respond to them Politely Listen for Specific Details	Continuous Tenses Some Passive Voice Forms

	Reading	Writing	Speaking/ Listening	Linguistics
Unit 3 : Exploring the Digital World	Identify the Structure of a Non-Fiction Text Compare and Contrast Features of Fiction and Non-Fiction Text	(Descriptive / Expository Essay) Organize Evidence and Details on a Subject for an Expository Essay Outline Introduction and Body Paragraphs for an Expository Essay, Given a Common Thesis Outline Introduction and Body Paragraphs Using the Same Structure	Use Sentence Level Intonation to Emphasize Some Details as More Important Than Others Recognize the Opinion of a Speaker on a Specific topic	Reported Questions Common Irregular Past Forms
Unit 4: The Olympic Games	Use Multiple Pieces of Evidence across Texts to Make Conclusions Use a Graphic Organizer to Compare/Contrast Modern, ancient, and Paralympic Games	(Biographical Essay) Identify Biographical Features and Take Notes on a Biographical Figure to Prepare a Biographical Essay Determine the Significance of a Biographical Figure and Summarize it in a One Sentence Thesis Compose a Biographical Essay that Includes a Thesis and Supports It with Vivid Adjectives and Text Evidence in Quotation Marks	Identify Details of Similarity and Contrast In Extended Talk Respond Flexibly to Unexpected Comments of Interest	Modals Expressing Probability With "May" "Might", "Could", "Must" Prepositional Phrase

Scope and Sequence

	Reading	Writing	Speaking/ Listening	Linguistics
Unit 5: Intelligence	Distinguish General Information from Specific Details Make Generalizations from Facts	(Problem/Solution Paragraph) Complete a Cause/Effect or Problem/Solution Graphic Organizer, Including Evidence With Source Information Use Sentence Frames to Explain a Problem then Propose Possible Solutions Supported by Cited Evidence Compose a Paragraph that Introduces a Paraphrase of the Problem and its Solution and a Paragraph that Restates them to Conclude the Essay	Express an Opinion Persuasively Listen for Specific Information and Identify Missing Information in a Listening Passage	Indefinite Pronouns Relative Clauses
Unit 6: Social Networking	Make Connections Within and Between Texts. Use Digital Resources to Determine Meaning of Unknown Words	(Argument Paragraph) Brainstorm Advantages and Disadvantages of Social Media Using a Graphic Organizer Use a Variety of Sentence Frames To Explain One's Thinking from a Graphic Organizer in a Body Paragraph Complete a Sentence Frame to State One's Position in an Argument Paragraph that can Serve as a Thesis	Deduce the Meaning from Extended Talk on a General Topic Use Appropriate Vocabulary to Discuss a Moral Issue	Negative Imperative Negative Hortative

	Reading	Writing	Speaking/ Listening	Linguistics
Unit 7: The Ozone Layer: Earth's Protective Shield	Predict Outcome of a Text Based on Evidence and Prior Knowledge Analyze Text Features to Learn and Find New Information.	(Cause/Effect Paragraph) Complete a Graphic Organizer Use a Variety of Sentence Frames to Explain One's Thinking From a Graphic Organizer in a Body Paragraph Use Commas and Quotation Marks to Cite Evidence	Respond Flexibly to Unexpected Sentence-Length Comments Listen for Specific Details in Partner Talk	Compound Nouns Compound Adjectives
Unit 8: Excellence in Islam	Apply Knowledge of Lexical Clues (Prefixes, Suffixes, and Roots) Draw Conclusions From a Persuasive Text	(Formal Email) Identify the Five Parts of a Formal Email Message and Explain the Purpose of Each Compose an Email Message about Truthfulness to a Friend or Peer Revise a Friend's Email Message	Give an Opinion across Several Sentences Recognize the Opinion of the Speaker across Several Sentences	Phrasal Verbs (Inseparable Transitive)

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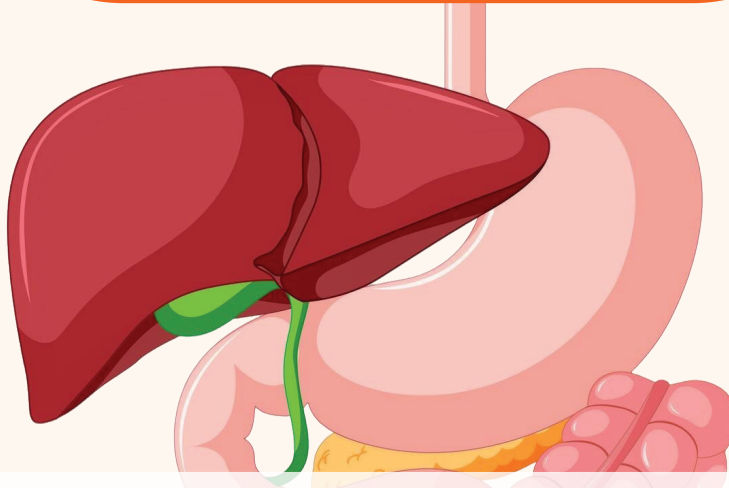
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Unit 1

The Liver



Essential Questions

- How is our liver designed to purify us?
- How can we be kind to our livers?

- ◆ **Reading:** The liver
- ◆ **Writing:** Venn diagram
- ◆ **Listening:** An interview about the liver
- ◆ **Speaking:** Use an informal register to persuade a peer
- ◆ **Language focus:** Simple verb forms countable and uncountable nouns with "a, an, some, any"
- ◆ **Pronunciation:** The proper place of stress
- ◆ **Islamic values project:** The signs of Allah in our bodies

ILOs

By the end of the lesson, students will:

- ◆ recognize the meaning of new target unfamiliar words.
- ◆ read a text to understand the main detail and summarize the text.
- ◆ use simple verb forms accurately in meaningful sentences.
- ◆ use graphic organizers "Venn diagram" to compare and contrast ideas.



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.
.....

organ (n.)

A part with a special job, like the heart or lungs.

Which organ helps pump blood through the body?

absorb (v.)

To in or soak up, like a with water.

What can you use to absorb water if you spill it?

lobe (n.)

A rounded of an organ, like part of the or lung.

Touch your ear lobes.

regulate (v.)

To or keep something

Who regulates traffic on the street?

gland (n.)

A part of the body that and releases substances, like hormones.

Touch the thyroid gland on your throat.

cholesterol (n.)

A type of in the blood that the body needs, but too much can be harmful.

Which has more cholesterol, an egg yolk or an apple?

bile (n.)

A yellowish liquid made by the that helps break down

Say three words that rhyme with "bile".

element (n.)

A basic of something, or a simple substance found in nature, like oxygen.

What are the two elements in water?

**Reading comprehension**

I can read a text to understand the main detail and summarize the text.

A- Pre-Reading Questions:

★ Discuss the following questions:



1 What is the relation between the pictures and the title of the lesson?



2 Do you think the liver is an important organ?



3 Could you name some functions of the liver?

**B- While-reading task:**

★ Read the following text about the liver and choose a suitable title for each paragraph.

A The Best Exercise for the Liver

B The Liver: a Vital Organ for Health

The liver is very important for keeping our bodies healthy. It does many things to help us stay well. The liver is the second-largest organ in our bodies. It's soft, reddish-brown, and about the size of a football. It weighs about 1.36 kilograms. You can find the liver on the right side of your body, under your ribs.

A The Liver's Roles**B Unhealthy Habits**

One of the liver's main functions is to filter our blood. It takes out bad elements called toxins and helps break down food. The liver is also a gland because it makes important chemicals. These chemicals control cholesterol, make proteins, and make bile to help us absorb fats. The liver even stores sugar to give us energy and regulates hormone levels.

A The Structure of the Liver**B The Function of the Liver**

The liver has two big parts: the larger right lobe and the smaller left lobe. Blood moves around inside these parts. They are connected to tubes called bile tubes. The liver affects our health in a positive way. If it stops working well, we could feel very sick.

A How We can Keep Our Liver Healthy**B How the Liver Keeps Us Healthy**

To keep our livers healthy, we should eat good foods, keep a healthy weight, eat foods with less salt, be careful with medicines, and exercise often. These positive elements help our livers to filter blood and keep us feeling great!

**Top Tip: A Fact File**

A fact file is a short, organized document that gives important information about a specific topic. It usually includes key facts, figures, and details in an easy-to-read format. Fact files are commonly used in schools to help students quickly find important information, but they can also be found on websites, in reports, and in reference books.

C- Post-Reading Task:

★ 1- Read the text again and complete the fact file about the liver:

Fact file	
Location	.....
Weight	.....
Parts	1- 2-
Colour	.....
Functions	1- 2-
Benefits	1- 2-

★ 2- Which of the following helps keep the liver healthy?

- ☐ A Eating a lot of sugary snacks
- ☐ B Not exercising
- ☐ C Eating foods with less salt and exercising often
- ☐ D Skipping meals

★ 3- Which sentence best summarizes the first paragraph?

- ☐ A Pumping blood throughout the body
- ☐ B Helping to keep the body healthy
- ☐ C Storing oxygen for the body
- ☐ D Providing energy for muscle movement

★ 4- What could happen if the liver doesn't filter toxins from our blood?

★ **5- Speaking focus.** Use your notes on the liver's functions and benefits from the fact file with a partner to complete the sentences and perform the dialogue.

Partner 1: Excuse me. May I ask you a question?

Partner 2: Sure. Go ahead.

Partner 1: What are the of the liver?

Partner 2: Some of the..... of the liver include.....

Vocabulary application

Fill in the blanks with the correct word from the list below. Each word is used only once.

(organ, absorb, lobe, cholesterol, regulate, affect, bile, gland)

- ① The liver makes a yellow liquid called, which helps digest fats.
- ② The heart is an important that pumps blood to the whole body.
- ③ Eating too much fatty food can raise your, which is bad for your health.
- ④ The brain has a round part called a, which helps with thinking and moving.
- ⑤ Plants sunlight to make their own food.
- ⑥ A small part of the body that makes and releases substances, like hormones is called a
- ⑦ Your body uses insulin to the amount of sugar in your blood.
- ⑧ Not getting enough sleep can how well you focus in school.

**Grammar**

I can use simple verb forms accurately in meaningful sentences.

Top Tip : Present Simple & Past Simple**★ Present Simple**

Tip: Use the present simple for routines, habits, general truths, and fixed arrangements.

★ Structure:

- ◆ Affirmative: Subject + base verb (add 's' or 'es' for he/she/it)
- ◆ Negative: Subject + do/does not + base verb
- ◆ Question: Do/does + subject + base verb?

■ Example

- ◆ Affirmative: She works every day.
- ◆ Negative: They do not play football.
- ◆ Question: Do you like coffee?

★ Past Simple:

Tip: Use the past simple for completed actions that happened at a specific time in the past.

★ Structure:

- ◆ Affirmative: Subject + verb in the past form (regular verbs: base verb + -ed; irregular verbs: second form)
- ◆ Negative: Subject + did not + base verb
- ◆ Question: Did + subject + base verb

■ Example

- ◆ Affirmative: He visited his grandparents last weekend.
- ◆ Negative: She did not go to the party.
- ◆ Question: Did you see the movie?

★ Future Simple

Tip: Use the future simple for actions that will happen at a later time or for spontaneous decisions and promises.

 Structure:

- ◆ Affirmative: Subject + will + base verb
- ◆ Negative: Subject + will not (won't) + base verb
- ◆ Question: Will + subject + base verb?

 Example

- ◆ Affirmative: They will travel to Paris next month.
- ◆ Negative: He will not (won't) eat dinner tonight.

Question: Will you call me later?

 Task: **A- Put the verbs between brackets in the correct tense(s). The first one is done for you:**

- 1 Julia (not/drink) doesn't drink tea very often.
- 2 What time (the banks /close) here?
- 3 I had a car, but I (not/ use) it much.
- 4 Where (Reem/come) from?
- 5 What (you/do) tomorrow ?
I will have dinner with my family.
- 6 Look at this sentence. What (this word/mean).....?
- 7 Omar was not very fit. He (not/do) any sport.

 B- Put the underlined verbs in the correct tense:

- 1 She usually study English hard.
- 2 Will Marwa walks to school tomorrow?
- 3 I go to school by bus tomorrow.
- 4 She drives a big car yesterday.
- 5 Rawda often sleep in the classroom.
- 6 Students carried heavy bags to schools every day.



Writing

I can use graphic organizers 'Venn diagram' to compare and contrast ideas.

Top Tip :Venn Diagram:

A Venn diagram is a visual tool used to compare and contrast different sets of items, concepts, or categories by showing their similarities and differences. It consists of overlapping circles, where each circle represents a set. The areas where the circles overlap represent the similarities between the sets, while the non-overlapping areas represent the unique elements of each set.

Example:

If you are comparing two animals, like cats and dogs, a Venn diagram might look like this:



★ Task: Compare and contrast the liver with one of the following organs using the Venn diagram:

(Heart, Lung, and Brain)

In pairs, draw a Venn diagram and use the information in the table to complete the diagram.

Heart	Lungs	Brain
◆ Functions: Pumps blood ◆ Location: Chest ◆ Size: About the size of a fist ◆ Weight: About 250-350 grams	◆ Functions: Facilitate the exchange of oxygen and carbon dioxide ◆ Location: In the chest ,on either side of the heart ◆ Size: About 25 cm long ◆ Weight: About 1 kilogram	◆ Functions: Controls thoughts, memory, movement ◆ Location: Skull ◆ Size: Around 15 cm long ◆ Weight: About 1.4 kilograms

- ◆ Share your diagrams with other pairs and discuss your findings with others.
- ◆ Ask for feedback for more understanding.
- ◆ You can make use of the following questions;
 - ◆ What do you think of our diagram?
 - ◆ Is there anything we can add to make it better?

ILOS

By the end of the lesson, students will:

- ◆ understand and use new vocabulary words related to health .
- ◆ explain new vocabulary using context clues and images.
- ◆ read a text and identify the main ideas to better understand ways to maintain liver health.
- ◆ correctly use “a,” “an,” “some,” and “any” with countable and uncountable nouns in meaningful sentences.
- ◆ write a short essay comparing two topics.



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.
.....

enhance (v.)

To make something better or

What can you do to enhance your skills?

function (n.)

The main or purpose of something

What is the function of your favourite technology device?

toxins (n.)

Harmful that can make you sick.

Name two toxins to keep away from your body.

filter (v.)

To remove parts from something.

How does a water filter work?

fatty (adj.)

..... a lot of fat.

What are some examples of fatty foods?



Reading Comprehension

I can read a text to get the main idea.

A- Pre-Reading task:

★ 1- Discuss the following questions in pairs;

- ① Are all foods good for health?
- ② Mention some types of food that are good for your health?
- ③ What types of food should you include in your diet to keep your liver healthy?

B- While Reading Task:

★ Read the text and choose a suitable title for each paragraph from the following:

- A Exercises Prevent Liver Damage
- B Regular Liver Function Tests
- C Eat a Balanced Diet
- D Keep Yourself Hydrated
- E Don't Ever Be Addicted to Alcohol



①

Staying active is good for your body. Exercise helps keep your body healthy. It can lower blood pressure and make your heart strong. Exercise is also important for your liver. Activities like running and biking are great for your liver health. Regular exercises enhance blood flow, which can improve liver function and its ability to filter toxins from the blood.

②

Drinking water every day is important. Try to drink eight glasses a day. Water helps flush out toxins from your liver. This keeps your liver healthy and lowers the chance of getting sick.

③

Drinking alcohol can hurt your liver. Too much can cause a disease called fatty liver. This can lead to serious problems. Fatty liver is an important warning sign.

4

Eat different kinds of food every day. This includes grains, fruits, veggies, meat, beans, milk, and oil. Foods with fiber are good for your liver.

5

Doctors use a blood test called a liver function panel. It checks if your liver is working right. You might need this test if you feel sick or have yellow skin. Taking care of your body with exercise, water, and good food helps your liver stay strong and keeps you feeling good!

C-Post-Reading Task:

★ **A- In pairs, answer the following questions using the sentence starters provided;**

1 How does exercise benefit your liver health?

Regular exercise enhances and

2 Why is it important to drink eight glasses of water a day?

Drinking water helps the liver

3 If a person has difficulty drinking enough water a day, what alternative strategies could they use to ensure their liver stays hydrated and healthy?

★ **B- Choose the correct answers:**

4 How much water should you aim to drink each day?

A Four glasses **B** Six glasses **C** Eight glasses **D** Ten glasses

5 Which of the following is NOT a type of food that is good for the liver's health?

A Fruits and vegetables

B Whole grains

C High-sugar snacks

D Protein

 Vocabulary Practice

Fill in the gaps using the words in the box :

filter - toxins - fatty - enhance - gland - function

- ① Drinking plenty of water can your energy.
- ② The main of the heart is to pump blood.
- ③ Some plants can help remove from the air.
- ④ A water helps remove dirt and chemicals.
- ⑤ Fried foods can be very and unhealthy if eaten too much.

 Grammar**I can use countable and uncountable nouns with quantifiers in meaningful sentences.****Top Tip: Countable Nouns**

- ◆ **Countable Nouns** (nouns you can count, like "apple" or "car"):
- ◆ Use "a" or "an" for singular nouns: a book, an orange.
- ◆ Use "some" for plural nouns in positive sentences: **some books, some oranges.**
- ◆ Use "any" for plural nouns in questions and negatives: **Are there any books? There aren't any oranges.**
- ◆ **Uncountable Nouns** (nouns you cannot count, like "water" or "rice"):
- ◆ Do not use "a" or "an" because they refer to singular, countable items. Instead, use "some" for positive sentences: **some water, some rice.**
- ◆ Use "any" for questions and negatives: **Is there any water? There isn't any rice.**

So, remember: "a" and "an" are for singular countable nouns, while "some" and "any" fit both countable (in plural) and uncountable nouns.

 Note:

- ◆ use "a" with nouns that begin with a consonant sound.
- ◆ use "an" with nouns that begin with a vowel sound.

 Task: "Quantifier Quest" **Part 1: Correct the mistakes in these sentences:**

- ① She doesn't have any apples in her basket. She needs a apples for the recipe.
.....
- ② There are much information in the report that I need to review.
.....
- ③ I bought an bread and some butter from the store.
.....
- ④ Is there some sugar in the cupboard?
.....
- ⑤ I didn't find some books that I wanted in the library.
.....
- ⑥ I'm looking for an book about keeping my liver healthy.
.....
- ⑦ Does this journey need a umbrella?
.....
- ⑧ Are there some chairs in the room?

 Part 2: Fill in the blanks with "a," "an," "some," or "any" based on the context.

- ① I need pen to write this down.
- ② Are there apples left in the fridge?
- ③ She found English book in the library.
- ④ He doesn't have money to buy the ticket.
- ⑤ We bought oranges from the market.
- ⑥ Is there milk in the fridge?
- ⑦ He didn't buy vegetables at the market.
- ⑧ Can you add salt to my soup, please?

**Writing : The Grand Egyptian Museum**

I can write a short essay about similarities and differences using a Venn diagram.

- ◆ In pairs, use the Venn Diagram you created in the writing task in lesson 1 to write a short 2- paragraph essay about the organs you chose.
- ◆ Use the following short essay as a model.
- ◆ The transition words are written in bold.

Both cats and dogs are beloved pets that offer companionship. **Similarly**, they both need regular feeding. **In addition**, they provide affection and can be trained to follow commands. **Moreover**, they come in different breeds, making it easy to find a pet that suits a family's needs.

On the other hand, cats and dogs have different behaviors. **While** dogs are social and enjoy interacting with people, cats are more independent. **Furthermore**, dogs need regular walks and playtime, **whereas** cats are content with indoor play. **Additionally**, dogs need more training, **whereas** cats can take care of themselves.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ILOs

By the end of the lesson, students will:

- ♦ identify the syllables of a word and state the stressed one.
- ♦ listen for gist and specific information.
- ♦ use an informal register to persuade a friend.
- ♦ carry out a project about a Quranic verse addressing the human body.

**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.
.....

expert (n.)

Someone who about a certain subject.

Who is an expert you would ask for advice?

located (adj.)

Found or in a certain place.

Where is the nearest hospital located?

perform (v.)	To do a task or
	What task do you need to perform today?
disease (n.)	An or health problem in the body.
	How can people protect themselves from disease?



Listening

I can listen for gist and specific information.

▶ A- Pre-Listening Task:

- ◆ Discuss the following questions in pairs:
- ◆ What do you know about the liver and its functions in the body?
- ◆ Why is it important to keep the liver healthy?

▶ B- While-Listening Task:

- ◆ Listen to an interview with Dr.Kwon and check your ideas.

▶ C- Post-Listening Questions:

★ 1- Answer the following questions:

- ① Why is the liver referred to as the body's filter?
- ② In what ways does the liver manage blood sugar levels?

★ 2- Fill in the gaps:

- ① The liver is located in
- ② The figure 500 refers to
- ③ The main idea of the interview is
- ④ The liver regulates blood sugar levels by

**Speaking:**

I can use an informal register to persuade a friend.

1- Discuss the following statement in pairs:

"Bad eating habits and drug use impact the liver's ability to filter and process substances."

2- How would you advise a friend who is doing one of these things?

- ◆ Use one of the following phrases in each step to persuade a friend to change their negative habits.
- ◆ Work in pairs and take turns to share your advice with your peers.

Identify the negative habit and how it affects the liver

- ◆ You can't be (v+ing phrase) Don't you know that the liver (vp)?
- ◆ Trust me it's a bad idea to (vp) 'cuz the liver (vp)

Encourage a positive habit and how it affects the liver

- ◆ Believe me, (v+ing phrase) is the right move 'cuz the liver (vp).....
- ◆ You gotta (vp)..... 'cuz the liver (vp)

Emphasize your point to persuade your friend

- ◆ Come on, give it a try.
- ◆ This is worth a shot. Go for it.

**Vocabulary Practice**

I can apply the new vocabulary in meaningful sentences.

1- Choose the correct answer:

- The doctor is an in heart surgery.
(A) expert (B) animal (C) builder
- The museum is in the center of the city.
(A) located (B) built (C) closed
- He had to a difficult task to finish the project.
(A) perform (B) eat (C) sleep
- The flu is a common that can spread quickly.
(A) expert (B) disease (C) tree

✿ 2- Identifying Word Syllables:

I can place proper stress in multi-syllable words.

◆ Read the following words and then do the following:

- 1 Divide the words into syllables.
- 2 Listen carefully to how your teacher pronounces each word.
- 3 Circle the syllable that your teacher stresses. The first one is done for you.

- | | | | |
|------------|---------------|---------------|-------|
| 1 function | (func) - tion | | |
| 2 toxins | ..... | 3 absorb | ..... |
| 4 regulate | ..... | 5 lobe | ..... |
| 6 filter | ..... | 7 expert | ..... |
| 8 gland | ..... | 9 cholesterol | ..... |
| 10 bile | ..... |  |  |



Writing

I can rewrite a short essay after receiving constructive feedback.

◆ Exchange the paragraphs you wrote in lesson 2 with other pairs and do the following:

- 1 Provide and receive feedback on the writing ensuring that transition words are used correctly.
- 2 Make sure about using the verbs in the present simple tense.
- 3 When you finish revising the paragraph, make any necessary changes and rewrite the paragraphs.

.....

.....

.....

.....

.....

 Islamic Values Project

I can carry out a project about a Quranic verse addressing the human body.

◆ Verse:

﴿سُرِّيهِمْ ءَايَاتِنَا فِي الْأَفَاقِ وَفِي أَنْفُسِهِمْ حَتَّىٰ يَتَبَيَّنَ لَهُمْ أَنَّهُ الْحَقُّ ۖ أَوَلَمْ يَكْفِ بِرَبِّكَ أَنَّهُ عَلَىٰ كُلِّ شَيْءٍ شَهِيدٌ﴾ [فصلت: ٥٣]

Allah The Almighty, said what it means, {We will show them Our signs in all the horizons and in themselves, until it is clear to them that it is the truth. Is it not sufficient that your Lord is a witness over everything?} (Quran: 41:53)

◆ Group discussion questions:

- ① How is the liver considered a sign from Allah?

When I read this holy verse, I realize that the body organs are miracle signs because they

- ② Using the liver as a sign, how can we prove that Allah created man?

The liver's numerous functions prove that Allah created man because

- ③ Design a poster showing the parts of the liver and their functions.

- ④ Create a visual representation of the liver, labeling its parts and explaining their functions.



Unit 2

Al-Aqsa Mosque

Essential Questions

- Why is Al-Aqsa Mosque important to different people and cultures?
- How can we take care of special places like Al-Aqsa Mosque?

- ◆ **Reading:** read to recognize the attitude of the writer
- ◆ **Writing:** use brainstorming technique to write a narrative essay
- ◆ **Listening:** listen for specific details in extended talk on a specific topic
- ◆ **Speaking:** make requests, and respond to them, politely
- ◆ **Language focus:** continuous tenses & some passive voice forms
- ◆ **Islamic values project:** interpret a Quranic verse about Al-Aqsa Mosque

ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary about Al-Aqsa Mosque.
- ♦ use the new learnt vocabulary in the correct context.
- ♦ use the continuous forms in writing.
- ♦ organize a narrative 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.
.....

tribe (n.)

A group of people who and share the same customs and language.

Do you know any tribes? If yes, name them.

<u>establish (v.)</u>	To something or make it exist.
	How do you establish a new rule at home?
<u>ancestors (n.)</u>	People in your..... who lived a long time ago.
	What can you learn from your ancestors?
<u>conquest (n.)</u>	Taking control of a place or people by
	Why do people go on a conquest for new land?
<u>identity (n.)</u>	Who you are and what makes you
	What do you look for to know someone's identity?
<u>protect (v.)</u>	To keep something or someone from harm.
	What can you do to protect the environment?

**Reading comprehension****I can read a text to understand the main detail and summarize the text.****A-Pre-Reading Task:**

Before you read the passage about Jerusalem (Al-Quds), discuss the following questions with a partner:

1 What do you already know about Jerusalem?



.....

2 Why do you think Jerusalem is important to different religions?



.....

3 Can you name any historical events that took place in Jerusalem?



.....

B-While-Reading Task:

As you read, answer the following questions in your notebook

1 What name was used for Palestine long ago?

2 How long have Arabs lived in Jerusalem, according to the passage?

3 Why is the Al-Aqsa Mosque important to Muslims?

Jerusalem (Al-Quds) is one of the oldest cities in the world. Its history is closely connected to the history of Palestine. Palestine has existed for about six thousand years. Long ago, Palestine was known as "the Land of Canaan." This name came from the Arab Canaanites who lived there before Judaism and Christianity.

Jerusalem is very important to the people of the heavenly Messages, Judaism, Christianity, and Islam. It is a holy city and the home of prophets. It is where Allah's holy messages came and the land that Allah has blessed.

Al-Aqsa Mosque: A Journey Through History Lesson 1

﴿سُبْحَنَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلًا مِّنَ الْمَسْجِدِ الْحَرَامِ إِلَى الْمَسْجِدِ الْأَقْصَى الَّذِي بَارَكْنَا حَوْلَهُ﴾

[الإسراء: ١]

The Almighty said: «Exalted is He who took His Servant by night from Al-Masjid Al-Haram to Al-Masjid Al-Aqsa, whose surroundings We have blessed» (Quran: 17:1)

The Al-Aqsa Mosque is especially important to Arabs and Muslims. Many history books say that the Jebusites were the first people to live in Al-Quds. They were an Arab Canaanite tribe. They built the city there three thousand years before the birth of Jesus, the Messiah, peace be upon him. This means they established Jerusalem more than twenty-five centuries before the Jews and Judaism appeared.

The Arabs and their ancestors have lived in Jerusalem for 25 centuries. They have controlled the city all this time. This includes 14 centuries under Islam. Some historians wrongly believe that the Arab connection to Jerusalem started only after the Arab-Muslim conquest in 638CE . However, the Arabs lived in Jerusalem long before Islam.

The Al-Azhar Conference in support of Al-Quds was held on January 17-18, 2018. Many important people from Arab, Islamic, and international groups attended. They emphasized the Arab-Islamic identity of Al-Quds. They talked about the world's responsibility to protect this holy city.



 C- Post-Reading Task:

 **A-Read the sentences and decide whether they are true or false:**

- A** Jerusalem has a history connected to Palestine for about six thousand years. ()
- B** The Jebusites were the last people to live in Jerusalem before the arrival of Islam. ()
- C** The Al-Azhar Conference emphasized the Arab-Islamic identity of Al-Quds. ()

 **B-Answer the following questions after :**

- 1** Who were the first people to live in Al-Quds, according to history books?





- 2** What was discussed at the Al-Azhar Conference regarding Al-Quds?





- 3** Why do you think it is important for different communities to protect and support the identity of Jerusalem? Discuss your thoughts with a partner.

a.....



Al-Aqsa Mosque: A Journey Through History **Lesson 1****Vocabulary Practice**

Match the words to their definition.

★ **Fill in the gaps with a word from the list**
(establish-tribe-conquest-ancestors-identity-century-protect)

- ① We need to a plan for our project to make it easy to do it.
- ② The of the land brought new leaders to power.
- ③ Your is what makes you unique and have your own personality.
- ④ A lives in a close community and shares common traditions.
- ⑤ It's important to nature and the environment from different kinds of pollution.
- ⑥ Learning about our helps us know our family history.

**Grammar****I can use continuous tenses correctly.****Top Tip: Continuous Tenses**

- ◆ Continuous tenses describe actions that are ongoing or in progress at a specific time. They emphasize the duration or continuity of the action.
 - ◆ **Present continuous tense:** Describes actions happening right now.
 - ◆ Structure: am/is/are + verb + -ing
 - ◆ Keywords: now, at the moment, currently, right now, these days, this week, at present
 - ◆ Ex: "She is reading a book now."
 - ◆ **Past continuous tense:** Describes actions that were ongoing in the past.
 - ◆ Structure: was/were + verb + -ing
 - ◆ Keywords: while, when, as, at [specific time], in the past

- ◆ Ex: "They were playing soccer yesterday morning."
- ◆ **Future continuous tense:** Describes actions that will be ongoing at a future time.
 - ◆ **Structure:** will be + verb + -ing
 - ◆ **Keywords:** tomorrow at [time], in [period], next week/month/year, this time tomorrow
 - ◆ e.g.: "I will be studying tomorrow at 6 P.M."

★ **Task 1: Select the correct form (present continuous, past continuous, or future continuous) to complete each sentence.**

- 1 Right now, I a fascinating book.
(A) am reading (B) was reading (C) will be reading
- 2 Last night, she dinner when the phone rang.
(A) is cooking (B) was cooking (C) will be cooking
- 3 Tomorrow at this time, they to New York.
(A) are traveling (B) were traveling (C) will be traveling
- 4 He soccer in the park right now.
(A) was playing (B) is playing (C) will be playing
- 5 While I my homework, my friend called.
(A) am doing (B) was doing (C) will be doing
- 6 They a movie when I arrived at their house.
(A) are watching (B) were watching (C) will be watching
- 7 We a picnic in the park now.
(A) are having (B) were having (C) will be having

Al-Aqsa Mosque: A Journey Through History **Lesson 1**

- 8 She for her exams right now.
A is studying B was studying C will be studying
- 9 At 8 PM last night, I my favorite book.
A am reading B was reading C will be reading
- 10 In a few hours, I my friends at the café.
A meet B was meeting C will be meeting

★ **Task 2: Read the letter below and complete the sentences using the correct form of the continuous tense (present, past, or future) of the verbs between brackets:**

Dear Hana,

I hope you're doing well! I wanted to tell you about my weekend and some of the plans I have for the upcoming days. On Saturday morning, I was at the park. While I (1. walk) my dog, I suddenly saw an old friend from school. We stopped and talked for a while. She told me she (2. plan) a surprise birthday party for her sister.

Right now, I (3. sit) in my room and (4. listen) to some relaxing music. It's been a busy week, and I need some time to relax. By the way, do you remember our plan to go to the beach next weekend? I can't wait! This time next week, we (5. lie) on the sand, enjoying the sun and having a great time together. What about you? What (6. you/do) these days? I know you said you (7. study) for your exams, but I hope you find some time to relax too. Anyway, I have to go now. My mom (8. call) me to help with dinner. I hope to hear back from you soon. Take care and see you soon!

Love,
Sarah

★ **Task 3: Complete the sentences below using the words provided:**

- A** be watching **B** will be landing **C** won't be playing
D will be starting **E** will you be voting **F** won't be going
G be going **H** will you be doing

- 1 There's an election next week. Who for?
- 2 What in your new job? The same as before?
- 3 Akram is not well, so he volleyball tomorrow.
- 4 Please, fasten your seat belts. The plane in ten minutes.
- 5 The match is on TV tonight.it?
- 6 I'll shopping later. Can I get you anything?
- 7 Ito the wedding. I'll be away on holiday.
- 8 Little Emanschool soon. She's growing up fast.

Al-Aqsa Mosque: A Journey Through History **Lesson 1** **Writing**

I can present a storyboard about building the first mosque in Islam.

Top Tip: Narrative Essay

A narrative essay is a story that conveys a personal experience, event, or observation. It usually has a clear structure with a beginning, middle, and end.

◆ Paragraph 1: Introduction and setup

- ◆ Introduce the main character, setting, and conflict or situation.
- ◆ Hook the reader's attention.

◆ Paragraph 2: Resolution and reflection

- ◆ Describe how the conflict is resolved.
- ◆ Share insights or lessons learned from the experience.

◆ Brainstorming techniques:

Think of any personal experiences or stories you want to tell. Use prompts like "A memorable day," "A challenge I faced," or "A time I learned something new."

Organizing Narrative Essays:

To help structure your story, try these techniques:

◆ Using a Sequence Chart:

This helps you organize events in the right order:

- ◆ Describe how the conflict is resolved.
- ◆ Beginning: Set the scene and introduce characters.
- ◆ Middle: Describe the conflict or main event.
- ◆ End: Share how the conflict is resolved and reflect on what was learned.

◆ Using a Storyboard:

Create a visual representation of your story with drawings or pictures:

- ◆ Box 1: Introduction (Character and Setting)
- ◆ Box 2: The Conflict or Main Event
- ◆ Box 3: The Resolution
- ◆ Box 4: Reflection or Lesson Learned

★ Task 1: Building unity: The story of the first mosque in Islam**Instructions:**

- ① Draw or find pictures related to the story of building the first mosque in Islam.
- ② Assemble the storyboard: Arrange the pictures in the same order as shown in the sample storyboard.
- ③ Present the storyboard: Show your storyboard to the class and explain each part of the story, discussing the role of each person in building the first mosque in Islam.

Building the first mosque in Islam (Storyboard)**Scene 1: Introduction**

- ① Setting: Prophet Muhammad and his followers arrive in the city of Quba after leaving Mecca.
- ② Action: The Prophet decides that the first task should be to build a place for worship.
- ③ Details: The land is chosen for the mosque, and everyone, , prepares to begin work.

Scene 2: Construction begins

- ① Setting: Early morning in Quba, the followers gather.
- ② Action: The Prophet and his companions start digging the foundation of the mosque.
- ③ Details: The group works together, carrying stones, and using their hands and simple tools.

Al-Aqsa Mosque: A Journey Through History **Lesson 1****Scene 3: Everyone helps**

- ① Setting: Afternoon, the sun is shining as the work continues.
- ② Action: More and more people join in to help, including men, women, and children.
- ③ Details: People feel a sense of unity and pride as they contribute to building the first mosque.

Scene 4: The Mosque is completed

- ① Setting: The mosque stands completed after days of hard work.
- ② Action: The Prophet and his followers enter the mosque for the first prayer.
- ③ Details: Everyone feels peace and accomplishment as they bow in prayer.

Scene 5: Reflection

- ① Setting: Evening, the sky is turning orange.
- ② Action: The Prophet reflects on the importance of the mosque for future generations.
- ③ Details: The mosque becomes a symbol of unity, faith, and community for Muslims.



ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary about the sacred mosque.
- ◆ use synonyms of the target vocabulary.
- ◆ read to recognize the attitude of the writer.
- ◆ use some passive voice forms properly.
- ◆ write an introduction paragraph that previews and summarizes a narrative.

**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.
.....

direction (n.)

The something or someone is going or should go.

Can you show me the right direction to go to the library?

obligation (n.)

Something you because it's required.

What is your obligation at home?

encourage (v.)

To make someone feel more or give them hope.

How do you encourage a friend when they feel sad?

donation (n.)

Something you to help others, like money or things.

Have you ever made a donation to help others?

lit (adj)

Filled with

Why is the room so brightly lit?

support (v.)

To someone or something stay strong or do well.

How do you support someone who needs help?

**Reading Comprehension****A- Pre-Reading Questions:**

★ Before you read, think about the following questions. Discuss them with your partner.

1 What do you know about the five pillars of Islam?



.....

2 Have you ever heard about Al-Aqsa Mosque? Why is it important?



.....

3 Why do you think prayer is an important part of many religions?



.....

4 To which direction did the Muslims pray at first?



.....

B- While-Reading Questions:

★ Read the text carefully. As you read, try to answer these questions with your partner.

1 What was the first Qiblah (direction of prayer) for Muslims?



.....

2 How many times a day are Muslims required to pray?



.....

3 How did Prophet Muhammad (PBUH) encourage Muslims to support Al-Aqsa Mosque?



.....

4 How does the writer describe the importance of Al-Aqsa Mosque in Islamic thought?



.....

The Importance of Al-Aqsa Mosque in Islam

Prayer is the second pillar of Islam after the testimony of faith. All Muslims must pray every day, no matter their situation. The first Qiblah (direction of prayer) was Al-Aqsa Mosque. This gives it a special importance for Muslims even today. The five daily prayers were made obligation during the Prophet Muhammad's (PBUH) Night Journey to Al-Aqsa Mosque.

Muslim sources say that the Prophet Muhammad (PBUH) prayed towards Al-Aqsa for more than 14 years. This was longer than he prayed towards the Ka'bah. This shows the importance of Al-Aqsa in Islamic thought since the beginning of Islam.

The Prophet Muhammad (PBUH) encouraged Muslims to visit Al-Aqsa. If they couldn't visit, he said they should send donations to help. In one hadith, he suggested sending oil to keep the mosque's lamps lit.

Muslims should support the people who live in Jerusalem. The Prophet Muhammad (PBUH) praised the Muslims of the city. This shows that we should do everything we can to help protect the holy land.



C- Post-Reading Questions:**1- Discuss these questions with your partner.**

- ① Why do you think the Prophet Muhammad (PBUH) encouraged Muslims to support the people of Jerusalem?



.....

- ② How does the writer feel about helping the people of Jerusalem? What words show this attitude?



.....



.....

- ③ Why do you think the direction of prayer was changed from Al-Aqsa to the Ka'bah?



.....



.....

- ④ How does this change affect the importance of Al-Aqsa for Muslims today?



.....



.....

2- Go back to the text and look for words or phrases like "special importance" and "should support" to understand how the writer feels about Al-Aqsa Mosque and the people of Jerusalem.

- Discuss with your partner how these words show the writer's attitude.

Vocabulary Practice

Give the synonyms of the following words (you may use your dictionary)

- | | |
|-------------------|--------------------|
| 1 Direction | 2 Obligation |
| 3 Encourage | 4 Donation |
| 5 Lit | 6 Support |

Grammar

I can use the passive voice accurately and correctly in a writing context.

Top Tip:**The Passive Continuous Form**

- When we don't know who is performing the action, or when the subject of a sentence is not important, we often use the passive voice.
- Here are examples of passive continuous forms in different tenses:
 - Present Passive continuous:
 - ♦ **Structure:** is/are being + past participle
 - **Example:** "The project is being completed by the team."
 - Past Passive continuous:
 - ♦ **Structure:** was/were being + past participle
 - **Example:** "The house **was being renovated** when we arrived."
 - Future Passive continuous:
 - ♦ **Structure:** will be being + past participle (Note: This form is rarely used in English)
 - **Example:** "The road **will be being repaired** next month"

★ **Task A : Choose the correct answer to complete the following sentences:**

- 1 New expansions at the moment in the Alaqsa.
- (A) are done (B) are being done
(C) will do (D) are doing
- 2 The boys are to the soccer match now.
- (A) driving (B) drive
(C) being driven (D) is being driven
- 3 The ruins will tomorrow.
- (A) be removed (B) be removing
(C) remove (D) remove
- 4 They had to finish the conference as it was without permission.
- (A) holding (B) being hold
(C) hold (D) being held
- 5 I always feel like
- (A) be watched (B) watch
(C) being watched (D) watching
- 6 Dinner on the patio.
- (A) was being served (B) is serving
(C) being served (D) was serving

Top Tip: Passive Voice

We use the passive voice when the action is more important than who does it, or when we don't know the doer of the action.

◆ Passive in the Present Simple:

- ◆ Active: I take this medicine every day.
- ◆ Passive: This medicine is taken every day.

◆ Passive in the Past Simple:

- ◆ Active: The teacher gave students a lot of information about Al-Aqsa.
- ◆ Passive: Students were given a lot of information about Al-Aqsa.

★ Task B: Rewrite the following sentences in the passive voice:

- ① Muslims believe that Al-Aqsa Mosque is the third holiest site in Islam.



.....

- ② The Ottomans rebuilt the mosque in the 16th century.



.....

- ③ Builders constructed the mosque with two minarets and a silver dome.



.....

- ④ Guards close the mosque at night.



.....

- ⑤ People from all over the world visit Al-Aqsa Mosque.



.....

**Writing**

I can write an introductory paragraph of a narrative essay properly.

Top Tip: Writing an Introduction for a Narrative Essay

When you write a narrative essay, the introduction is the first part of your story, and it needs to grab your reader's attention! Here's how to write a good introduction for your story:

① **Catchy Hook:** It starts with something that makes your reader want to keep reading. It could be a fun question, an interesting fact, or a little surprise about the story. For example, "Have you ever gone on an adventure that changed your life?"

② **Background Information:** After the hook, give a little background to help your reader understand what your story is about. You don't need to give away everything, just a few details to set the stage for what's coming next.

③ **Thesis Statement:** End your introduction with one sentence that tells the reader what your story is about and what lesson or idea you'll be sharing. For example, "This story is about the time I visited the Citadel in Cairo and learned about its history."

- ◆ **Remember,** a narrative essay has three main parts: Introduction, Body, and Conclusion. Your introduction should start your story in an exciting way, so your reader will be curious to read more!

★ **Task: Transform part of the storyboard in lesson 2 into an introduction paragraph about the first mosque in Islam.**

Instructions:

- 1 Start by introducing where the first mosque was built and its importance.
- 2 Describe how Prophet Muhammad and his followers began construction, highlighting their teamwork.
- 3 Explain how the community came together to complete the mosque, and how this unity made the experience special.
- 4 Conclude with a sentence about the lasting importance of this mosque in Islam.
- 5 Use descriptive words and phrases to help readers visualize the scene.

.....

.....

.....

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.....

.....

ILOs

By the end of the lesson, students will:

- ♦ listen for specific details in extended talk on a specific topic.
- ♦ apply the meaning of the new vocabulary in a listening text.
- ♦ identify the part of speech of each targeted words.
- ♦ write a body paragraph that clearly identifies steps in a series of events.
- ♦ research and present the importance of the Sacred Mosque and Al-Aqsa Mosque in Islam.

**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.
.....

challenge (n.)

Something difficult that needs to overcome.

What is the biggest challenge you face in your daily life?

symbol (n.)

A sign or object that something else.

Can you name a symbol that represents peace?

access (n.)

The ability to get or something.

How do you get access to your favorite websites?

complicated (adj.)

..... to understand or do because it has many parts.

Have you ever found a recipe too complicated to follow?

fear (n.)

A feeling of being or worried about something.

What is one fear you would like to overcome?

**Listening**

I can understand details from a conversation about a specific topic.

Pre-Listening Questions:

Think about these questions and write your answers before listening:

- 1 What do you already know about Al-Aqsa Mosque?
- 2 Why do you think Al-Aqsa Mosque is important for Muslims?
- 3 What challenges do you think people might face when visiting important religious places?

While-Listening Questions:

Listen carefully to the conversation and answer these questions:

- 1 How old is Al-Aqsa Mosque, according to the students?
- 2 What event connected to Prophet Muhammad (peace be upon him) happened at Al-Aqsa Mosque?
- 3 Why is it difficult for some Muslims to visit the mosque today?
- 4 How does the new convert to Islam feel at the end of the conversation?

Post-Listening Questions:

- 1 Listen again and decide whether the following sentences are true or false:
 - A Al-Aqsa Mosque is the holiest mosque in Islam.
 - B The students say renovations and expansions have been made to Al-Aqsa Mosque.
 - C The new convert feels hopeful that one day people of all religions can visit Al-Aqsa without fear.
- 2 Answer the following questions:
 - ◆ What is the "Isra and Miraj," and why is it important to Al-Aqsa Mosque?
 - ◆ Who explains the challenges Muslims face in visiting the mosque?

Vocabulary Practice

Mention the part of speech of each underlined words in the following

(noun - verb - adjectives - adverb)

- ① Climbing a mountain is a big challenge that many people enjoy. (.....)
- ② A heart shape is a common symbol of love. (.....)
- ③ You need a password to access the website. (.....)
- ④ The instructions were too complicated for me to understand. (.....)
- ⑤ It's normal to have fear about public speaking. (.....)

Writing

I can write a body paragraph of a narrative essay properly.

Top Tip: Narrative Essay (The Body)

Remember that a narrative essay has three main parts: the introduction, the body, and the conclusion.

A good narrative essay should include:

- ◆ **Rising Action:** The events that build up to the main problem or challenge.
- ◆ **Climax:** The turning point or most exciting part of the story.
- ◆ **Falling Action:** The events that lead to the resolution.

Use strong adjectives throughout your narrative body paragraphs to make the story more vivid and engaging.

◆ Main Body

The main body of the essay describes the story and includes:

- ◆ **Description:** Paint a picture with words to help your reader imagine the setting and characters.
- ◆ **Story Development:** Describe how the events unfold and lead to the main conflict.
- ◆ **Climax & Insight:** The highest point of the story where everything changes, and the lesson or insight learned from the experience.

★ **Task: Write a body paragraph to describe the first mosque in Islam.**

Instructions:

- 1 Begin by describing the setting and purpose of the first mosque.
- 2 Include details about how the Prophet Muhammad and his followers worked together to build it.
- 3 Mention the sense of unity and accomplishment felt by everyone involved.
- 4 Use descriptive language to help readers picture the scene.
- 5 Keep your paragraph focused on what makes this mosque special to Muslims.

Islamic Values Project Exploring the Sacred Mosque and Al-Aqsa Mosque



I can research and create a poster to explain the significance of the Sacred Mosque and Al-Aqsa Mosque in Islam.

★ **Instructions:**

In this project, you will explore the significance of two of the holiest sites in Islam: the Sacred Mosque (Al-Masjid Al-Haram) and Al-Aqsa Mosque. You will create a poster that presents important details about both mosques, their history, and their significance in Islam.

◆ **Steps to follow:**

- 1 Research the Information:

Read the Quranic verse

سُبْحَانَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلًا مِّنَ الْمَسْجِدِ الْحَرَامِ إِلَى الْمَسْجِدِ الْأَقْصَا الَّذِي بَارَكْنَا حَوْلَهُ لِنُرِيَهُ مِنْ عَايِنَاتِنَا إِنَّهُ هُوَ السَّمِيعُ الْبَصِيرُ [الإسراء: ١]

Allah said in Qur'an: Glory to ((Allah)) Who did take His servant for a Journey by night from the Sacred Mosque to Al-Aqsa Mosque, whose precincts We did bless,- in order that we might show him some of Our Signs: for He is the One Who heareth and seeth (all things). (quran: 17:1)

- ◆ Collect information about both mosques:
 - ◆ Location: Where are the Sacred Mosque and Al-Aqsa Mosque located?
 - ◆ Time of building: When were they built?
 - ◆ Importance to Muslims: Why are they important to Muslims?

2 Find or Draw Pictures:

- ◆ Look for pictures or create drawings of the Sacred Mosque and Al-Aqsa Mosque to include on your poster.

3 Create Your Poster:

- ◆ Include the following information:
 - ◆ The location of both mosques.
 - ◆ A brief history of when they were built.
 - ◆ Why these mosques are significant to Muslims.
 - ◆ Pictures or drawings of the mosques.
- ◆ Make your poster colorful and easy to read, using large fonts and clear images.

4 Speaking Task: Making Polite Requests and Responses While working on the project, you will practice polite communication with your partner:

- ◆ Take turns making polite requests related to your poster using phrases like "Could you please...?" or "Would you mind...?"
- ◆ Example Requests:
 - ◆ "Could you please find more pictures of Al-Aqsa Mosque for our poster?"
 - ◆ "Would you mind summarizing the history of the Sacred Mosque for our project?"
- ◆ Respond politely to your partner's requests:
 - ◆ "Sure, I can do that!"
 - ◆ "No problem, I'll start on that now."

5 Present Your Poster:

- ◆ Share your poster with the class.
- ◆ Explain the information you researched and answer any questions from your classmates.



Unit 3

Exploring the Digital World

Essential Questions

- How does studying computer science help us solve real-world problems and prepare for the future?
- In what ways does understanding computers and technology impact the way we live and work today?

- ◆ **Reading:** The computer.
- ◆ **Writing:** Descriptive / expository essay.
- ◆ **Listening:** Recognize the opinion of a speaker on a specific topic.
- ◆ **Speaking:** Use sentence level intonation to emphasize some details.
- ◆ **Language focus:** Reported questions, Common irregular past forms.
- ◆ **Islamic values project:** Explore a Quranic verse about learning.

ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary about computer science.
- ♦ read to identify the structure of a non-fiction text.
- ♦ report questions properly.
- ♦ use the learnt vocabulary in the correct context.
- ♦ organize evidence and details on a subject for an expository essay.

**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.
.....

computer science
(n.)

The of how computers work and how to make them do different tasks.

What do you think people learn when they study computer science?

industry (n.)

A group of businesses that make the same type of or provide similar services.

Can you name an industry?

analyze (v.)

To look at something to understand it better.

How do you analyze a problem before solving it?

data (n.)

..... or facts that are collected to learn from.

What kind of data do you collect when doing a survey?

skill (n.)

Something you learn to do

What is a skill you want to learn or improve?

fix /solve (v.)

To to make a problem go away or work properly again.

How do you usually fix or solve problems in your daily life?

**Reading comprehension**

I can read a text to understand the main detail and summarize the text.

A- Pre-Reading Task:

★ Before you read the passage about computer science, discuss the following questions with a partner:

1 What do you think computer science is?



.....

2 Why do you think computers are important in our daily lives?



.....

3 Can you name any jobs that involve computers?



.....

B- While-Reading Task:

★ As you read the text, answer the following questions. Write your answers in complete sentences.

1 What is one reason to study computer science?



.....

2 How does studying computer science help students think?



.....

3 Why is it important to learn about technology for the future?



.....

The Benefits of Studying Computer Science

Computers are very important in our lives. As technology grows, learning computer science is more important. This essay is about why studying computer science is good for students.

Jobs in Computer Science

One big reason to study computer science is the many jobs it offers. The tech industry is growing fast. Many companies need people with computer skills. Jobs include making software, analyzing data, and keeping information safe. With more technology, more jobs will require computer skills. This means students can find good jobs.

Thinking and Solving Problems

Another good reason to study computer science is to learn how to think and solve problems. Computer science helps students think carefully and fix problems. Students learn to break big problems into small parts and find answers. These skills help in many jobs and everyday life.



Getting Ready for the Future

Technology will keep growing in the future. It is important for students to know the basics of computer science. By studying it, students will be prepared for a world with more technology.

📌 C- Post-Reading Questions:

🌟 A- Read the sentences from the text and decide whether they are true or false. Correct the false sentences:

- ① Studying computer science can lead to a variety of good job opportunities.



- ② Learning computer science does not help improve problem-solving skills.



- ③ The demand for computer science graduates is expected to decrease in the future.



★ B-Answer the following questions:**Be sure to explain your answers in detail.**

- ① What is one way studying computer science prepares students for the future?



.....

- ② How might our lives change if fewer people studied computer science?



.....

- ③ How do the headings help you know what each part of the text is talking about?



.....

- ④ When the author starts talking about "Thinking and Solving Problems," how does this show a new idea? How does the heading help you see the change?



.....

Vocabulary Practice**I can apply the new vocabulary in context.**

★ Fill in the blanks with the correct vocabulary word from the list: (data - skills - solve - industry - job - computer science - analyze).

- ① The automotive produces millions of cars each year.
- ② We need to the issue with the software before the deadline.
- ③ Scientists look for patterns in large amounts of information, or
- ④ To data means to break it down for better understanding.
- ⑤ is essential for understanding how computers operate.
- ⑥ Good in communication is important for teamwork.



Grammar

I can report questions accurately.

Top Tip: Direct vs. Reported Questions

- ◆ Direct questions are the exact words someone asks.
- ◆ Reported questions tell what someone asked, without using the exact words.

■ **eg: Direct:** "What are you doing?"

■ **Reported:** He asked what I was doing.

- ◆ Key points to remember

① No question marks in the reported questions.

- ◆ Direct: "Where is the school?"

- ◆ Reported: He asked where the school was.

② Change the word order from question format to statement format.

- ◆ Direct: "Are you coming to the party?"

- ◆ Reported: She asked if I was coming to the party.

③ Use "if" or "whether" for yes/no questions.

Direct: "Where is Jack?"

Reported: She asked where Jack was.

Exceptions:

- If the original question is about a general truth or unchanging fact, the tense does not change.

Direct: "Where is the sun?"

Reported: He asked where the sun is. (Not was, because this is always true.)

- If the reporting verb is in the present (e.g., says, asks), no backshifting is needed.

Direct: "What time does the train leave?"

Reported: He says what time the train leaves.

④ Change the tense to the past:

- ◆ Direct: "What is your name?"

- ◆ Reported: She asked what my name was.

Here are some Common Irregular past forms:

- | | | |
|-----------------|-----------------------------------|------------------|
| 1 be → was/were | 2 go → went | 3 have → had |
| 4 do → did | 5 come → came | 6 say → said |
| 7 see → saw | 8 get → got | 9 make → made |
| 10 take → took | 11 give → gave | 12 write → wrote |
| 13 eat → ate | 14 read → read (pronounced "red") | |
| 15 buy → bought | | |

Task: Choose the Correct Answer:

- 1 What did you eat for breakfast?

She asked me what I for breakfast..

- A** eat **B** ate **C** had eaten

- 2 Where is he going tomorrow?

She asked where he the following day.

- A** is going **B** was going **C** will go

- 3 Have they seen the movie?

She asked if they the movie.

- A** had seen **B** have seen **C** saw

- 4 What time will you take the bus?

She asked what time I the bus..

- A** will take **B** would take **C** took

- 5 Are you coming to the party?

She asked if I to the party.

- A** am coming **B** was coming **C** will come

**Writing**

I can organize evidence and details in an expository essay correctly.

Top Tip: Expository Essay

Organizing evidence and details helps make writing clearer and more convincing.

Each paragraph should support the main idea with facts and examples.

An expository essay usually follows a simple structure:

- ◆ **Introduction** : Introduce the main topic.
- ◆ **Body Paragraphs** : Include evidence (facts, examples, reasons) that support the main idea.
- ◆ **Conclusion** : Summarize the main points.

We have different types of evidence to use, like:

- ◆ **Facts**: Information that can be proven.
- ◆ **Examples**: Real-life situations or experiences.
- ◆ **Reasons**: Why something is important or makes sense.

★ Task

- 1 Below are some details about the topic "Why reading is important."
- 2 Identify the details as one of three categories: Facts, Examples, or Reasons.
- 3 Then, organize them in the appropriate place under each category.

 Details:

- ① It helps you learn new words.
- ② It improves your imagination.
- ③ Reading can help you do better in school.
- ④ I read 20 minutes a day and get better at spelling.
- ⑤ It helps you relax and reduces stress.
- ⑥ Reading books can take you to exciting new places.
- ⑦ Reading helps you understand different cultures.
- ⑧ My friend reads every night and says it helps him fall asleep faster.

 Organize the Details:◆ **Facts:**







◆ **Examples:**









◆ **Reasons:**







ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary about computer science.
- ♦ read to compare and contrast features of fiction and non-fiction text
- ♦ use learnt vocabulary in the correct context.
- ♦ direct questions to their corresponding reported questions.
- ♦ draft and revise an expository essay.

**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.
.....

significance (n.)

The importance or..... of something.

What is the significance of your favorite holiday?

<u>predict (v.)</u>	To guess what in the future.
	Can you predict what the exam will be like tomorrow?
<u>natural disaster (n.)</u>	A big, harmful event in nature, like a or earthquake.
	Have you ever seen a natural disaster on the news?
<u>physical therapy (n.)</u>	 and treatments to help your body get better after an injury.
	Do you know anyone who has gone through physical therapy?
<u>cyber-attack (n.)</u>	When someone tries to a computer or online system.
	How can people protect their computers from a cyber-attack?
<u>security (n.)</u>	Protection from or harm.
	What does good security mean to you at home or online.

**Reading comprehension****I can read a text to understand the main detail and summarize the text.****A-Pre-Reading Questions:**

- ① How do you think computers help people at work or in school?



.....

- ② Why do you think it's important to learn about technology?



.....

B- While-Reading Task:

Read the text carefully. Answer the following questions based on what you learn from the reading.

- ① Mention one of the risks in the text related to using computers.



.....

- ② Name two jobs you could have in computer science.



.....

Why is computer science important?

Computer science is the study of how we use information and computers in our lives. As a computer scientist, you can help create new technology that makes the world better. Here are some ways you can make a difference.

Computer programs can now predict natural disasters like earthquakes and tsunamis. Computer scientists help with this research, which means there are lots of chances to learn and grow in this field.

They also create new technology to make life easier. For example, robots are used in hospitals to help people with physical therapy or even assist with daily care.



Understanding the Role of Computer Science **Lesson 2**

Protecting data from cyber-attacks is important too. As we use more technology, we need strong security to keep our information safe.

There are many exciting jobs in computer science. An app developer makes apps for phones and tablets. A cybersecurity expert protects computers from hackers and viruses. A software designer plans and builds computer programs. These jobs help create and protect the technology we use daily.

In conclusion, studying computer science can lead to a great career and help you solve important problems in the world.

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

- ① Computers can help predict natural disasters like and
- ② Robots are used in healthcare to help with
- ③ Cyber-attacks are a risk for,, and

✦ 2- Read the following sentences and decide whether they are true or false:

- ① Robots can be used to help with physical therapy. (True / False)
- ② Computer scientists cannot stop cyber-attacks. (True / False)
- ③ The study of computer science has no effect on the healthcare field. (True / False)

✦ 3- Answer the following questions:

- ① Why are machine learning algorithms important in computer science?
- ② What are some of the jobs you can pursue with a computer science degree?
- ③ Why is learning computer science important for the future?
- ④ How do you think computer science will change the way we live in the future?

Vocabulary Practice

Match each vocabulary word with its correct definition, then use it in a sentence.

1 significance

- A** An event caused by nature that results in damage.
- B** The importance or meaning of something.
- C** The state of being safe from harm.

The sentence:



.....

2 predict

- A** To guess what will happen in the future.
- B** A treatment to help recover from injuries.
- C** To defend against threats.

The sentence:



.....

3 natural disaster

- A** An attack on computer systems.
- B** An event like an earthquake or flood.
- C** A measure to ensure safety.

The sentence:



.....

4 physical therapy

- A** An exercise program for rehabilitation.
- B** The act of forecasting.
- C** A type of cyber threat.

The sentence:



.....

5 cyber-attack

- A** An invasion of digital systems.
- B** A physical exercise routine.
- C** The relevance of a topic.

The sentence:



.....

Understanding the Role of Computer Science **Lesson 2****6** security

- A** The practice of keeping safe.
- B** The process of healing physical injuries.
- C** An environmental crisis.

The sentence:

**Grammar**

I can practice using reported speech to form complete sentences.

★ Task: Change the following questions into reported speech.

The first one is done for you.

1 "Why are you late for class?"

The teacher asked why I was late for class.

2 "What did he eat for lunch?"

The teacher asked

3 "Did they see the new movie?"

My friend asked

4 "What time did she take the bus?"

The bus driver asked

5 "Did you give her the homework?"

The teacher asked



**Writing**

I can organize evidence and details in an expository essay correctly

Top Tip: Expository Essay

- ◆ **Introduction paragraph:** It introduces the main topic and gives a clear thesis statement (the main idea of the essay).
- ◆ **Body paragraph:** It provides reasons, facts, or examples that support the thesis.

◆ The Thesis Statement:

A thesis statement should show exactly what your paragraph will be about and will help you keep your writing to a manageable topic.

Thesis: "Reading is important because it helps you learn, reduces stress, and improves imagination."

◆ The introduction should:

- ◆ Hook the reader: Begin with an interesting fact, question, or statement to grab attention.
- ◆ Introduce the topic: Provide a sentence or two that introduces the general topic (in this case, reading).
- ◆ State the thesis: End the introduction with the thesis statement.

◆ Each body paragraph should focus on one point from the thesis and provide:

- ◆ A topic sentence: The first sentence introduces the main idea of the paragraph.
- ◆ Evidence: Include facts, reasons, or examples to support the topic sentence.
- ◆ Explanation: Explain how the evidence supports the point.

 Task:

◆ **Outline introduction and body paragraphs, using the same structure, about the following topic:**

“Modern technology is important to our education for a few reasons”

Introduction:

Hook

Topic

Thesis

Body

Topic

Evidence 1

Explanation 1

Evidence 2

Explanation 2

ILOs

By the end of the lesson, students will:

- ◆ explain advantages and disadvantages of using computers
- ◆ listen to recognize the opinion of a speaker on a specific topic.
- ◆ draft and revise an expository essay, expanding details and examples with text evidence.

**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.
.....

speed (n.)

How something is moving.

How do you control the speed of your bike or car?

attack (n.)

When someone tries to a person or place.

Have you ever seen a movie where there was an attack on a city?

hack (v.)

When someone a computer system without permission.

Has someone tried to hack your account before?

balance (n.)

The ability to without falling.

How do you keep your balance while riding a bicycle?

health issues (n.)

Problems that affect your body or mind and make you feel

What are some common health issues people face as they get older?



Listening

A-Pre-Listening Questions:

Before you listen to the text about computers, think about the following questions. Discuss your answers with a partner.

- ① What do you think are some benefits of using computers?



- ② Can you name any problems or risks that come with using computers?



- ③ How do you think computers change the way we live and work?

**B- While-Listening Task:**

As you listen to the text, pay attention to the answers to these questions:

- ① According to Mr. Bill , what is one major benefit of computers?



- ② What does Mr. Bill suggest we can do to reduce the risk of viruses and hacking?



- ③ Why is it important to take breaks when using computers, according to Mr.Bill ?



C- Post-Listening Questions:**1 Complete the sentences below with words from the list.**

(health, updated, expensive, benefit, distractions, security)

- ① One big of computers is their ability to process information.
- ② Keeping software is important for safety.
- ③ Computers can be but prices have dropped.
- ④ Mr. Bill mentioned that long computer use can cause issues.
- ⑤ Finding balance helps us avoid while using computers.

2 Answer the following questions :

- ① What are two good things about computers mentioned by Mr. Bill ?



.....

- ② What problems did Mr. Bill say we should be aware of when using computers?



.....

- ③ How can we make sure computers help us instead of distract us?



.....

 Vocabulary application**Match the words to their related terms:**

- 1 speed
- 2 attack
- 3 hack
- 4 balance
- 5 health issues

- A Steady , Equal, Stability, Poise.
- B Fast, Quick, Pace, Rush.
- C Problems, Sickness, Pain, illness.
- D Hit, Strike, Fight, violence.
- E Cut, Break, Chop, Enter.
- F Social media, apps, log in.

 Writing**I can write introduction and body paragraphs of an expository essay.****Top Tip: Writing clear and strong Essay paragraphs**

- ◆ An introduction paragraph introduces the topic and includes the thesis statement (the main idea).
- ◆ A body paragraph explains one reason, fact, or example that supports the thesis.

◆ The Introduction paragraph:

The introduction should do three things:

- 1 Hook the reader: Start with an interesting sentence to grab attention.
 **Example:** "Do you want to feel better and have more energy?"
- 2 Introduce the topic: Explain what you will write about.
 **Example:** "Exercise can do all of this and more."
- 3 State the thesis: End the introduction with your main idea.
 **Example:** "Exercise is important because it keeps you healthy, and makes you strong."

◆ The Body Paragraph:

The body paragraph should focus on one point from the thesis. Teach them this structure:

- 1 Topic Sentence: The first sentence introduces the main idea of the paragraph.

■ **Example:** "First, exercise keeps you healthy."

- 2 Evidence/Support: Provide facts or examples to support the topic sentence.

■ **Example:** "When you exercise, your heart becomes stronger, and you can breathe better."

- 3 Explanation: Explain how the evidence supports the point.

■ **Example:** "This helps your body stay in shape and work well."

✦ **Task: Write an expository essay on "Modern technology's benefits to education" using the outline from Lesson 2**

.....

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Islamic Values Project



I can explore a Quranic verse on learning and discuss how learning and adaptation shape our lives today.

★ Step 1: Read and reflect:

﴿اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ﴾ [العلق: ١-٥]

Allah said in Qur'an: In the name of Allah "Read! In the name of your lord, who has created" all that exists"(1) has created man from a clot(2) Read! And your lord is the most Generous(3) Who has taught by the pen(4) Has taught man that which he knew not(5). Quran (96: 1-5)

- ◆ Reflect on how Islam encourages learning and how knowledge enriches our lives.

★ Step 2: Think and discuss

Use these questions to begin your project discussions:

① Why is learning important?

- ◆ Prompt: Allah first instructed Prophet Muhammad to "Read" in the Quran. This shows us that seeking knowledge is highly valued.
- ◆ Discuss:
 - ◆ Why is learning important in Islam and in our daily lives?
 - ◆ How does learning help us grow and become better people?

2 Technology and our lives

- ◆ **Question:** How has technology changed our lives? Should we adapt to these changes? How? Why?
- ◆ **Reflect:** Technology impacts our lives in many ways, like communication and education.
- ◆ **Consider:**
 - ◆ List ways technology has made communication and learning easier or faster.
 - ◆ Share your thoughts: Should we keep up with these changes? Why or why not?

3 Group activity: Exploring modern jobs with technology

- ◆ **Task:** In your group, choose a job made possible by technology, such as an app developer, digital marketer, or data analyst.
- ◆ **Steps:**
 - ◆ Research and describe this job, focusing on how it uses technology and why it's important today.
 - ◆ Present your findings to show how technology has created new career opportunities.

✦ Step 3: Create and share

Create a poster or a short presentation with your group's ideas. Be ready to share it with your class, discussing how learning and adapting to new things help us grow both personally and professionally.

Unit 4

The Olympic Games



Essential Questions

- What values do the Olympic Games represent?
 - How can participating in sports bring people together?
-
- ◆ **Reading:** make conclusions from text evidence.
 - ◆ **Writing:** compose a biographical essay from notes using vivid details.
 - ◆ **Listening:** respond flexibly to unexpected comments of interest.
 - ◆ **Speaking:** identify details of similarity and contrast in extended talk.
 - ◆ **Language focus:** prepositional phrase and modal verbs of probability.
 - ◆ **Pronunciation:** elision.
 - ◆ **Islamic values project:** interpreting a saying of the prophet (PBUH).

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of new vocabulary.
- ◆ make conclusions from different parts of a text.
- ◆ apply modals of probability in meaningful sentences.
- ◆ respond flexibly to unexpected comments of interest.
- ◆ identify biographical features and take notes on a biographical figure.



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.
.....

Olympic Games
(n.)

A sports event held every four years.

Have you ever watched the Olympic Games on TV?

peace (n.)

A state of and harmony, free from conflict or disturbance.

What do you usually do to feel peace?

honor (v.)

To show or recognition.

How can you honor someone?

athletic (adj)

Relating to athletes or

What are your favorite athletic activities?

competition (n.)

..... where people compete against each other.

What is your favorite kind of competition to watch or join?

take place (v.)

To occur or

When will the next big event take place?

symbol (n.)

Something represents or something else.

What does the symbol in the picture stand for?

**Reading comprehension**

I can read a text to understand the main detail and summarize the text.

A-Pre-Reading Task:**★ Discuss the following questions in pairs**

① What do you know about the history of the Olympic Games?



② What types of sports do you think are included in the Olympic Games?



③ How do you think sports events like the Olympics can promote peace between countries?

**B- While-Reading Task:****★ Decide if the following statements are true or false.**

- ① The original Olympic Games were stopped because of wars, and they started again in 1896. **True / False**
- ② The main difference between the ancient and modern Olympics is that the ancient only focused on sports but the modern games focus on other things. **True / False**
- ③ Baron Pierre de Coubertin helped revive the Olympic Games after a 1,500-year break. **True / False**
- ④ The five rings in the Olympic symbol represent the unity of five continents. **True / False**
- ⑤ The ancient Olympics included only sports competitions, like running and wrestling. **True / False**

The Olympic Games: Past and Present

The Olympic Games are a worldwide sports event that started in ancient Greece. The main goals are to make people stronger and bring peace among countries. The ancient Greek games were held every four years for many centuries. But they were stopped during the early Christian period. The modern Olympic Games started again in 1896. Since then, they have been held every four years, except during World War I and World War II (1916, 1940, 1944).

One big difference between the ancient and modern Olympics is their purpose. The ancient Olympics were to honor the Greek gods. Today's Olympics celebrate the athletic skills of people from all over the world. The ancient Olympics also had competitions in music, speeches, and plays. The modern Games focus more on sports. For about two weeks, countries come together to compete in a friendly way. However, this peaceful goal is not always fully reached today.

The history of the Olympics began 2,300 years ago in the Olympia region of Greece. They ended in A.D. 393 because of wars. After a 1,500-year break, Baron Pierre de Coubertin, a French teacher, worked to bring the Olympics back. His idea to restart the Games was accepted in 1894. The first modern Olympics took place in Athens, Greece, in 1896. Baron de Coubertin also created the famous five-ring symbol, which stands for the unity of the five continents.

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

- ① The first modern Olympic Games took place in
- ②helped bring back the Olympic Games after 1,500 years.

★ 2- Answer the following questions :

- ① How is this purpose of the Olympic Games different from the purpose of the ancient Olympics?
- ② How world events, like wars, have affected the Olympic Games?
- ③ How does the idea of bringing countries together for friendly competition sometimes fail, according to the text?
- ④ Do you think the Olympic Games today still achieve their goal of bringing peace among countries? Why or why not? Use evidence from the text to support your answer.

Vocabulary application Match the words with their definitions.

① Olympic Games

② Peace

③ Honor

④ Athletic

⑤ Competition

⑥ Take place

⑦ Symbol

● **A** relating to athletes or sports.● **B** to occur or happen.● **C** to show respect or recognition.● **D** something that represents or stands for something else.● **E** an event where people compete against each other.● **F** a global sports event held every four years.● **G** A state of harmony.● **H** to stop doing something.

**Grammar****I can apply modals of probability correctly.****Top Tip: Modals of Probability**

Modals of probability are special verbs we use to say how sure we are about something happening now or in the future.

They help us express certainty, possibility, or impossibility.

1. Expressing Certainty (Almost 100%)

- **Must = We are almost sure something is true.**

Example: She must be tired after the long trip.

2. Expressing Possibility (Maybe)

- **Might, may, could = We are not sure. It is possible.**

Examples: It might rain later.

He may come to the party.

This could be the right answer.

3. Expressing Impossibility (Almost 0%)

- **Can't, couldn't = We are almost sure something is not true.**

Example: He can't be at school. It's Sunday!

She couldn't know the answer without studying.

Important Notes:

- After modals, we use the base form of the verb (without "to").

Correct: She must be tired.

Not correct: ~~She must to be tired.~~

- Modals are the same for all subjects (I, you, he, she, it, we, they).

★ Task 1: Choose the correct answer:

- 1 He looks very tired. He be working hard.
a) can't b) must c) might d) could
- 2 That be Sarah. She is in another country!
a) must b) may c) can't d) could
- 3 It's cloudy today. It rain later.
a) must b) might c) can't d) mustn't
- 4 You be hungry after running for two hours.
a) must b) might c) could d) can't
- 5 He be the winner because he is not even playing.
a) must b) might c) can't d) could
- 6 His car is not here. He have gone out.
a) must b) should c) ought d) ought to
- 7 I'd take an umbrella if I were you. It looks like it rain.
a) mustn't b) can't c) must d) may
- 8 Maha knows a lot about films. She go to the cinema a lot.
a) must b) could c) can't d) might
- 9 I can't believe you've been waiting all this time! You
be really bored.
a) couldn't b) can't c) will d) must
- 10 There be a meeting today because the director is ill.
a) should b) can't c) must d) might

★ **Task 2: Fill in the blanks with the correct modal (may, might, must, could, or can't).**

- 1 It's very late. They be asleep now.
- 2 This be John's bag. It has his name on it.
- 3 She be at school because it's a holiday.
- 4 We go to the beach if the weather is nice.
- 5 He be very rich; he drives an old car..

★ **Task 3: Read the following clues and try to guess what is happening. Use modal verbs: may, might, must, or can't.**

- 1 She
Clue: A girl is wearing a uniform and carrying a backpack.
- 2 He
Clue: The man is wearing a helmet and riding a bike..
- 3 They
Clue: The room is dark and the TV is on.
- 4 He
Clue: The boy is smiling and holding a trophy.
- 5 They
Clue: There is snow on the ground and children are playing outside.

**Writing**

I can identify important details about a person's life and take notes to write a biographical essay.

- ◆ **Read the biography of Usain Bolt attentively, and focus on the key details about his life, achievements, challenges, and impact. As you read, underline or highlight the most important information.**

Name: Usain St. Leo Bolt

Born: August 21, 1986

Country: Jamaica

Sport: Track and field (sprinting)

Usain Bolt is known as the fastest man in the world. He became famous for his incredible speed on the track and his cheerful personality. Bolt was born in a small town called Sherwood Content in Jamaica. As a child, he loved playing sports, especially cricket and soccer. However, his teachers noticed that he could run faster than anyone else, so they encouraged him to try sprinting.

When Usain Bolt was only 15 years old, he won his first international gold medal in a junior competition. This was just the beginning of his amazing career. He went on to compete in three Olympic Games (2008, 2012, and 2016) and won eight gold medals! He holds world records in both the 100 meters and 200 meters, making him the fastest sprinter in history.

One of Bolt's most famous moments was at the 2008 Beijing Olympics, where he won the 100-meter race with a time of 9.69 seconds. He even slowed down at the end to celebrate but still broke the world record! People love watching him race not only because of his speed but also because of his fun celebrations, like his famous "Lightning Bolt" pose.

Even though Bolt retired from sprinting in 2017, he is still admired around the world. He continues to inspire young athletes and is involved in charity work, helping children in Jamaica through sports.

Interesting facts about Usain Bolt:

- ◆ He is 6 feet 5 inches tall, which is very tall for a sprinter.
- ◆ Bolt's nickname is "Lightning Bolt" because he runs fast.
- ◆ He once tried to play professional soccer after retiring from track and field.

Usain Bolt's hard work and dedication made him a hero to many, and he showed the world that anyone can achieve their dreams with practice and passion.

Top Tip: Identifying key biographical features:**A biography should include:****◆ Basic personal information:**

This can include the full name, date of birth, place of birth, and (if applicable) death date.

■ **Example:** "Usain Bolt was born on August 21, 1986, in Jamaica."

◆ Early life and background:

Key details about the person's family, childhood, and education.

■ **Example:** "Bolt grew up in Sherwood Content, Jamaica, and loved playing cricket as a child."

◆ Major achievements:

What the person is most known for, such as awards, records, or accomplishments.

■ **Example:** "Bolt holds the world records in the 100 and 200 meters and won eight Olympic gold medals."

◆ Challenges or obstacles:

Difficulties they faced and how they overcame them.

■ **Example:** "Bolt struggled with injuries early in his career but worked hard to recover."

◆ Impact and legacy:

What the person contributed to their field or how they have influenced others.

■ **Example:** *"Bolt's speed and personality made him one of the most beloved athletes in the world, and he continues to inspire young athletes."*

◆ Interesting facts:

Unique or fun details that make the person memorable.

■ **Example:** *"Usain Bolt often celebrated with his iconic 'Lightning Bolt' pose after races."*

◆ **Taking notes on a biographical figure**

Here is an example of the note-taking graphic organizer:

Biographical feature	Details
Full name and birth date	Usain St. Leo Bolt, August 21, 1986
Early life and background	grew up in Jamaica, loved sports
Major achievements	8 Olympic gold medals, world records in 100m and 200m
Challenges	Suffered injuries early in career
Impact / legacy	Fastest man in history, inspires young athletes
Interesting facts	Known for his "Lightning Bolt" pose

✿ **Task:**

Collect biographical information about an Egyptian athlete, e.g. "Feryal Abdelaziz or Mohamed Salah." Take notes in the graphic organizer below based on the details you find about their life, achievements, challenges, and impact.

Instructions:

- 1 Choose one athlete: Feryal Abdelaziz or Mohamed Salah.
- 2 Research and read about their life and career.
- 3 Take notes on the important details in the graphic organizer.
- 4 Focus on key information such as their full name, date of birth, achievements, challenges, and unique facts.

Biographical feature	Details
Full name and birth date	
Early life and background	
Major achievements	
Challenges	
Impact / legacy	
Interesting facts	

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary.
- ◆ pronounce elided sounds accurately.
- ◆ use a graphic organizer to compare the modern, ancient Olympic Games, and Paralympic Games.
- ◆ use prepositional phrases to form meaningful sentences.
- ◆ determine the significance of a biographical figure and summarize it in a one sentence thesis.



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.
.....

paralympic (adj.)

Sports for athletes with disabilities.

Have you ever watched the Paralympic Games?

athlete (n.)

A person who plays sports or.....

Who is your favorite athlete in any sport?

wheelchair (n.)

A chair with wheels that helps people move if they

Have you seen someone use a wheelchair to move around?

archery (n.)

A sport where you shoot at a target.

Would you like to try archery one day?

disability (n.)

A condition that makes it for someone to do certain things.

Do you know anyone who has a disability?

skill (n.)

Something you can because you practiced it.

What is one skill you are really good at?



Reading Comprehension

I can compare and contrast different types of Olympic Games.

A- Pre-Reading Questions:

★ Look at the title and pictures . Discuss with your partner:

- ① What do you know about the Paralympic Games?



.....

- ② How are the Paralympic Games different from the Olympic Games?



.....

- ③ What kinds of sports do you think are included in the Paralympic Games?



.....



B- While-Reading Task: True or False & Graphic Organizer:

★ Graphic Organizer Instructions:

Complete the chart by adding key details about the modern Olympics, ancient Olympics, and Paralympic Games from the text

Games	When it Started	Purpose	Events Included	Special Features
Ancient Olympics				
Modern Olympics				
Paralympic Games				

The Paralympic Games

On 29th July 1948, during the London Olympic Games, Dr. Guttman started a special event. It was the first competition for athletes in wheelchairs. He called it the Stoke Mandeville Games. Sixteen injured men and women took part in archery. This event led to what we now call the Paralympic Games. The first official Paralympic Games took place in Rome, Italy, in 1960. Four hundred athletes from 23 countries competed. Since then, the Paralympics have taken place every four years.

The Paralympic Games are a big sports event for athletes with disabilities. They are like the Olympic Games. The Paralympics have Winter and Summer Games. Each happens every four years, but they are spaced two years apart, so there is a Paralympic Games every two years. Many of the sports are the same as in the Olympics, like skiing, archery, and swimming. Since the late 20th century, the Paralympics have been held in the same city as the Olympics, right after the Olympic Games.

Athletes in the Paralympics compete in six groups based on their disabilities. These groups include people who have lost a limb or have spinal cord injuries. Athletes may be put into a new group if their condition changes. This system helps keep the competition fair, so the winner is chosen by skill, not by the type of disability.

C- Post-Reading Task:

★ **1- Read the text again and decide if the following statements are true or false.**

- ① Dr. Guttman started the Stoke Mandeville Games for athletes without disabilities. True / False
- ② The first official Paralympic Games were held in 1960 in Rome, Italy. True / False
- ③ The Paralympic Games happen every four years, just like the Olympic Games. True / False

★ **2- Answer the following questions with evidence from the text. Work with a partner if needed.**

- ① Where were the first official Paralympic Games held?



- ② What types of disabilities do Paralympic athletes have?



- ③ How do you think the Paralympic Games have helped change people's attitudes toward athletes with disabilities?

**D- Speaking Task: Expressing opinions on the Paralympic Games:**

★ **Instructions:**

- ① **Pair up:** Work with a partner. Discuss the following questions using vocabulary from the reading text. Be sure to express your ideas clearly and listen carefully to your partner's thoughts.

2 Questions to Discuss:

- ◆ What do you think is the most important part of the Paralympic Games?
- ◆ How are the Paralympic Games similar to and different from the Olympic Games?
- ◆ What impact do you think the Paralympic Games have on society? Use examples from the text to support your opinion.
- ◆ How do you feel about athletes who participate in the Paralympics? Why?

3 Use key vocabulary: Include words like competition, disabilities, events, groups, fairness, and skills in your answers.**4 Share your opinion:**

- ◆ Student A: Share your thoughts on how the Paralympic Games promote fairness in sports.
- ◆ Student B: Respond to your partner's opinion, adding your own thoughts about how the Paralympics inspire people.

5 Switch roles: After one partner shares their opinion, switch roles and let the other partner express their ideas.**Top Tip: Expressing your Opinion**

When sharing your opinion, use clear and polite phrases like:

- ◆ "I agree because..."
- ◆ "In my opinion..."
- ◆ "I believe the Paralympic Games are important because..."
- ◆ "I feel that athletes in the Paralympics show..."
- ◆ "One reason I think the Paralympic Games are inspiring is..."
- ◆ "I would add that..."

These phrases help you communicate your thoughts clearly and confidently.

 Vocabulary Practice**★ A: Fill in the gaps with a word from the list:**

(archery - paralympic - injured - wheelchair - disability - skill - athlete)

- ① An trains hard to compete in their chosen sport.
- ② Some athletes use a to help them move.
- ③ The Games are held for athletes with disabilities.
- ④ is a sport where competitors shoot arrows.
- ⑤ Developing a specific takes practice and dedication.
- ⑥ A can be physical or mental, affecting how a person performs.

★ B: Unscramble the following sentences:

- ① athlete / is / a / dedicated / The / competitor.
- ① Practice / to / important / skill / is / develop / a.
- ① Archery / sport / popular / is / a / among / athletes.
- ① use / wheelchair / Many / people / a / to / get around.

★ C: Pronunciation: Elision**Top Tip: Elision**

Elision is the process where certain sounds in a word disappear or, more accurately, are not pronounced. This often happens in spoken English, making words shorter and easier to say. Elision can happen with both vowel sounds and consonant sounds. Here are some common examples:

◆ Elision with vowels:

- ◆ libry (from "library")
- ◆ intresting (from "interesting")
- ◆ famly (from "family")
- ◆ memry (from "memory")
- ◆ choc-late (from "chocolate")
- ◆ rest-rant (from "restaurant")
- ◆ comftable (from "comfortable")

◆ **Elision with consonants:**

- ◆ nex' day (from "next day" – dropping the "t" sound)
- ◆ dunno (from "don't know" – dropping the "t" in "don't")

mus' be (from "must be" – dropping the "t" in "must")

- 1 Listen to your teacher pronounce each word or phrase aloud. Pay close attention to which sounds are missing or softened, especially in the middle or end of words.
- 2 Underline the letter(s) (or sound) you hear being elided.
- 3 Fill in the table by writing the word or phrase with the elided sound, showing how it would be pronounced in casual speech.
- 4 **Hint:** For example, in camera, the middle "e" sound is often dropped, so it sounds like cam-ra. In "next day", the "t" is dropped, making it sound like nex' day.

**camera – definite – every – factory – family – history –
marvelous – police – recovery – reference – secretary –
separate – similar – strawberry**

a	e	i	o
		definite	

★ **Task: Underline the sound that is elided:**

- 1 Listen carefully to each sentence as it is pronounced.
- 1 Underline the letter(s) (or sound) that is dropped or softened (elided) when spoken quickly or informally.
- 1 Write the word or phrase with the elided sound, showing how it would sound in casual speech.

■ **Example:** I can't do it. → I can' do it.

1 It was next morning.

2 Hold tight.

3 We reached Berlin.

4 She's world champion.

5 She arrived there.

6 It's my favourite.

7 I phoned Keith.

8 Take a left turn.

9 It moved towards us.

10 She changed clothes.



Grammar

I can apply prepositional phrases properly in writing.

Top Tip: Prepositional Phrases

1 What is a prepositional phrase?

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. The preposition shows how the noun or pronoun is related to other words in the sentence. include location names to specify the direction or relative location like **in, on, under, over, by, to, and at.**

How to identify prepositional phrases:

■ **Example:** The cat is under the table.

(Here, "under the table" is the prepositional phrase, and "under" shows the relationship between "the cat" and "the table.")

2 What is an adverb prepositional phrases:

Sometimes, prepositional phrases also tell us how, when, or where something happens.

■ **For Example:** The dog jumped up with excitement.

(Here, "up with excitement" tells us how the dog jumped.)

★ **Task 1: Underline the prepositional phrase in each sentence below:**

- ① My dad was over the hill when he turned fifty-one years old.
- ② We walked up the stairs.
- ③ My mom took a walk around the block.
- ④ I looked under my bed.
- ⑤ The girl looked behind the door for her friend who was hiding.

★ **Task 2: Choose the correct preposition:**

- ① The car traveled a high speed.
☐ A across ☐ B at ☐ C over
- ② The baseball was just of reach from the boy.
☐ A under ☐ B over ☐ C out
- ③ The boy tried to finish the race any cost.
☐ A down ☐ B up ☐ C at
- ④ The man sat top of the historic rock.
☐ A on ☐ B around ☐ C up
- ⑤ He is danger of not graduating.
☐ A over ☐ B in ☐ C under

★ **Task 3: Complete each sentence by adding a suitable prepositional phrase.**

- ① The dog is hiding
- ② I left my backpack
- ③ We are meeting our friends
- ④ She is reading a book
- ⑤ The cake is cooling

**Writing**

I can present a storyboard about building the first mosque in Islam.

Top Tip: The Significance of Biographical Figures

This means why they are important or what impact they have on the world.

- ◆ It focuses on the person's biggest accomplishments or how they influenced others.
- ◆ Ask key questions to determine significance:
 - ◆ What is this person most famous for?
 - ◆ How did they change their field or inspire others?
 - ◆ Why is it important to learn about them?

■ **Example:** Usain Bolt: "Usain Bolt is significant because he is the fastest man in the world and inspired many young athletes through his Olympic achievements."

◆ A one-sentence thesis:

A thesis statement should summarize the significance in one clear sentence. We need to start with the person's name, then state what makes them important.

■ Example:

"[Person's name] is significant because (a positive famous action he did)." Ex: "Usain Bolt is significant because he broke world records and inspired a new generation of athletes."

 Task:

◆ **Read the notes you took in Lesson 1 Writing for your chosen biography subject (Feryal Abdelaziz or Mohamad Salah) very well and then answer the following questions:**

- ① What is this person most known for?
- ② How did they change something in the world?
- ③ What makes them stand out from others?

◆ **Complete this sentence frame about your chosen olympic athlete:**

..... is significant because

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary.
- ◆ listen to identify details of similarity and contrast in extended talk.
- ◆ take part in a dialogue about the Olympic games flame.
- ◆ compose a biographical essay.
- ◆ interpret the saying of the prophet about sport.



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.
.....

flame (n.)

The bright ,..... of a fire.

Have you ever seen the flame of a candle or campfire?

host city (n.)

The city where an or celebration happens.

Do you know which city was the host city for the last Olympics?

edition (n.)

A of something, like a book or event, that happens at a certain time.

Is the newest edition of a book or game always better?

logo (n.)

Aor symbol that represents a company or event.

What symbols or elements can you find in the logo, and what do you think they represent?

participate (v.)

To or be part of an activity.

Do you like to participate in school activities?

Listening Exploring the Olympic Games**I can: identify details of similarity and contrast .****A- Pre-Listening Task:**

- ① Have you ever watched the Olympics? What sports did you enjoy watching?



- ② What do you think is the history behind the Olympic flame and the Olympic rings?

**B- While-Listening Task: Similarities and Differences:**

Listen carefully to the dialogue and identify similarities and differences between the ancient and modern Olympic Games. Fill in the table below as you listen.

Topic	Ancient Olympics	Modern Olympics
When did they start?		
Who could compete?		
Olympic Flame		
Logo and poster		
The five rings		



Identify Details: Listen closely to the details shared by the Olympic champion. Write True or False next to each statement.

- ① The ancient Olympic Games happened every 12 years.

True / False

- ② Women were allowed to watch the ancient Olympics but couldn't compete.

True / False

- ③ The Olympic Flame was first introduced in 1928 in Athens.

True / False

- ④ The Olympic rings represent the five continents.

True / False

📌 C- Post-Listening Task:

Instructions:

Answer the following questions based on the information you heard.

- ① Where did the Olympic Games first begin?

✎

- ② Why does each edition of the Olympics have a unique logo and poster?

✎



Vocabulary Practice

Complete the following table of the word map with suitable required answers:

Word	Definition	In a sentence
① flame		
② host city		
② edition		
④ logo		
⑤ participate		

Writing

I can write a biography with clear structure and accurate details.

Top Tip: Writing Biographies**Instructions:**

- ◆ Start with a hook: Begin with an interesting fact or a quote about the person.
- ◆ Introduce the person: Mention who they are and why they are famous.
- ◆ End with the thesis: A sentence that explains why the person is important.

Body Paragraphs

- ◆ Share details about their life, challenges, and achievements.
- ◆ Talk about their early life, major events or achievements, and what made them successful.

Conclusion

- ◆ Summarize their impact and why they are memorable today.

Remember

- ◆ Use quotes from books or reliable sources to support your points. Don't forget to put quotation marks around any text you directly copy. Your thesis should clearly state why the person is important in one sentence.

✿ **Task:** Write a biography about Feryal Abdelaziz or Mohamed Salah, using the notes you took in Lesson 1 Writing and the thesis sentence you formed in lesson 2 Writing.

Organize your writing logically, following the structure in the Top Tip Box.

Islamic Values Project



I can explore a Quranic verse on learning and discuss how learning and adaptation shape our lives today.

✿ Instructions:

① Research three sports in Islam:

Learn about swimming, archery, and horse-riding. Find out why these sports are important and how they benefit our bodies and minds. Write down the Hadith:

رُوي عن النبي صلى الله عليه وسلم: «علموا أولادكم السباحة والرمية وركوب الخيل»

"Teach your children swimming, archery, and horse-riding."

② Explore popular sports in Egypt:

Research common sports in Egypt like football, basketball, and volleyball. Write about how these sports benefit our health (strength, flexibility, mental health).

③ Create a sports chart:

Make a colorful chart that includes:

- ◆ Names of the sports (both the Islamic ones and popular Egyptian sports).
- ◆ Pictures of each sport (draw or find pictures).
- ◆ Benefits of each sport.
- ◆ The Hadith and why these sports are important in Islam.

④ Present Your Chart to the Class:

Present your chart and explain the benefits of these sports for health. Discuss how practicing these sports keeps our bodies strong, as taught in Islam.

Unit 5

Intelligence

Essential Questions

- How can understanding multiple intelligences improve our learning and communication skills?
- Why is it important to recognize different types of intelligence?

- ◆ **Reading:** Making generalizations based on evidence from the text.
- ◆ **Writing:** A two-paragraph problem/solution essay.
- ◆ **Listening:** Listening for specific information and identifying missing information in a listening passage.
- ◆ **Speaking:** Expressing opinions persuasively.
- ◆ **Language focus:** Indefinite pronouns & relative clauses.
- ◆ **Pronunciation:** Assimilation.
- ◆ **Islamic values project:** Interpreting a Quranic verse addressing the variation among people.

ILOs

By the end of the lesson, students will:

- ♦ identify different types of intelligence and explain their importance.
- ♦ read a passage and distinguish general information from specific details.
- ♦ use indefinite pronouns and relative clauses correctly in sentences.
- ♦ complete a cause/effect or problem/solution graphic organizer based on provided topics.
- ♦ express opinions persuasively.

**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.
.....

intelligence (n.)

The to learn and understand things.

What do you think is a sign of intelligence in someone?

logical (adj.)	 in a clear and sensible way.
	Can you think of a logical way to solve a puzzle?
visual (adj.)	Something you can with your eyes.
	Do you prefer learning by reading or looking at visual pictures?
verbal (adj.)	Using to communicate.
	How do you improve your verbal skills, like speaking or writing?
auditory (adj.)	Related to and sounds.
	Do you learn better by listening to auditory lessons or music?
spatial (adj.)	Understanding how things fit or..... space.
	How good are you at solving spatial puzzles like mazes?

**Reading comprehension**

I can identify and distinguish different types of intelligence.

A-Pre-Reading Task:

★ Before you read the passage, think about the following questions. Write your answers in your notebook.

① What does it mean to be "smart"?



.....

② Can you name some different types of intelligence?



.....

B-While-Reading Task:

As you read the passage, look for important details about the different types of intelligence. Distinguish general information from specific details. Use the graphic organizer below to note down one example for each type of intelligence mentioned in the text.

Type of Intelligence	Example
Interpersonal	
Logical	
Visual	
Kinesthetic	
Naturalistic	
Intrapersonal	
Verbal/Auditory	
Spatial	

Different Ways People are Smart

People are smart in different ways. Understanding these ways can help people do better in school, work, and life. When people know what they are good at, they can be more successful and happy.

One kind of intelligence is interpersonal. This means being good at talking to others and making friends. People who have this skill can work well with others. Another kind is logical intelligence. This helps people solve problems and think clearly. People good at math and science often have this kind of intelligence.

There is also visual and kinesthetic intelligence. Visual intelligence means seeing things clearly in your mind. Kinesthetic intelligence means being good at moving your body, like in sports or swimming. Naturalistic intelligence is about understanding nature, like plants and animals.



Intrapersonal intelligence is about knowing yourself. It helps people understand their own feelings. Verbal and auditory intelligence is about using words and hearing sounds. Writers and musicians use this type of intelligence.

Spatial intelligence helps people read maps and follow directions. It is important for building things or solving puzzles.

In conclusion, everyone is smart in different ways. When people know what they are good at, they can feel happier and more successful.

C- Post-Reading Task:

★ Fill in the blanks in the sentences below using words from the list.

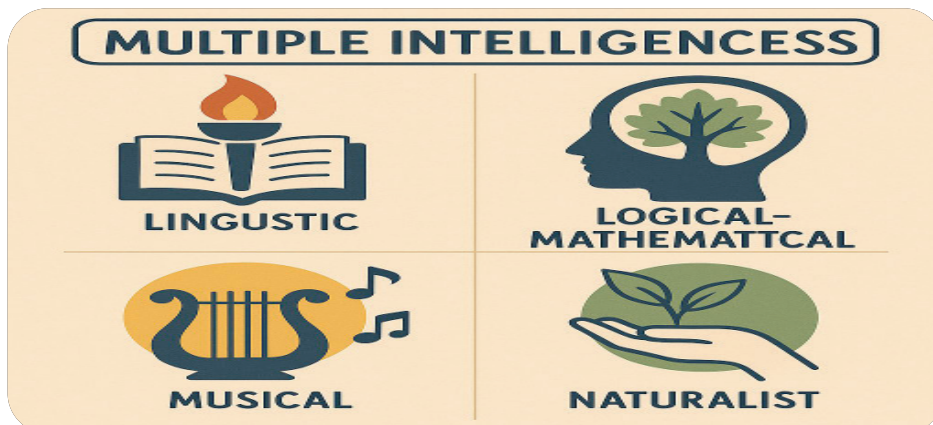
(help - important - understand - success - strengths)

- ① Understanding different types of intelligence can people by helping them find their
- ② It is to know your own intelligence type because it can guide you in choosing the right career or study methods.
- ③ By recognizing their intelligence, people can achieve greater in their personal and professional lives.

★ B-Answer the following questions in your notebook. Use complete sentences.

- ① How can knowing your type of intelligence help you in school or work?

- ② How can knowing about different intelligences change the way we think about education?

D-Speaking Activity: Expressing opinions persuasively:

I can express my opinion persuasively by giving reasons and using examples.

★ Speak and defend your intelligence type.**Instructions:****① Choose your intelligence type:**

Think about the different types of intelligence mentioned in the text.

② Prepare your argument:

Write down three reasons why the intelligence type you chose is important.

③ Practice speaking:

- ◆ Pair up with a classmate.
- ◆ Take turns sharing your opinions. Speak for 1–2 minutes about why your chosen intelligence type is the best.
- ◆ Use persuasive language and examples to support your argument.

④ Ask questions:

After your partner shares their opinion, ask them at least two questions to encourage further discussion. This can help you understand their viewpoint better.

⑤ Reflect:

After the activity, think about the following:

- ◆ What did you learn from your partner's opinion?
- ◆ Did you change your mind about anything?

Additional Tip:

Use phrases like "I believe that..." or "In my opinion..." to start your sentences and make your opinion clear.

 Vocabulary application

Match the words with their definitions

1 Intelligence

2 Logical

3 Visual

4 Verbal

5 Auditory

6 Spatial

7 Successful

A Related to seeing.

B Able to think clearly and make decisions.

C Related to hearing.

D Related to spoken or written language.

E Achieving desired goals.

F Related to understanding relationships in space.

g The ability to learn, understand, and apply knowledge

h Understanding nature, like plants and animals.

 Grammar

I can apply indefinite pronouns correctly.

Top Tip: Indefinite Pronouns

They are words that refer to people, places, things, or ideas in a general way, without specifying exactly who or what they are. They are:

- ◆ **Singular:** someone, anyone, everyone, nobody, something, anything, nothing Ex: "Someone left their book on the table."
- ◆ **Plural:** both, few, many, several Ex: "Many of the students understood the lesson."
- ◆ **Singular or Plural** (depending on context): all, some, any, none, most Ex: "All of the sandwich is gone" (singular) vs. "All of the students were present" (plural).

◆ **Task 1: Fill in the blanks with the correct indefinite pronoun from the list below:**

(someone - anyone - everyone - nobody - anything)

- ① I think is knocking at the door.
- ② Does want to play soccer with us?
- ③ I am glad that finished their homework on time.
- ④ I can't find my keys! Have you seen?
- ⑤ The teacher had to repeat the instructions because was listening to her.

◆ **Task 2: Choose the correct answer.**

- ① knows the answer to this question.

Context: This is a difficult question, and only one person in the room is likely to have the answer.

- Ⓐ Someone Ⓑ No one Ⓒ Everyone

- ② I don't think could help us now.

Context: We have tried everything, and there's nobody left to turn to for help.

- Ⓐ anyone Ⓑ someone Ⓒ everyone

- ③ has taken my notebook.

Context: I left my notebook on the desk, and now it's gone. I don't know who took it.

- Ⓐ Everything Ⓑ Something Ⓒ Anything

- 4 There isn't we can do to fix it.

Context: We tried everything, and nothing can be done to repair the situation.

- A nothing B anything C everything

- 5 likes pizza at the party.

Context: At the party, we're asking if anyone has a preference for pizza, but it seems like everyone loves it.

- A Everyone B Anyone C No one

◆ **Task 3: Correct the Mistakes in the following sentences:**

- 1 Everybody brought anything to the event.

Clue: The word "anything" is usually used in negative sentences or questions, not with positive statements like this one.



.....

- 2 No one knows somebody at this school.

Clue: "No one" is a negative pronoun, so it would be more logical to refer to a general person instead of "somebody."



.....

- 3 I looked everywhere, but I couldn't find nothing.

Clue: "Nothing" is negative, so using it after a negative verb like "couldn't" creates a double negative, which is incorrect.



.....

- 4 Can anyone tell me everything about what happened?

Clue: "Everything" is too general when referring to the details of an event.



.....

- 5 She asked if someone wanted everything to eat.

Clue: "Everything" suggests the whole quantity, which doesn't make sense in this context. It should refer to food in a more specific way.



Writing

I can complete a cause/effect or problem/solution graphic organizer.

The purpose of the Graphic Organizer:

- ◆ **Cause/effect graphic organizer:** This helps you understand how certain events (causes) lead to specific results (effects).
- ◆ **Problem/solution graphic organizer:** This helps you identify a problem and think of ways to solve it.

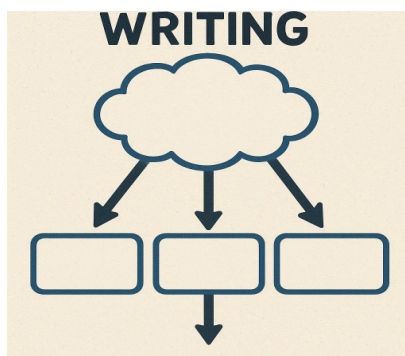
How to use the graphic organizers:

1 A Cause/effect organizer:

- ◆ **Causes:** Write down the reasons or events that lead to an effect.
- ◆ **Effects:** Write down the results or outcomes that happen because of the causes.

2 A Problem/solution organizer:

- ◆ **Problem:** Describe the issue or challenge.
- ◆ **Solutions:** List possible ways to solve the problem



Cause	Effect

 Graphic Organizer Model**1 Problem/Solution Organizer****Topic: Bullying in Schools** **Problem:**

Many students are being bullied, which makes them feel sad and stressed.

 Solutions:

- 1 Start programs to stop bullying.
- 2 Create groups where students can support each other.

 Source Evidence:

"Students in schools with anti-bullying programs see 25% fewer bullying problems." (National Centre for Education Statistics, 2024)

2 Cause/Effect Organizer**Topic: Deforestation** **Causes:**

- 1 Cutting down trees for wood.
- 2 Building new houses and cities.

 Effects:

- 1 Animals and plants lose their homes.
- 2 More greenhouse gases make the Earth warmer.

 Source

Evidence:

"About 30% of the Earth's surface is covered by forests, which are very important for plants and animals." (World Wildlife Fund, 2024)

 Writing Task: **Exercise: Cause/Effect and Problem/Solution Graphic Organizer** **Cause/Effect Graphic Organizer**

Complete the cause/effect graphic organizer below based on the topic "Plastic Pollution in Oceans." Use the prompts to fill in the causes and effects.

 Graphic Organizer:

Causes	Effects
 (example: Excessive use of plastic bags)	 (example: Marine animals ingesting plastic)
	
	

 Problem/Solution Graphic Organizer

Complete the problem/solution graphic organizer below based on the topic of Plastic pollution in oceans Identify a problem and propose solutions.

 Graphic Organizer:

Problem	Solutions
 (example: Increased incidents of bullying)	 (example: Implementing anti-bullying programs)
	
	

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary.
- ◆ read to make generalizations from facts.
- ◆ fill in the gap with the correct word.
- ◆ express an opinion persuasively about improving intelligence.
- ◆ use sentence frames to explain a problem then propose possible solutions supported by cited evidence.



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.



.....

psychologist (n.)

A person who helps people understand their.....
and

Have you ever talked to a psychologist about
your feelings?

choices (n.)

Different you can pick from.

What choices do you have when picking a
movie to watch?

score (v.)	The number of you get in a game or test.
	How do you feel when you get a high score in a game or test?
executive (n.)	A person who makes sure that,, or laws are followed and put into action.
	Would you like to work as an executive manager in a company?
measure (v.)	To find out the size, , or value of something.
	How do you measure your height or weight at home?



Reading comprehension

I can identify key facts from a text and answer questions to understand the main ideas.

★ A - Pre-Reading Task:

★ Discuss the following questions in pairs.

1 What do you think IQ is?

.....

2 How can we improve intelligence?

.....

B- While-Reading Questions:

★ As you read, focus on the key facts in the text. Answer the questions to help you understand the main points.:

① What does IQ stand for, and who helped make it popular?



.....

② What activities can affect your IQ score?



.....

Understanding IQ and How to Improve It

The IQ (intelligence quotient) measures how smart a person is. A French psychologist named Alfred Binet popularized this idea in the 1900s. IQ tests can show how well someone thinks. However, IQ is not the only thing that determines intelligence. The choices you make and your hard work are also important.

Many things can affect a person's IQ score. This includes health, family background, social status, and access to education. There are fun activities that can help you improve your IQ skills:

Memory activities like jigsaw puzzles, crossword puzzles, and Sudoku help your memory. They can also make your reasoning and language skills better.

Executive control activities help you manage tasks. Games like Pictionary and brainteasers help you think clearly and make decisions.

Visual-spatial reasoning activities involve understanding physical things. You can practice with mazes and maps. Many of these games can be played online. While they may not measure IQ perfectly, they are great for developing your intelligence.

In conclusion, IQ is just one way to measure how smart you are. By practicing different activities, you can make your mind stronger and smarter!



C- Post-Reading Questions:

★ **Answer these questions. Think about how the facts fit together and share your own opinion.**

- 1 How can playing different games or activities help someone get smarter?



- 2 What's one activity that can help improve memory?



- 3 Why is IQ not the only way to show how smart someone is?



- 4 Do you think IQ tests are the best way to measure intelligence? Why or why not?

**Vocabulary Practice**

★ **Fill in the gaps in the following sentences with one word from the list:**

(intelligence - psychologist - choices- score - executive - measure)

- 1 A is someone who studies the mind and behavior, helping people understand their thoughts and feelings.
- 2 In a test, your reflects how well you understood the material.
- 3 We often have to make difficult in life that can affect our future.
- 4 is often defined as the ability to learn, understand, and apply knowledge.
- 5 The of a company makes important decisions about its direction and goals.
- 6 To improve our progress, we need to our success regularly.

**Grammar****I can use relative clauses properly.****Top Tip: Relative Clauses**

A Relative Clause is a type of dependent clause used to give more information about a noun in the main clause. This clause is introduced by a relative pronoun and provides additional detail about the noun it modifies.

They begin with relative pronouns like, who, which, where when, and that.

"who": refers to people.

■ **Example:** "The girl who won the race is my friend."

"which" refers to specific things, objects, or animals.

■ **Example:** "This is the book which I read last week."

"where" refers to places where an action occurs.

■ **Example:** "This is the club where I play football."

"when" refers to a time or event.

■ **Example:** "I remember the day when we met."

"That" refers to things, people, or animals, often in essential (defining) information.

■ **Example:** "This is the movie that I told you about."

Types of Relative Clauses**1. Defining Relative Clauses:**

- They provides essential information that defines the noun it follows. Without it, the sentence would be incomplete or unclear.
- No commas are used in these clauses.

Example: The man who is sitting over there is my uncle.

(Here, "who is sitting over there" defines the man—it is necessary to identify which man is being talked about.)

2. Non-defining Relative Clauses

- They gives additional, non-essential information about the noun. The sentence still makes sense without the clause.
- Commas are used to separate these clauses from the main sentence.

Example: My car, which is very old, still works perfectly.

(Here, "which is very old" provides extra information, but the sentence still makes sense without it.)

★ Task 1: Choose the correct relative pronoun:

- 1 The teacher helped me with my project is very kind.
A where B which C who
- 2 The chair is broken needs to be replaced.
A who B which C when
- 3 The book you recommended was great.
A who B which C where
- 4 The city I was born is in the south of Egypt.
A where B which C that
- 5 I remember the day we first met.
A who B when C that

★ Task 2: Complete each sentence with the correct relative pronoun (who, when, which, or where).

- 1 The girl is wearing a blue jacket is my brother.
- 2 The movie we saw last weekend was fantastic.
- 3 The city I live overlooks the sea
- 4 The woman lives in the apartment next to mine is very friendly.
- 5 Summer is the season we enjoy going to the beach.

★ Task 3: Combine the two sentences into one sentence using a relative clause. Use who, which, or that to join the sentences.

- 1 The athlete won the race. He is very fast.
The athlete
- 2 I read a book. The book was very exciting.
The book
- 3 We went to a museum. We saw ancient artifacts there.
We

- ④ The morning is a great time. I enjoy walking in the morning

The girl

- ⑤ This is the dog. The dog loves to play fetch.

This is the dog



Writing

I can use sentence frames to explain a problem and propose solutions.

◆ Here are some sentence frames to explain a problem and propose possible solutions

① Define the problem:

- ◆ Introduce a sentence frame for explaining the problem:

- ◆ "One significant problem is
because"

- ◆ **Example:** "One significant problem is **bullying in schools**
because **it can lead to serious emotional distress for students.**"

② Provide evidence:

- ◆ "According to,
[evidence], ."

- ◆ **Example:** "According to the National Centre for Educational Statistics, nearly 20% of students report being bullied each year."

3 Propose possible solutions:

- ◆ Introduce sentence frames for proposing solutions:
 - ◆ "One possible solution is because"
 - ◆ Example: "One possible solution is implementing an anti-bullying program because it can educate students on the effects of bullying and promote kindness."

4 Support the solution with evidence

- ◆ Provide another sentence frame for citing evidence for the solution:
 - ◆ "Research shows that because"
 - ◆ Example: "Research shows that schools with anti-bullying programs experience a decrease in reported incidents because students learn to stand up against bullying."

★ Task: Using the sentence frames provided earlier, write at least four sentences about "Plastic pollution in oceans."















ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary.
- ♦ listen for specific information and identify missing information in a listening passage.
- ♦ pronounce assimilated sounds accurately.
- ♦ compose a paragraph that introduces a paraphrase of the problem and its solution.
- ♦ interpret a Quranic verse addressing the variation among people.

**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.
.....

expert (n.)

Someone who..... about a certain subject.

Name an expert you want to learn from him.

crucial (adj.)	Very for something to succeed.
	What is something crucial to your daily routine?
complex (adj.)	Something that has and is hard to understand.
	Have you ever solved a complex puzzle or problem?
basic (adj.)	 and easy to understand.
	What are some basic things you need to feel happy?
adapt (v.)	To change so you can a new situation or environment.
	How do animals adapt to changes in the weather?

**Listening**

I can listen carefully to find important details and fill in missing information.

A- Pre-Listening Task:

Before listening, familiarize yourself with the key terms related to intelligence.

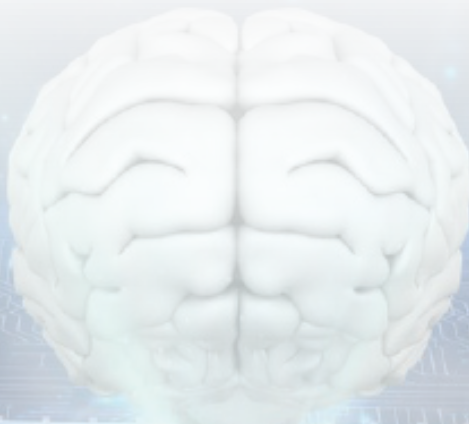
-Match the terms in column (A) with their definitions in column (B):

(A)

- 1 Basic Intelligence
- 2 Learned Intelligence
- 3 IQ (Intelligence Quotient)
- 4 Problem Solving

(B)

- A The size of your brain.
- B The type of intelligence that grows with experience and education.
- C A score that represents a person's intelligence level.
- D The ability to quickly solve new problems.
- E The ability to find solutions to difficult or complex issues.



While-Listening Questions:**1 Listen for specific information:**

What are the two main types of intelligence mentioned in the passage?



.....

- ◆ How do researchers measure intelligence?



.....

- ◆ What factors can influence a person's intelligence?



.....

2 Fill in the blanks while listening:

- ◆ Intelligence is often defined as our ability to problems and learn from our
- ◆ Basic intelligence helps us solve new problems quickly, while learned intelligence can over time.
- ◆ The score from an IQ test is known as an

C-Post-Listening Task:**1 Complete the sentences with the correct words based on what you heard.**

- ◆ Intelligence can be measured in different ways, but it is not always
- ◆ Education is important because it helps us our intelligence.
- ◆ The ability to solve problems is a key part of

2 Answer the following questions:

- ◆ Why is measuring intelligence considered difficult?



.....

- ◆ What does an IQ score indicate about a person?



.....

Vocabulary Practice

★ **Task1: Fill in the blanks with a word from the list:**

(expert-crucial-complex -education- basic - adapt)

- ① To succeed in this course, it is to study regularly.
- ② The sum was too for me to understand at first.
- ③ She is an in language studies.
- ④ Learning the rules of grammar is important.
- ⑤ Animals can to their surroundings over time.

★ **Task2: Complete the sentences with related ideas to give meaning:**

- ① An expert in science can..... .
- ② It is crucial to understand..... .
- ③ This problem is too complex because
- ④ The basic principles of playing football include
- ⑤ Animals must adapt to their environment

Pronunciation: Assimilation

I can pronounce assimilation sounds correctly.

Top Tip : Assimilation

When you listen to words together, pay attention to how some sounds blend or change to make speaking easier.

For example, the /t/ sound can change to /p/ when it's next to a /b/ or /p/.

These changes happen because your mouth is trying to make the sounds flow more smoothly. So, listen carefully to how the words sound when spoken together, and look for these small changes!

★ Task Instructions:

- ① Listen to the teacher as they say each phrase out loud, first slowly and then at a normal speed.
- ② Pay attention to how the sounds change when the words are said together.
- ③ Look for places where one sound changes due to the influence of the following sound (assimilation).
- ④ Identify the assimilation patterns and think about which sounds are changing and why (e.g., /t/ changing to /p/ before /b/ or /p/).
- ⑤ Comment on each case: Briefly describe the sound change and explain how it happens.

■ Example Comment:

In "cat broke," the /t/ sound changes to /p/ before the /b/ sound, as this is a common assimilation pattern where /t/ changes to /p/ when followed by /b/ or /p/.

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

**Writing**

I can properly write a two-paragraph problem/solution essay.

Top-Tip: Problem/Solution Essay Structure

Remember, a problem/solution essay has three main parts:

- 1 Introduction
- 2 Body
- 3 Conclusion

Top-Tip: Conclusion Structure

The conclusion of a problem/solution essay typically includes three main components:

- 1 Restatement of the problem
- 2 Summary of the solution
- 3 Call to action

Top-Tip: Linking Words for problem/solution Essays

These linking words help organize your essay and guide the reader through your points clearly.

- ◆ "First and foremost" are used to emphasize the most important point (e.g., "First and foremost, we must address the pollution problem.")
- ◆ "Another possible solution" is used to introduce an additional solution (e.g., "Another possible solution is improving recycling programs.")
- ◆ "In addition to" is used to add more information (e.g., "In addition to recycling, reducing waste is also crucial.")
- ◆ "Finally" is used to signal the conclusion or final point (e.g., "Finally, we need to educate the public about sustainable practices.")

Here is an example essay using linking words:

Title: Fighting plastic pollution in our oceans

Plastic pollution in the oceans is a big problem that harms sea animals and affects humans too. Every year, tons of plastic waste end up in the ocean, damaging marine life and causing serious issues. To fix this problem, we need to take several steps. First and foremost, we should reduce the use of single-use plastics, like plastic bags, bottles, and straws which can help prevent plastic waste from entering the ocean. Instead of using plastic bags and bottles, we can use reusable options, like cloth bags or metal water bottles.

Another possible solution is to improve the way we handle trash. In many places, the systems for collecting and recycling waste are not very good, so a lot of plastic ends up in the ocean. By improving recycling programs and waste management, we can make sure plastic is disposed of properly. In addition to better waste management, it's important to teach people about the dangers of plastic pollution. Public awareness campaigns can help people understand why it's important to use less plastic and choose greener options.

Finally, countries need to work together to solve plastic pollution because ocean currents can carry trash from one place to another. This means it's a global problem that affects everyone. International agreements can help set rules for reducing plastic production and increasing recycling.

In conclusion, fixing plastic pollution in our oceans needs different solutions. First and foremost, we should reduce the use of single-use plastics. Another possible solution is to improve how we handle waste.

★ **Task:** Use the sentence frames from the Lesson 2 writing activity to compose a paragraph that introduces the problem. Then, use what you've learned from the Top Tips above to write a paragraph about solutions to conclude the essay about "plastic pollution in oceans."

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Islamic Values Project: Understanding variation through multiple intelligences

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

★ Quranic Verse:

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

"Is it they who distribute your Lord's mercy? We "alone" have distributed their "very" livelihood among them in this worldly life and raised some of them in rank above others so that some may employ others in service. But" your Lord's mercy is far better than whatever "wealth" they amass."

Instructions:

- 1 Create a chart that shows the different types of multiple intelligences and their related skills and abilities.
- 2 Discuss how the Quranic verse relates to the concept of multiple intelligences. Consider how the verse addresses the differences in people's abilities and how this can be connected to the idea of people having various strengths.
- 3 In your own words, explain how this Quranic verse helps us understand the idea of multiple intelligences. Think about how the verse shows that different people have different talents, and how this is a form of God's wisdom and mercy.

Unit 6

Social Networking



Essential Questions

- How does social networking affect our lives?
- What are the advantages and disadvantages of using social media?

- ◆ **Reading:** Making connections between texts.
- ◆ **Writing:** Brainstorming ideas for an argument paragraph; compose a thesis
- ◆ **Listening:** Deducing the meaning from extended talk on a general topic.
- ◆ **Speaking:** Using appropriate vocabulary to discuss a moral issue.
- ◆ **Language focus:** Negative imperative, (negative) hortative (eg, Let's (not).
- ◆ **Islamic values project:** Interpreting a Quranic verse about understanding and applying Quranic guidance in daily life.

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary about social media.
- ◆ make connections within and between reading texts. .
- ◆ use the new words about social media in the correct context.
- ◆ apply negative imperatives and negative hortatives properly.
- ◆ brainstorm advantages and disadvantages of social media in chosen categories using a graphic organizer.



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.
.....

social media (n.)

..... and apps where people share and talk to each other.

Do you use social media to talk to your friends?

tools (n.)

..... you use to help you do a job.

What tools do you use to fix things at home?

connect (v.)

To join or things together.

How do you connect with your family when they are far away?

customer (n.)

A person who from a store or business.

Have you ever been a customer at a new store?

engage (v.)

To get involved or..... something.

How do you engage with others during group activities?

**Reading comprehension**

I can read a text about social networking, understand the main ideas, and answer questions about its pros and cons.

A- Pre-reading task:

★ Discuss the following questions with a partner.

- 1 What are some ways you use social media in your daily life?



.....

.....

- 2 Why do you think businesses use social media to connect with customers?



.....

- 3 What do you expect to learn about the persuasive language used in social media?



.....

**B- While Reading Task:**

★ As you read the text, keep these questions in mind. Try to find the answers in the passage, and note down your thoughts.

- 1 How do social media help us keep in touch with friends and family?



.....

- 2 In what ways do businesses use social media to engage customers?



.....

- 3 What types of content do marketers share on social media to attract customers?



.....

Social media: Connecting people and sharing ideas

Social media are tools that let people share ideas and information. They help us connect with friends and family online. Through social media, people can create profiles and share things about their lives. Sites like Facebook, X, and Instagram let us connect with others, whether for fun or business.

Social media also helps us keep in touch. We can share photos and updates about our everyday lives or special events. It's a great way to see what friends are up to. We can also meet new people who have the same interests or goals as us. We can find these people through groups, lists, or hashtags.

Many businesses use social media to reach customers. They want to make their brands known and keep customers coming back. For example, if you follow a company on X, you might see a post about a new product. This could make you interested in buying it.

The more people see a brand, the more likely they are to try it out. Marketers also want to connect with customers by sharing interesting content. This can include blog posts, photos, or videos. When followers engage with these posts, they may visit the company's website and become customers.

Social media makes it easy for everyone to connect and share!

C- Post-Reading Task

★ 1- Fill in the blanks with the correct words from the list below.

(connect - share - promote - groups)

- ① Social media helps us with friends and family.
- ② Businesses use social media to their brands.
- ③ We can find new people through, lists, or hashtags.
- ④ Marketers want to interesting content to attract customers.

★ 2- Work with a partner or in small groups to discuss these questions. Use evidence from the text to support your answers.

- ① What are the positive effects of social media mentioned in the text?
- ② Why do you think it's important to use persuasive language in social media posts?
- ③ How does social media help both individuals and businesses? Use examples from the text to explain your answer.
- ④ How does social media use persuasive language to make people like brands or products? Share examples of posts or ads that use persuasive language well.

 Vocabulary application

Match the words with their definitions.

1 Social media

2 Tools

3 Connect

4 Customer

5 Engage

A A person or organization that buys goods or services.

B Online platforms where people share content and communicate.

C Instruments or software used to perform specific tasks.

D To establish a relationship or link between people or things.

E To interact or participate actively with someone or something.

F People who help sell products or services by promoting them to customers.

 Grammar**I can create imperative sentences accurately.****Top Tip: Imperative Sentences**

- ◆ An imperative sentence gives a command, request, or instruction. It tells someone to do something. In these sentences, the subject ("you") is often implied, meaning it's not always stated directly.

Examples:

- ◆ "Close the door."
- ◆ "Please listen carefully."
- ◆ Imperative sentences can be either positive (telling someone to do something) or negative (telling someone not to do something).

Important Note: The tone of an imperative sentence can vary.

It is usually more direct and demanding. When used by someone in authority, such as a parent or teacher, it is generally more acceptable. However, if used by someone of equal or lower status, it can be considered rude.

■ **Example:**

- ◆ Positive: "Please pass the salt."
- ◆ Negative: "Don't talk during the movie."

★ **Task 1: Convert to negative imperatives**

- ◆ Rewrite each sentence as a negative imperative, but make sure to keep the meaning clear and appropriate for the context.
- ① Share your personal information online.
- ② Park in front of the fire hydrant.
- ③ Leave without checking your work.
- ④ Forget to submit your assignment on time.
- ⑤ Speak before you've been called on in the debate.

★ **Task 2: Negative imperatives in context**

◆ **In each situation below, write a negative imperative to give advice or warn someone.**

- ① You see someone who is about to cross the street without looking both ways.
 - ◆ Your imperative:

- ② Your friend is about to share private and personal information on social media.
- ◆ Your imperative:
- ③ You notice a peer is about to turn in their paper without proofreading it.
- ◆ Your imperative:
- ④ Someone is trying to interrupt a serious conversation.
- ◆ Your imperative:
- ⑤ A group is about to make a decision without considering the long-term consequences.
- ◆ Your imperative:

**Writing**

I can brainstorm the advantages and disadvantages of a topic using a graphic organizer.

Top Tip: Argumentative Paragraph:

- ◆ An argumentative paragraph helps you think carefully about a topic, find facts, and decide what you think about it.
- ◆ It has three main parts:
 - ① **Introduction:** Start with a short sentence about the topic. Then, say what you believe or think about it.
 - ② **Body:** Talk about the good and bad points of the topic. Use facts to explain your reasons.
 - ③ **Conclusion:** Finish by summarizing your opinion and restating what you believe.

Present the graphic to brainstorm together:

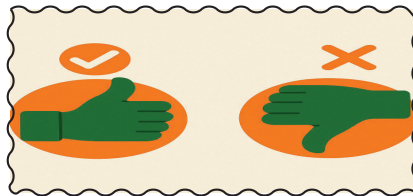
A simple graphic organizer with two columns: Advantages and Disadvantages. We need to brainstorm ideas for each column. Write your ideas directly on the graphic organizer.

Graphic organizer

Advantages	Disadvantages
Staying connected with friends and family ♦ Sharing creative content	Cyberbullying ♦ Addiction to screens

Task: Brainstorm the advantages and disadvantages of smart tablets.**Instructions:**

- 1 Listing at least three advantages and three disadvantages of smart tablets.
- 3 Consider different ideas – think about how smart tablets are used in education, at home, and in businesses.



Advantages	Disadvantages

ILOs

By the end of the lesson, students will:

- ◆ apply the new words to complete sentences about social media pros and cons.
- ◆ use digital resources to determine meaning of unknown words about social media pros and cons .
- ◆ take part in a discussion about the pros and cons of social media.
- ◆ apply a variety of sentence frames to explain one's thinking from a graphic organizer in a body 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.
.....

impact (n.)

The or change something has on something else.

How does your favorite movie have an impact on you?

privacy (n.)	Keeping your personal things
	Why is privacy important for you online?
addicted (adj.)	 doing something, even if it's bad for you.
	Do you think you are addicted to your phone or video games?
real (adj.)	Something that is true or.....
	What is something real that you really enjoy?
cyberbullying (n.)	Hurting someone with mean words or actions.
	Have you ever been a victim of cyberbullying?

**Reading comprehension**

I can identify and distinguish different types of intelligence.

A-Pre-Reading Task:

★ Fill in the gaps below to complete the sentences.

- 1 Social networking allows people to with each other online.
- 2 Some popular social media sites are and
- 3 I think social media affects people's lives by

B- While-Reading Task:

★ Answer the following questions while reading the text.

- 1 What are two ways that social networking can help businesses grow?

- 2 What are some challenges or problems that come with using social media?

- 3 How can social networking help people connect with one another?


The Impact of Social Media: Benefits and Risks

Social networking has changed how we talk to each other, do business, get our daily news, and more. A site like Facebook can help a new business owner reach many people. However, it can also create pressure for a young teen, affecting how they feel about themselves.



Social media has a big impact on how businesses talk to their customers. It allows for quick feedback and helps build better relationships. To start with the good side, social networking can help people make new friends, find helpful information, and create a sense of community.

However, there are problems like sharing too much private information, repeating false information, and the chance of becoming addicted, which can take time away from real-life connections.



Here are some main pros and cons that many people know about. To begin with the pros include easy access to information, staying in touch with friends and family, and helping businesses advertise are important benefits. On the other hand, some cons include cyberbullying, peer pressure, and the risk of sharing too much personal information.

Understanding these points can help you use social media better and make smarter choices online.

✦ C- Post-Reading Questions:

✦ Answer the following questions.

- 1 What are the main points about the good and bad sides of social networking?



- 2 What is one positive effect of social media mentioned in both texts -the reading text in lesson 1 and this text?

.....

- 3 Think about your social media use. What can you do to enjoy it safely? How can this help you balance online friends and real-life friends?



 Vocabulary application

Fill in the gaps in the following sentences with a word from the list

(addicted - impact - marketers- privacy- cyberbullying - real)

- ① It is important to protect your when using online platforms.
- ② They are searching for real solutions to the community's problems.
- ③ Social media can have a strong on how we communicate with each other.
- ④ is a serious issue that involves harming someone through digital means.
- ⑤ Many teenagers are to their smartphones, spending too much time on them.

 Grammar

I can apply negative hortatives accurately.

Top Tip: Hortatives:

- ◆ A hortative is a sentence that encourages or suggests an action. It is less direct than an imperative sentence and is often used when you want to motivate a group of people to do something together.

Examples:

- "Let's go for a walk."
- "Let's not forget to bring our lunch."
- ◆ Hortative sentences are soft and friendly. They work well when you're talking to people at the same level, like friends or classmates. If someone in charge says it, it might sound like a suggestion, not a rule.

★ Task 1: Rewrite each sentence as a negative hortative by using "Let's not" or "Let us not."

- ① Watch TV all night.
- ② Skip the team meeting.
- ③ Waste time on irrelevant topics during our discussion.
.....
- ④ Forget to bring the materials for the project.
.....
- ⑤ Argue over something insignificant.
.....

Writing

I can write an argumentative paragraph to explain my opinions about smart tablets.

Sentence Frames for an Argumentative Essay

You can use these sentence frames to describe the advantages and disadvantages of smart tablets.

- ① **Topic sentence:**
 - ◆ "One major advantage/disadvantage of
is"
 - ◆ "Another important point to consider is"
- ② **Supporting evidence:**
 - ◆ "For example,"
 - ◆ "According to my research,"
 - ◆ "This shows that"
- ③ **Explanation:**
 - ◆ "This means that"
 - ◆ "In other words,"
 - ◆ "This is significant because"
- ④ **Transitioning to the next idea:**
 - ◆ "Furthermore,"
 - ◆ "Additionally,"
 - ◆ "On the other hand,"
- ⑤ **Concluding sentence:**
 - ◆ "In conclusion,"
 - ◆ "Overall, it is clear that"

★ **Task:** Use the sentence frames in the box and the graphic organizer you created in lesson 1 to write an argumentative paragraph about smart tablets.

Instructions:

- 1 Use the frames to describe both the advantages and disadvantages of smart tablets.
- 1 Write your paragraph with a clear topic sentence, supporting evidence, explanations, and a concluding sentence.





































ILOs

By the end of the lesson, students will:

- ◆ listen to deduce the meaning from extended talk on a general topic.
- ◆ identify the meaning of unknown words about social media using context in a listening text.
- ◆ complete a sentence frame to state one's position in an argument paragraph that can serve as a thesis.
- ◆ carry out a project about a Quranic verse addressing the rules of using media.

**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.

.....

Curious (adj.)

Wanting to about something.

Are you a curious person?

Content (n.)

The or material in something, like a book or video.

What type of content do you like to watch or read?

Podcast (n.)

A talk or show that you can listen to online.

Have you ever listened to a podcast? If so, which one?

Edit (v.)

To change or fix something to make it

Do you know how to edit photos or videos on your phone?

Upload (v.)

To move a file or picture from your..... to the internet.

Do you know how to upload a picture to social media?

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

★ **Think about what you already know about social media and discuss it with a partner.**

1 Read the sentences below and decide whether they are true or false.

- ① Social media helps people connect with friends and family online. (True/False)
- ② Businesses rarely use social media to reach customers. (True/False)
- ③ Social media allows users to share updates, photos, and ideas with others. (True/False)

2 Answer the following questions.

- ① Why do people use social media? (List at least two reasons.)



- ① What types of content do you think people share on social media? (Think about text, images, videos, etc.)

**B- While-Listening Questions:**

- ◆ Listen carefully for main ideas and details.
- ◆ Answer the questions as you listen and take clear, organized notes.
- ◆ Be ready to share your answers with a partner.

1 What is the main purpose of social media according to the speaker?

- Ⓐ To make money
- Ⓑ To let people share ideas and content
- Ⓒ To create business profiles
- Ⓓ To find jobs online

- ② What are the four types of content mentioned in the script?
.....
- ③ What formal expressions does the speaker use to define social media?
.....
- ④ What specific example of a video sharing website does the speaker give?
.....

! C- Post-Listening Questions:

- ① Do you agree with how the speaker describes social media? Why or why not?
.....
- ② Which type of social media do you think is most useful, and why?
.....
- ③ What would you like to learn more about regarding social media?
.....

! D- Speaking Task: Negotiate for a point of view:

★ **Task: Work with a partner. You will have a conversation where you negotiate the best type of content to share on social media for a class project.**

- Instructions

- ① Student A: You think creating a video is the best idea for your class project because videos are fun and people like watching them.
- ② Student B: You believe photos are a better choice because they are quick to make and easy to view.

Example phrases to use:

- ◆ "I understand your point, but I think that..."
- ◆ "That's a good idea, but what about..."
- ◆ "Could we try doing both?"

After discussing, decide together whether to use videos, photos, or a mix of both for your class project.

Vocabulary application**Fill in the gaps with a word from the list.****(podcast- edit - upload - professional - curious - content)**

Lately, I've been feeling very about different topics, so I decided to create my own I wanted to share interesting that would engage my audience. After recording my first one, I had to it to make sure everything was done well. Once I was satisfied with the final version, I was excited to it to my channel for everyone to enjoy.

Writing**I can state my position and support it with reasons in an argumentative paragraph.****Top Tip: Stating your Position****① Introduce your position (Thesis statement):****Use these sentence frames to express your opinion clearly.**

- ◆ "In my opinion, I strongly believe that because"
- ◆ "It is my position that due to the fact that"
- ◆ "I am convinced that for several reasons, such as"

② State the first reason:**Begin explaining your first reason with these frames.**

- ◆ "First of all, is important because"
- ◆ "The primary reason I believe is that"
- ◆ "One major argument in favor of is"

③ Provide supporting evidence:**Add supporting evidence to back up your reason.**

- ◆ "For instance, according to,"
- ◆ "This is supported by which shows that"
- ◆ "Research conducted by indicates that"

4 Transition to the second reason**Use these frames to introduce the second reason:**

- ◆ "Additionally, because"
- ◆ "Another key reason is"
- ◆ "Furthermore, it is clear that"

5 Provide additional evidence**Support your second reason with more evidence:**

- ◆ "For example, illustrates that"

★ Task: State your opinion about smart tablets.**Instructions:**

- ① Use the sentence frames in the Top Tip Box to help you start your sentences.
- ② Decide your opinion on smart tablets—do you support or oppose their use?
- ③ Write a paragraph, using at least two sentence frames to clearly state and support your opinion.
- ④ Review your paragraph to make sure your argument is clear and convincing.

Islamic Values Project**Social Media Code of conduct poster**

I can create a poster that reflects Islamic values and promotes respectful behavior.
on social media

★ Read and reflect**◆ Start by reading the Quranic verse:**

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

[الإسراء: ٣٦]

"And do not pursue that of which you have no knowledge.
Indeed, the hearing, the sight, and the heart - all those will be
questioned."

- ◆ Reflect on how this verse guides responsible actions online, reminding us to think carefully about what we share, see, and say.

◆ 1- Group work

- ◆ In groups, discuss the meaning of the verse and how it can apply to respectful behavior on social media.
- ◆ Brainstorm guidelines that help people interact positively on social platforms. Here are some ideas:
 - ◆ Share only content that is true and respectful.
 - ◆ Avoid forwarding anything harmful or inappropriate.
 - ◆ Be kind and thoughtful in comments and messages.

◆ 2- Create your social media code of conduct poster

- ◆ Use poster paper or a digital tool (such as Canva or PowerPoint) if available.
- ◆ Design a social media code of conduct poster with a title like "Our Social Media Code of Conduct."
- ◆ List your guidelines clearly, and add images or colors to make it visually appealing.

◆ 3- Present and share

- ◆ Present your poster to the class, sharing the guidelines you created.
- ◆ Listen to other groups and discuss additional ideas to make social media a positive space.

◆ Top Tips:

- ◆ Make your poster inviting and positive!
- ◆ Use phrases that inspire thoughtful actions, like "Think before you post" and "Share with care."

Unit 7

The Ozone Layer: Earth's Protective Shield

Essential Questions

- Why is the ozone layer important for life on Earth?
- How can human activities harm the ozone layer, and what can we do to protect it?

Featured Skills:

- ◆ **Reading:** Predicting outcomes from a text.
- ◆ **Writing:** Completing a graphic organizer about cause and effect.
- ◆ **Listening:** Listening for specific details.
- ◆ **Speaking:** Responding flexibly to comments.
- ◆ **Language focus:** Compound nouns & adjectives.
- ◆ **Islamic values project:** Interpreting a Quranic verse addressing the significance of the ozone layer through an infographic.

ILOs**By the end of the lesson, students will:**

- ♦ read to predict the outcome of a text based on evidence and prior knowledge.
- ♦ apply compound nouns properly.
- ♦ respond flexibly to unexpected sentence-length comments.
- ♦ complete a graphic organizer that includes the causes, phenomena, and effects of ozone layer depletion.

**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.
.....

layer (n.)	A thin or level of something.
	How many layers of clothes are you wearing today?

atmosphere (n.)	The air or..... around the Earth or another planet.
	What is the atmosphere like on the Moon?
block (v)	To stop or..... something from moving or happening.
	What will you do if a dog blocks your way?
deplete (v.)	To or reduce something.
	What happens when we deplete our water supply?
substance (n.)	A or type of matter with certain properties.
	Can you name a substance that melts in your mouth?
occur (v.)	To or take place.
	When will the next school holiday occur?

Reading comprehension

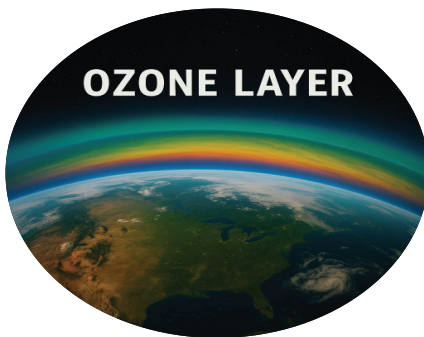
I can make predictions and find information in a text to check my ideas.

A- Pre-reading task:

- 1 Think about what you already know about the ozone layer and pollution.
- 2 What do you think might happen to the ozone layer in the future?

-Sentence Starter:

♦ "I think the ozone layer will because"

**B- While Reading Task:**

♦ As you read, look for parts of the text that are about changes to the ozone layer and highlight or underline any evidence that supports or challenges your prediction.

The ozone layer is a gas layer high in the atmosphere. It protects people, animals, and plants from harmful energy from the sun called ultraviolet (UV) rays. Most of the ozone (about 90%) is found in a part of the atmosphere called the stratosphere. The ozone layer blocks many harmful UV rays. This is very important for life on Earth.

In the 1970s, scientists found that the ozone layer was getting thinner. The amount of ozone can change because of temperature, weather, location, and height. Natural events like volcanic eruptions can also change ozone levels. But these natural changes did not

explain how much the ozone layer was being harmed. Scientists discovered that certain chemicals made by people were the main cause. These ozone-depleting substances were used in products like refrigerators, air conditioners, and fire extinguishers.

The biggest loss of ozone happens at the South Pole. This mostly occurs in late winter and early spring, from August to November. The worst loss happens in early October when large areas of ozone are destroyed. This big loss creates the "ozone hole," which can be seen in pictures from satellites. In many years, this hole can be bigger than the Antarctic continent.



Most ozone-depleting substances stay in the atmosphere for many years. This means it takes a long time for the ozone layer to recover. Even after countries signed the Montreal Protocol in 1989 to protect the ozone layer, the hole grew larger. But the good news is that its size is now getting smaller because countries don't use those substances any more.

✦ C-Post-Reading Task

- 1 Complete the sentences using the correct words from the text.
 - A The ozone layer protects living things from harmful rays from the sun.
 - B Scientists found that the biggest loss of ozone happens at the Pole.
 - C Chemicals called were the main cause of the ozone layer becoming thinner.
- 2 Was your prediction correct?

Sentence Starter:

"My prediction was because the text says"

- 3 Do you think the world can fully repair the ozone layer in the future? Why or why not?

Vocabulary application



Fill in the gaps with a word from the list:

(layer - energy - atmosphere - block - deplete - substance - hole - occur - recover)

- 1 The ozone in the Earth's helps to protect us from the harmful UV of the sun.
- 2 If we continue to natural resources at this rate, it will be difficult to them.
- 3 Scientists have discovered a new in the soil that can help plants grow faster.
- 3 Heavy clouds can the sunlight from reaching the Earth's surface.
- 4 Many natural disasters in regions with unstable climates.



Grammar

I can use compound nouns and compound adjectives accurately.

Top Tip: Compound Nouns

- ◆ A compound noun is made up of two or more words that together form a noun with a new meaning (e.g., "toothpaste," "football").
- ◆ **Types of compound nouns:**
 - ◆ Closed form (e.g., "sunflower")
 - ◆ Hyphenated form (e.g., "mother-in-law")
 - ◆ Open form (e.g., "ice cream")

◆ **Compound Adjectives**

- ◆ A compound adjective is made up of two or more words that act as a single idea to describe a noun (e.g., "well-known," "part-time").
- ◆ Compound adjectives often appear before nouns (e.g., "a well-known actor").

Hyphenation rule: Compound adjectives are usually hyphenated when they come before the noun.
(e.g., "a fast-moving car").

✿ **Task 1: Match the words in the first two columns to form compound nouns and write them in the third column. The first one is done for you.**

First Part	Second Part	compound nouns
tooth	ball	toothpaste
hair	coat	
sun	room	
class	paste	
foot	brush	
rain	flower	

✿ **Task 2: Fill in the blanks using the appropriate compound noun or compound adjective from these words.**

(fast - moving - self-made - swimming pool - red-haired - homework - basketball)

- ① I forgot to bring my towel to the
- ② The car zoomed past us on the highway.

- 3 I finished all of my before dinner.
- 4 My friend is very athletic and plays every weekend.
- 5 She is a successful businesswoman who started her own company.
- 6 The boy won the costume contest.

★ **Task 3: Create 5 compound nouns and 5 compound adjectives from these words. Then, use them in sentences.**

water, bottle, well, worn, dog, tired, playground, half, moon, grass, high, chair, star, known, book

■ **Example:**

- ◆ Compound noun: water + bottle = water bottle
- ◆ Compound adjective: well + known = well-known



Writing

I can complete a graphic organizer about cause and effect accurately.

Top Tip: Cause & Effect Graphic Organizer

To complete a graphic organizer about a writing topic we need to introduce the topic "Ozone layer depletion"

◆ **What is the ozone layer?**

It is a shield in the atmosphere that protects us from the sun's harmful ultraviolet (UV) radiation.

◆ **Why It's Important:**

It protects human health, the environment, and wildlife.

The graphic organizer will help us understand ozone layer depletion by looking at:

- ◆ **Causes:** What leads to the depletion of the ozone layer.
- ◆ **Phenomenon:** What happens to the ozone layer when it depletes (the thinning of the layer).
- ◆ **Effects:** What happens to humans, animals, and the environment as a result of ozone layer depletion.

★ **Task: Complete the graphic organizer about ozone layer depletion:**

Instructions:

- 1 Read the passage on page 177.
- 2 Use the information from the passage to fill in the graphic organizer below.
- 3 Be sure to include both natural and human-caused factors.
- 4 Consider the causes, observable phenomena, and effects of ozone depletion.

Causes	Phenomenon (an event you can observe with five senses or scientific tools)	Effects
	Natural changes in the ozone layer	
	Ozone layer decreases	
	Montreal protocol of 1989 occurs	

ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary.
- ♦ read to analyze text features to learn and find new information.
- ♦ use the compound adjective accurately.
- ♦ use a variety of sentence frames to explain one's thinking from a graphic organizer in a body 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.
.....

hurt (v.)

To cause or make someone feel bad.

Did you hurt your knee when you fell?

skin (n.)

The covering of your body.

What do you do to protect your skin from the sun?

immune system (n.)

The part of your body that helps you from getting sick.

How can you keep your immune system strong?

surface (n.)

The or outside part of something.

What is on the surface of your desk?

food chain (n.)

The order in which eat each other to survive.

Where do humans fit in the food chain?

**Reading comprehension**

I can identify new information in a reading text.

A-Pre-Reading Task:

- 1 Look at the title and pictures and guess what this text is about.
- 2 What kind of information might you learn? Use the clues from the text features.

- Sentence Starter:

"I think this text will be about because"

- 3 What new information do you expect to learn?

**B-While Reading Task:**

- ★ As you read, pay attention to how the text title and picture help you find and understand important information about the ozone layer.

The Impact of Ozone Layer Depletion on Earth

When the ozone layer gets thinner, it lets more harmful ultraviolet (UV) rays reach the Earth. These UV rays can hurt people by causing more skin cancer, more eye problems like cataracts, and weaker immune systems, which makes people get sick more easily. UV rays also harm ocean life, especially small plants and animals near the water's surface. These are important for the food chain. If they are harmed, it affects other animals too. UV rays also slow down the growth of plants, meaning less food can be grown for people.

If the ozone layer gets thinner by 15%, half of the sea animals in the top layer of water could die within five days during the summer. Young fish, shrimp, and crabs might not grow enough to have babies. This would mean less food for bigger sea animals and humans. About 30% of the world's animal food comes from the sea.

Scientists study the ozone layer and the chemicals that damage it. They think the ozone hole will close by the 2060s. But full recovery will take a long time because of greenhouse gases and climate change.

1 C- Post-Reading Task:

- 1 Complete the sentences below using the information from the text.
 - A The ozone layer protects the Earth from harmful rays.
 - B If the ozone layer gets %15 thinner, half of the sea animals in the top layer of water could die within days.
 - C Scientists think the ozone hole will close by the
- 2 How did text features help you understand the topic better? What new information did you learn from them?

Sentence Starter:

"The text features helped me understand because "

- 3 Why do you think it's important for scientists to study the ozone layer and the chemicals that harm it?
.....
- 4 Why is it important to study the ozone layer and how does this help protect life?
.....

 Vocabulary application

Fill in the gaps in the following sentences with a word from the list:

1 Hurt/Harm

2 Skin

3 Immune System

4 Surface

5 Food Chain

A The body's defense against infections.

B The topmost layer or outer part of something.

C The series of organisms each dependent on the next as a source of food.

D Damage or cause pain to someone or something.

E A clouding of the lens in the eye, which leads to a decrease in vision.

F The outer protective layer of the body

 Grammar

I can use compound nouns and compound adjectives accurately.

★ **Task 1: Identify the compound nouns and write them down.**

- 1 My grandmother gave me a storybook for my birthday.
- 2 The firefighter quickly put out the flames.
- 3 We visited the waterfall during our vacation.
- 4 I bought a notebook to organize my schoolwork.
- 5 The chef prepared a delicious seafood dish.

★ **Task 2: Underline the compound adjectives in the following sentences.**

- 1 This is a well-known story.
- 2 The singer wore a bright-red dress.
- 3 We took a twenty-minute break during the exam.
- 4 He lives in a three-story house.
- 5 She has a full-time job at the hospital.

★ Task 3: Fill in the blanks with the correct compound nouns:

- ① I keep my important papers in a
(bookshelf - file cabinet - chalkboard)
- ② We saw a beautiful in the mountains.
(skyscraper - waterfall - wristwatch)
- ③ My friend's father is a
(post office - policeman - airplane)
- ④ He took his to the office every day to send the e-mails.
(laptop - noteboo - paperclip)
- ⑤ They took a to the beach last summer.
(snowboard - skateboard - surfboard)

**Writing**

I can explain content from a graphic organizer in a body paragraph.

Top Tip : Sharing Thoughts:

We can use some simple sentence frames to share our thoughts about a topic.

Sentence frames:

- ◆ **To introduce causes:**
 - ◆ "One main reason for the ozone layer getting thinner is"
 - ◆ "Another reason why the ozone layer is getting damaged is"
- ◆ **To introduce a phenomenon:**
 - ◆ "When happened,"
 - ◆ "Scientists observed that"
- ◆ **To explain evidence:**
 - ◆ "Scientists found that"
 - ◆ "According to, this happens because"
- ◆ **To explain the effect:**
 - ◆ "Because of this,"
 - ◆ "This causes, which affects"
- ◆ **To draw conclusions:**
 - ◆ "That's why it's important to"
 - ◆ "In the end, solving ___ will help"

 Task:

Use the sentence frames in the Top Tip to explain your opinion from a graphic organizer to write a body paragraph about Ozone layer depletion.











































ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary.
- ♦ listen for specific details in a partner talk about the ozone layer.
- ♦ use commas and quotation marks to cite evidence that supports one's ideas and cite the source each came from.
- ♦ carry out a project about a Quranic verse addressing the significance of the ozone layer.

**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.
.....

shield (v.)

Something used to or cover something else.

How does sunscreen shield your skin from the sun?

molecules (n.)

..... particles that make up everything around us.

What are water molecules made of?

spray cans (n.)

..... that release liquid or gas in a fine mist when pressed.

What spray can products do you use?

break down (v.)

To or change into smaller pieces.

How does food break down in your stomach?

pole (n.)

The very top or..... point of the Earth.

Have you ever seen the North Pole on a map?

**Listening: Understanding the Ozone Layer****A- Pre-Listening Task:**

- 1 Before you listen to the podcast, think about what you already know about the ozone layer. Why do you think it's important for us?

Sentence Starter:

- ◆ "I think the ozone layer is important because"

**B- While-Listening Task:**

While listening, write down key details about what the ozone layer does and what is harming it.

C- Post-Listening Task:

- 1 Complete the sentences based on what you heard in the podcast.
 - A The ozone layer absorbs about % of harmful UV rays from the sun.
 - B Chemicals called are responsible for damaging the ozone layer.
 - C The Montreal Protocol was signed in to ban harmful chemicals like CFCs.

Protecting the Ozone Layer

Lesson 3

2 **Speaking Task:** Discuss with your partner:

1 What surprising facts did you learn about?

Sentence Starter: "One surprising fact I learned was"

2 Take turns sharing your thoughts on the ozone layer.

Sentence Starter: "I believe the ozone layer is important

because"

3 Listen to your partner and respond to unexpected ideas, like:

◆ "That's a great point!"

◆ "I agree, but I also think that..."

4 Encourage your partner to explain more.

◆ "What can we do to protect the ozone layer?"

5 After a few minutes, switch roles so both partners can speak.

 Vocabulary Practice

I can use vocabulary words correctly in context.

★ **Task 1: Choose the correct answer :**

1 Water is a(n) made up of two hydrogen atoms and one oxygen atom.

(A) item

(B) molecule

(C) cell

2 The North is located at the northernmost point on Earth.

(A) country

(B) surface

(C) Pole

3 Many people use to apply paint quickly over large surfaces.

(A) brushes

(B) spray cans

(C) chemicals

4 The enzymes in the stomach help to food into smaller parts.

(A) collect

(B) cut

(C) break down

5 An umbrella acts as a to protect us from the rain.

(A) shield

(B) fan

(C) sunscreen

**Writing**

I can use commas and quotation marks for citing evidence.

Top Tip:**The Use of Commas and Quotation Marks for Citing Evidence****◆ Steps for using commas with quotation marks:**

- 1 Introduce the Quote:** Use a phrase or sentence that leads into the quote. Add a comma before the quotation marks.
 - ◆ **Example:** According to the report, The researcher reported,
- 2 Add the Quotation:** Place the evidence directly inside quotation marks. Place a comma between the last word of the quote and the end quotation mark
 - ◆ **Example:** "Ozone depletion allows more UV radiation to reach the Earth's surface,"
- 3 Cite the Source:** After the quotation, inside parentheses (), include a reference to where the evidence came from. Use your book to write the page number and paragraph number. Example: (page 5, paragraph 4). Put the period after the last parentheses.

★ **Task 1:** Add the correct punctuation and citation information to each sentence.

- 1** According to scientists ozone layer depletion has increased the amount of UV radiation that reaches Earth Smith 2021.



.....

- ② CFCs can remain in the atmosphere for up to 100 years" reports the Environmental Protection Agency EPA



- ③ As reported by Johnson 2022 the thinning of the ozone layer has "severe consequences for marine life and ecosystems



- ④ Research shows that UV radiation causes significant harm to human health WHO 2020.



- ⑤ Experts claim ozone depletion is "one of the most pressing environmental issues of the century Anderson 2019



- ★ **Task 2: Return to your Lesson 2 paragraph and check if you used commas and quotation marks correctly.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Islamic Values Project The ozone layer and Quranic guidance

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

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

1. Introduction:**Verse to reflect on:**

"And cause not corruption upon the earth after its reformation. And invoke Him in fear and aspiration. Indeed, the mercy of Allah is near to the doers of good."

(Surah Al-A'raf, 7:56)

2. Research :

- ◆ In groups, research:
 - ◆ causes and effects of ozone depletion
 - ◆ ways to protect the ozone layer
- ◆ Prepare to share findings.

3. Practical application

- ◆ Reflect on your personal role in protecting the ozone layer, based on the verse.

4. Reflection

- ◆ Present your research and reflect on how the verse guides your actions.
- ◆ Design a poster explaining the verse's connection to environmental care.

✿ 5. Infograph

- ◆ Create an infograph on:
 - ◆ The importance of the ozone layer
 - ◆ Causes of depletion
 - ◆ Solutions
- ◆ Present your infograph to the class.



Unit 8

Excellence in Islam



Essential Questions

- Why is it important to always try to do your best in everything you do?
- How can being humble and working hard help us become better people?

Featured Skills:

- ◆ **Reading:** Applying knowledge of lexical clues.
- ◆ **Writing:** A formal email.
- ◆ **Listening:** Recognizing the opinion of the speaker across several sentences.
- ◆ **Speaking:** Giving an opinion across several sentences.
- ◆ **Language focus:** Phrasal verbs (inseparable transitive).
- ◆ **Islamic values project:** Interpreting a prophet hadith about work mastery.

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of unfamiliar words about excellence.
- ◆ read to determine meanings of words using lexical clues.
- ◆ use newly learnt vocabulary in context appropriately.
- ◆ apply phrasal verbs (inseparable transitive) in meaningful sentences.
- ◆ identify the five parts of a formal email.



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.
.....

excellence (n.)

Being at something.

How can you try to show excellence in what you do?

humble (adj.)

..... you're better than others.

Why is it good to stay humble, even if you're successful?

essential (adj.)

Very , something you

What is one thing that is essential for life?

pure (adj.)

..... , without anything added.

How can we keep our thoughts pure and positive?

guide (v.)

To show or help someone.

Who has helped guide you through tough times?

faith (n.)

Strong belief or in something or someone.

How does having faith help you when things are hard?



Reading comprehension

I can read a text and explain how Muslims can achieve excellence by using key words and ideas.

A-Pre-Reading Task:

Before you read the text, discuss these questions with your partner and write your answers.

- 1 What does it mean to be excellent in Islam?



- 2 Why do you think being humble is important for being excellent?



- 3 Can you list any qualities that help a person to be successful in life?



B-While-Reading Task:

As you read the text, do the following:

- 1 Underline any words that have prefixes or suffixes.
- 2 Write down the prefix or suffix next to each word you find.
- 3 Try to guess what the word means based on the prefix or suffix. Write down your guesses.

Example:

- ◆ **Word:** Helpful
- ◆ **Suffix:** -ful
- ◆ **Guess:** Something that gives help.

Excellence in Islam means doing your best according to the teachings of the Quran and the Sunnah of Prophet Mohammad (Peace Be Upon Him). It is important for Muslims to aim for excellence in all parts of their lives, including their spiritual, moral, social, and personal growth.

To achieve excellence in Islam, being humble is essential. Muslims should avoid being proud and remember that their success comes from Allah's help. They should stay humble and ask Allah for forgiveness when they make mistakes.

Muslims should also try to be pure in what they do and what they think. The Prophet Mohammad (Peace Be Upon Him) said, "Verily, Allah is pure, and He loves purity, and He is clean and loves cleanliness." This means Muslims should try to be clean in their daily lives and stay away from things that can make them impure.



Another important part of excellence in Islam is living your faith every day. A Muslim's actions should match what Islam teaches. Their faith should guide their choices and behavior.

Muslims should be careful about their desires, which can lead them away from the right path. The Quran says, "And whoever is protected from the greed of his soul, then those are the successful ones." By controlling their desires and focusing on their spiritual growth, Muslims can aim for excellence. This way, they can succeed in this life and the next and earn Allah's pleasure.

C- Post-Reading Task:

1 Match the words on the left with their meanings on the right.

1 Humility

2 Purity

3 Excellence

4 Success

A To have protected oneself from the greed of their soul.

B Achieving a desired goal, outcome, or purpose.

C Cleanliness and moral integrity.

D Achieving a high standard.

E Being modest and not arrogant.

2 Answer these questions:

◆ What are some important qualities Muslims should aim for according to the text?



.....

◆ Why is it important for Muslims to ask Allah for forgiveness?



.....

◆ How can trying to be excellent in life help you in your daily actions and with your friends?



.....

 Vocabulary Practice

Match each word to its synonym and antonym:

Word	Synonym	Antonym
1. Excellence	Belief ()	Apathy ()
2. Humble	Clean ()	failure ()
3. Essential	Greatness ()	Mislead ()
4. Pure	Lead ()	Doubt ()
5. Guide (v)	Aspiration ()	Unimportant ()
6. Faith	Necessary ()	Impure ()
7. Desire (n)	Modest ()	Proud ()

 Grammar**I can use compound nouns and compound adjectives accurately.****Top Tip Inseparable Transitive Phrasal Verbs:**

- ◆ A **phrasal verb** is a combination of a verb and a preposition or an adverb that creates a new meaning.
- ◆ **Inseparable transitive phrasal verbs** are phrasal verbs that take an object (something or someone), but the object **cannot** be placed between the verb and the particle (preposition/adverb). Instead, the object must come **after** the whole phrasal verb.

Here are some examples:

- ◆ Look after: "My mom looks after my baby sister."
- ◆ Run into: "I ran into my teacher at the mall."

Common Inseparable Phrasal Verbs:

- ◆ Look after (to take care of)
- ◆ Run into (to meet unexpectedly)
- ◆ Get over (to recover from)
- ◆ Come across (to find by chance)
- ◆ Look for (to search for)

Exercise 1:

★ Choose the correct phrasal verb from the list below and fill in the blanks. Use the correct form of the verb if necessary.

Note: Some verbs will be used twice.

(look after, run into, get over, come across, look for)

- ① I need to my little sister while my parents are at work.
- ② Yesterday, I an old friend from school at the supermarket. It was a big surprise!
- ③ He is trying to his cold, but it's taking a long time.
- ④ My dad some old family photos while cleaning the attic.
- ⑤ We've been the keys for an hour, but we still can't find them.
- ⑥ Can you help me my glasses? I think I lost them in the living room.
- ⑦ Sarah is still her fear of heights. She's slowly getting better.
- ⑧ Who will the plants while we are on vacation?

Exercise 2:

★ Rearrange the following words to make correct sentences using inseparable transitive phrasal verbs.

- ① after / cat / looked / He / the

◆

- ② ran / her / friend / into / She / yesterday / best

◆

- ③ across / I / a / came / beautiful / shell / at / the / beach

◆

- ④ looking / my / am / I / keys / for

◆

5 cold / over / He / trying / to / his / get / is



6 over / They / their / were / problem / getting / slowly



7 the / She / after / plants / looked / every / day



8 job / He / looking / for / is / new / a



Writing

I can use sentence frames to explain content from a graphic organizer in a body paragraph.

Top Tip Formal Email

We need to identify the five parts of a formal email as follows:

Subject:

It gives the reader a clear idea of what the email is about. It should be brief and clear.

Greeting:

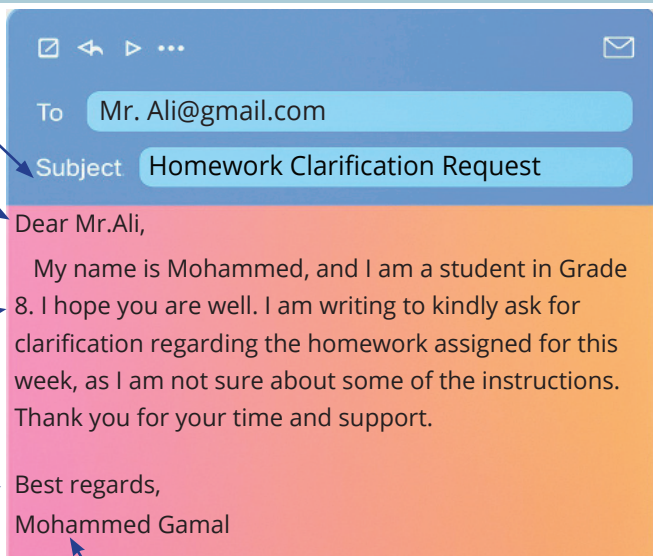
It is how you greet the person you're writing to. In formal emails, you should use respectful language, typically starting with "Dear" followed by the person's title and name.

Body:

It contains the main message of your email. It should be clear, polite, and to the point. You can start by introducing yourself (if necessary), then explain the reason for writing, and finally, make any requests.

Closing:

It is a polite way to end the email. You can use phrases like "Sincerely," or "Best regards," followed by your name.



Signature:

It is where you write your full name. Sometimes, people also include their contact information.

Tip:

When you write a formal email, make sure your message is simple and clear. Use short sentences to explain exactly what you need. This makes it easier for the reader to understand quickly. Remember to stay polite and focus on the main reason you are writing the email. A clear message helps the reader respond to you better!

★ **Task: Unscramble and explain the purpose of the following five parts to write a formal email and explain the purpose of each part.**

- 1 () Signature:
- 2 () Subject Line:
- 3 () Closing:
- 4 () Body:
- 5 () Greeting:

ILOs

By the end of the lesson, students will:

- ◆ apply the meaning of the new vocabulary.
- ◆ read to draw conclusions from a persuasive text.
- ◆ use phrasal verbs (inseparable transitive) properly.
- ◆ compose an email message about truthfulness to a friend or peer.

**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.
.....

mastery (n.)

Being very at something.

How can you achieve mastery in something you love?

<u>quality (n.)</u>	How something is.
	What can you do to improve the quality of your work?
<u>results (n.)</u>	What results are you hoping to see from your efforts?
	What is one thing that is essential for life?
<u>seek (v.)</u>	To something.
	What do you seek when you're trying to learn something new?
<u>mentor (n.)</u>	Someone who helps and you.
	What do you seek when you're trying to learn something new?
<u>manage (v.)</u>	To or organize things.
	How do you manage your time when you're busy?
<u>priorities (n.)</u>	The most important things you need to
	What are your top priorities for today?

**Reading comprehension**

I can use clues in a text to understand new words and ideas about work and life balance.

A- Pre-Reading Task:

★ Discuss following questions with a partner.

① What does it mean to do something with excellence?



.....

② Why is it important to balance work with other parts of your life?



.....t.....

③ What are some things that help people do their work well?



.....

**B- While-Reading Task:**

① Underline any words that refer to balance or doing your best.

② Highlight any reasons given for why excellence and balance are important.

③ Write one sentence that explains what you think the text is trying to tell you about work and life.

■ Example:

- ◆ "Doing your best means completing a task as well as you can and aiming for good results."

In Islam, quality is very important in all parts of life, especially in work. We are encouraged to do our best in everything we do. Work mastery means doing a task as well as we can and aiming for good results. It is about paying attention to details and always trying to improve our skills.

To achieve work mastery, we need to seek knowledge. This means learning more about what we do, finding a mentor, and always trying to get better. Managing our time is also important. When we set priorities and stay organized, we can finish our work better and faster.

However, we should not forget about our well-being. Islam teaches us to keep balance in our lives. This means balancing work with family, friends, and fun activities.

Achieving excellence in our work is important in Islam. By seeking knowledge, managing our time well, and finding balance, we can work towards being our best in everything we do.

When we strive for excellence, we can be proud of our work and show our dedication to Allah.

C- Post-Reading Task: Draw Conclusions from the Text:**1 Choose the correct answer from a,b,c or d:**

- ◆ What is the main idea of the text?
 - A** Working hard is not important.
 - B** Achieving excellence in life requires balance.
 - C** You should focus only on your well-being.
 - D** Knowledge is not necessary for success.
- ◆ Why is managing time important according to the text?
 - A** It helps you finish your work quickly.
 - B** It allows more time for family and friends.
 - C** It ensures work is done better and faster.
 - D** It reduces the need for learning.
- ◆ What does work mastery involve?
 - A** Doing many things at once.
 - B** Paying attention to details and always improving.
 - C** Focusing only on personal fun activities.
 - D** Avoiding any type of hard work.

2 Answer the following questions:

- 1** Why does the text say balancing work with family and fun is important?



.....

- 2** How can achieving excellence in work show dedication to Allah? Discuss with a partner and share your ideas.



.....

Vocabulary Practice

I can use new vocabulary correctly in sentences to show their meanings.

★ **Task: Complete the sentences below using the words in the list below.**

(mastery, quality, results, seek, mentor, manage, priorities)

- ① To improve my writing skills, I will advice from my teacher.
- ② Hard work and practice can help you achieve in any subject.
- ③ A good helps guide and support students in their learning journey.
- ④ We must learn to our time well to finish our tasks on schedule.
- ⑤ The of a product depends on how well it is made.
- ⑥ If you study regularly, you will see great in your learning.
- ⑦ When planning your day, it is important to set your so that you focus on what matters most.

Grammar

I can understand the meanings of inseparable transitive phrasal verbs from context and use them correctly in sentences.

■ **Task 1:**

★ **Read each sentence carefully and choose the meaning that is closest to the phrasal verb in bold.**

① **Bring up**

- During the meeting, my teacher brought up an important point about studying regularly.

- A To introduce a topic in conversation
- B To lift something up
- C To take something away
- D To leave a place

2 Go over

- Before the test, we need to go over our notes carefully to make sure we understand everything.

- A** To travel a long distance
- B** To review or check something carefully
- C** To jump over something
- D** To ignore a problem

3 Look into

-The principal promised to look into the issue of broken classroom windows.

- A** To stare at something for a long time
- B** To investigate or examine
- C** To take care of someone
- D** To search for a lost object

4 Run out of

- We wanted to bake a cake, but we ran out of sugar, so we had to go to the store.

- A** To leave a place quickly
- B** To use all of something and have none left
- C** To chase after someone
- D** To refuse to do something

5 Come up with

-Sara came up with a great idea for our class project about recycling.

- A** To think of an idea or solution
- B** To run to someone for help
- C** To reject an idea
- D** To arrive at a destination

Exercise 2: Use the correct form of the phrasal verbs below to complete the sentences.

bring up - go over - look into - put up with - run out of

- 1 The teacher asked us to the main points from the lesson before the test.
- 2 My parents always the importance of honesty when we talk about values.
- 3 The company will the issue to find a solution as soon as possible.
- 4 I don't know how you all the noise in your neighborhood!
- 5 We need to buy more milk because we have it at home.



Writing

I can compose an email accurately.

Task:

Write a friendly email to a peer or classmate with your ideas on how to be truthful in everyday situations. Be sure to include all five parts of an email:

- 1 Subject 2 Greeting 3 Body 4 Closing 5 Signature

.....

.....

.....

.....

.....

.....

.....

.....

.....

ILOs

By the end of the lesson, students will:

- ♦ apply the meaning of the new vocabulary.
- ♦ listen to recognize the opinion of the speaker across several sentences.
- ♦ take part in a conversation about the quality of work in Islam.
- ♦ revise an email message about honesty.
- ♦ carry out a project about the Prophet's Hadith about work mastery.

**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.
.....

minimum (n.)

The amount needed.

What is the minimum effort needed to complete the task?

<u>strive (v.)</u>	To to do something.
	What do you strive for in your personal life?
<u>impact (v.)</u>	The or change of something causes.
	How does your work impact others around you?
<u>talent (n.)</u>	A natural to do something well.
	What is a talent you have that others admire?
<u>strength (n.)</u>	The to do something or be strong.
	How do you use your strength to overcome challenges?
<u>Contribution (n.)</u>	Something you give or do to
	What contribution can you make to improve the team's success?

**Listening: Understanding Opinions**

I can listen to a dialogue about achieving excellence in Islam and discuss the speakers' views clearly.

A- Pre-Listening Task:

- ◆ Discuss the following questions with a partner.
 - ◆ What does "quality work" mean to you?
 - ◆ Why do you think achieving excellence is important in Islam?

B- While-Listening Task:

- ◆ Listen to the dialogue between Aisha and Fatima about achieving excellence in Islam through quality work.
- ◆ Note down the opinions expressed by both Aisha and Fatima in the chart below:

Speaker	Opinions
Aisha	
Fatima	

C- Post-Listening Task:

- 1 Discuss with your partner:
 - ◆ What were Aisha's and Fatima's main opinions?
 - ◆ Do you agree or disagree with their opinions? Why?

② **Speaking Task:** Share your own opinion on the topic of quality work and excellence in Islam with your partner. Use the following sentence starters to help you:

- ◆ "I believe that"
- ◆ "Like Aisha and Fatima said, I think"
- ◆ "In my opinion, achieving excellence is important because....."

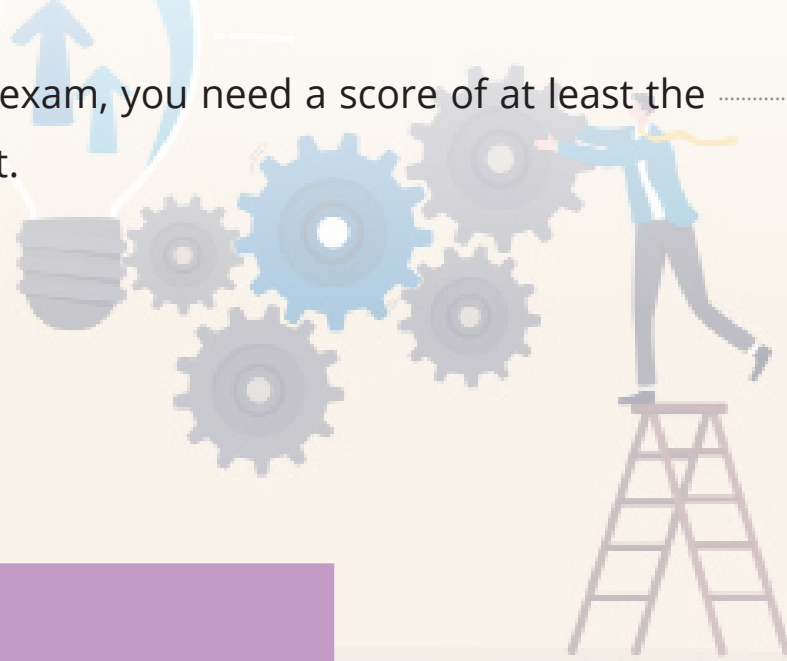
Vocabulary Practice



★ **Fill in the gaps with a word from the list:**

(minimum - strive - impact - importance - talent - contribution - strength)

- ① He will to improve his skills in order to achieve his goals.
- ② The storm had a big on the village.
- ③ She has a natural for playing the piano.
- ④ His allowed him to carry the heavy boxes without any difficulty.
- ⑤ Each team member made a valuable to the success of the project.
- ⑥ To pass the exam, you need a score of at least the grade requirement.



**Writing**

I can write a formal email properly.

Top Tip: Formal Email

To change your friendly email into a formal one you need to adjust the greeting, word choices, and sentence structure to reflect respect and politeness.

- ◆ **Greeting:** Use "Dear [Title and Name]" instead of a casual "Hi."
- ◆ **Tone:** Replace friendly phrases like "I wanted to" with "I am writing to."
- ◆ **Word Choice:** Use formal language like "essential," "sincerity," and "fostering trust."
- ◆ **Closing:** Use "Thank you for your time and consideration" followed by "Sincerely" or "Kind regards" instead of informal closings like "Best regards."

Task:

- Revise your friendly email on the school values about how to be a truthful person in daily life situations, then use the formal tone to write a formal email to a famous religious leader asking him/her for some tips on how to be a truthful person.
- Don't forget to use the previous tips for writing a formal email.



Islamic Values Project



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

عن عائشة (رضي الله عنها) قالت: قال رسول الله ﷺ: «إِنَّ اللَّهَ يُحِبُّ إِذَا عَمَلَ أَحَدُكُمْ عَمَلًا أَنْ يَتَقَنَهُ». رواه الطبراني في الأوسط وصححه الألباني

The Prophet Muhammad (peace be upon him) said:

"Indeed, Allah loves that when any of you does a job, he should do it well."

It was narrated by Al-Tabarani in Al-Mu'jam al-Awsat, and authenticated by Sheikh Al-Albani.

1. Introduction

- ◆ What does *work mastery* mean in this Hadith?

2. Research

- ◆ Work in groups to find examples of Islamic figures who showed *work mastery*.

3. Practical application

- ◆ Think about one thing in your school or daily life where you can apply *work mastery*.

Examples:

- ◆ Completing homework with focus and care
- ◆ being punctual in class
- ◆ helping family members at home with sincerity.

4. Reflection

A - Present your research on Islamic figures to the class and share how you have applied work mastery in your own life.

Section	Details/Notes
Hadith	"Verily Allah loves that when any one of you does something, he does it with perfection." (Al-Bayhaqi)
Meaning of Work Mastery	What does work mastery mean? (Your understanding)
Islamic Figures	Name
Practical Application	What area of your life can you apply work mastery?
	Describe your plan for applying excellence:
Reflection	How will you present your research?
	What advice will you share with your classmates?

B -Design a wall poster about the meaning of the Hadith and discuss it with the whole class to exchange ideas together.

Glossary

Word	Part of Speech	Meaning
absorb	verb	to take in substances, like nutrients or liquids
access	noun	the ability to get or use something
achieve	verb	to successfully reach a goal or finish something
adapt	verb	to change so you can fit into a new situation or environment
addicted	adjective	can't stop doing something, even if it's bad for you
analyse	verb	to look at something carefully to understand it better
ancestors	noun (plural)	people in your family who lived a long time ago
archery	noun	a sport where you shoot arrows at a target
athlete	noun	a person who plays sports or exercises a lot
athletic	adjective	relating to athletes or sports
auditory	adjective	related to hearing and sounds
balance	noun	the ability to stay steady without falling
basic	adjective	simple and easy to understand
bile	noun	a digestive liquid produced by the liver that helps break down fats
block	verb	to stop or prevent something from moving or happening
challenge	noun	something difficult that needs effort to overcome
choices	noun (plural)	different options you can pick from
cholesterol	noun	a fatty substance found in the blood that can build up in arteries
complex	adjective	something that has many parts and is hard to understand
competition	noun	an event where people compete against each other

Glossary

Word	Part of Speech	Meaning
complicated	adjective	hard to understand or do because it has many parts
computer science	noun	the study of how computers work and how to make them do different tasks
connect	verb	to join or link things together
content	noun	the information or material in something, like a book or video
conquest	noun	taking control of a place or people by force
crucial	adjective	very important for something to succeed
customer	noun	a person who buys something from a store or business
cyber-attack	noun	when someone tries to harm a computer or online system
cyberbullying	noun	hurting someone online with mean words or actions
data	noun	information or facts that are collected to learn from
deplete	verb	to use up or reduce something
direction	noun	the way something or someone is going or should go
disability	noun	a condition that makes it harder for someone to do certain things
donation	noun	something you give to help others, like money or things
edit	verb	to change or fix something to make it better
element	noun	the basic part or unit of something
encourage	verb	to make someone feel more confident or give them hope
engage	verb	to get involved or take part in something
establish	verb	to start something or make it exist
edition	noun	a version of something, like a book or event, that happens at a certain time

Glossary

Word	Part of Speech	Meaning
executive	noun	a person in charge of making important decisions in a company
expert	noun	someone who knows a lot about a certain subject
fear	noun	a feeling of being scared or worried about something
filter	noun	a device or process that separates unwanted substances from what is needed
fix/solve (problems)	verb	to find a way to make a problem go away or work properly again
flame	noun	the bright, burning part of a fire
food chain	noun	the order in which living things eat each other to survive
function	noun	the main job or purpose of something
gland	noun	an organ that produces and releases substances like hormones or enzymes
hack	verb	when someone breaks into a computer system without permission
health issues	noun (plural)	problems that affect your body or mind and make you feel unwell
hormone	noun	a chemical substance produced by glands that affects parts of the body
host city	noun	the city where an event or celebration happens
hurt	verb	to cause pain or make someone feel bad
identity	noun	who you are and what makes you special
immune system	noun	the part of your body that helps protect you from getting sick
impact	noun	the effect or change something has on something else
industry	noun	a group of businesses that make the same type of products or provide similar services
intelligence	noun	the ability to learn and understand things

Glossary

Word	Part of Speech	Meaning
layer	noun	a thin covering or level of something
lit	adjective	something that is exciting, fun, or well-lit (depending on context)
lobe	noun	a rounded or flat part of an organ or structure
logical	adjective	thinking in a clear and sensible way
logo	noun	a special picture or symbol that represents a company or event
measure	verb	to find out the size, amount, or value of something
molecules	noun (plural)	tiny particles that make up everything around us
natural disaster	noun	a big, harmful event in nature, like a flood or earthquake
obligation	noun	something you have to do because it's required
occur	verb	to happen or take place
Olympic Games	noun (plural)	a global sports event held every four years
Paralympic	adjective	sports competitions for athletes with disabilities
participate	verb	to join in or be part of an activity
peace	noun	a state of calm and harmony, free from conflict or disturbance
physical therapy	noun	exercises and treatments to help your body get better after an injury
pole	noun	the very top or bottom point of the Earth
positive	adjective	having a good or useful effect
predict	verb	to guess what will happen in the future
privacy	noun	keeping personal things secret

Glossary

Word	Part of Speech	Meaning
protect	verb	to keep something or someone safe from harm
psychologist	noun	a person who helps people understand their thoughts and feelings
ray	noun	a line of light or energy coming from something
real	adjective	something that is true or exists
recover	verb	to get better after being sick or return to a normal state
regulate	verb	to control or manage something to get balance or function
score	noun	the number of points you get in a game or test
security	noun	protection from danger or harm
shield	noun	something used to protect or cover something else
significance	noun	the importance or meaning of something
skin	noun	the outer covering of your body
skill	noun	something you learn to do well
social media	noun	websites and apps where people share and talk to each other
solve	verb	to find a way to fix a problem
spatial	adjective	understanding how things fit or move in space
spray cans	noun (plural)	containers that release liquid or gas in a fine mist when pressed
substance	noun	a material or type of matter with certain properties
support	verb	to help someone or something stay strong or do well
surface	noun	the top or outside part of something

Glossary

Word	Part of Speech	Meaning
symbol	noun	a sign or object that stands for something else
take place	verb	to occur or happen
toxins	noun (plural)	harmful substances that can cause damage to the body
tools	noun (plural)	things you use to help you do a job
tribe	noun	a group of people who live together and share the same customs and language
upload	verb	to move a file or picture from your device to the internet
verbal	adjective	using words to communicate
visual	adjective	something you can see with your eyes
wheelchair	noun	a chair with wheels that helps people move if they can't walk